ICOERESS
INTERNATIONAL CONFERENCE ON EDUCATION, RELIGION AND SOCIAL STUDIES
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THE ROLE OF TECHNOLOGY IN LANGUAGE LEARNING OUTSIDE THE CLASSROOM: CHALLENGES AND OPPORTUNITIES FROM AN E-LEARNING PERSPECTIVE

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1st ICOERESS
(October 16th, 2024)

Submission:
(18-11-2024)
Published:
(30-12-2024)

ABSTRACT

This study explores the opportunities and challenges of Technology-Enhanced Language Learning (TELL) outside traditional classroom settings. TELL, facilitated by e-learning platforms and social media, allows students to access language resources in flexible and innovative ways, potentially including interaction with native speakers to improve language skills. However, disparities in access to technology present significant obstacles, especially for students facing financial limitations. The research utilizes a mixed-method approach, incorporating surveys to gather perspectives from teachers and students. Findings indicate that while technology fosters autonomous learning, students require strong motivation and structured support to maintain engagement. The study underscores the importance of equitable technology access and effective teacher training to maximize TELL's potential for all learners.

Keywords: *Technology, Challenges, Opportunities*

RESEARCH BACKGROUND:

Technology-enhanced dialect learning (TELL) alludes to the integration of computerized apparatuses and assets to encourage dialect procurement past conventional classroom settings. With the rise of e-learning stages, portable applications, and online assets, learners can lock in with dialect materials in adaptable and inventive ways. Be that as it may, this move presents both challenges and openings that justify investigation. Innovation permits understudies to memorize exterior the classroom with more adaptable and free get to. E-learning is one of the most implies of technology-mediated dialect learning, where understudies can learn anytime and anyplace agreeing to their needs. According to (Sari & Abrar, 2024) as conventional face-to-face learning situations are progressively being complemented or supplanted by computerized stages, understanding the successful utilize of innovation in English dialect learning gets to be basic to guaranteeing impartial get to to quality instruction.

Learning exterior the classroom permits understudies to be more adaptable in overseeing the time and put of learning, counting through online media. This learning can overcome a few of the impediments that exist in conventional classrooms, such as restricted face-to-face time or the teacher's capacity to supply person consideration to each understudy. Innovation too offers a assortment of learning assets, extending from recordings, intelligently applications, to social media that can be utilized to hone the dialect with local speakers.

Not all learners have break even with get to to innovation. Financial incongruities can influence the accessibility of gadgets and solid web associations, constraining cooperation. Get to to high-quality dialect learning assets can shift broadly, affecting the adequacy of TELL. The endless cluster of online materials can lead to perplexity with respect to which assets are most successful for learning. Learners regularly

require a tall degree of inspiration to seek after dialect think about freely. Need of structure can lead to diminished engagement. The online environment can be full of diversions, making it troublesome for learners to preserve center on dialect assignments. Numerous e-learning stages may not adjust to person learning styles or needs, affecting learner results. Instructors get preparing on the innovation highlights of Greenish blue classrooms, which is basic for them to utilize these spaces successfully.

E-learning offers a variety of opportunities that can enrich the language learning experience, including access to learning materials from different cultures and languages, learning flexibility, and the opportunity to interact with native speakers or other learners from different parts of the world. Through technology, language learning becomes more interactive and contextual, allowing students to gain a deeper and more realistic understanding of the language. According to (Dehdary et al., 2024) Innovation essentially upgrades their capacity to memorize freely, giving simple get to to a assortment of materials and assets.

METHOD :

This study adopts a mixed methods approach where quantitative and qualitative data collection and analysis are incorporated to address the research questions. To obtain data for this study, surveys and interviews were conducted using a sequential method, beginning with the surveys and followed by interviews. A survey comprising structured and unstructured questions was developed for this study. The survey and research design underwent examination by the CPS Research Committee for ethical clearance and quality review, with their feedback incorporated to enhance the quality of the survey. Semi-structured focus-group interviews were conducted to collect qualitative data. The decision to conduct focus group interviews after the surveys was made to delve deeper into the survey responses and to allow teachers to provide new insights into their experiences. Each interview took one hour on average and was audio recorded.

Voluntary sampling was used for this study. An invitation email was sent to 211 teachers teaching in the CPS to teach in the new TEAL classroom and participate in the study. Out of the 211 teachers, 23 volunteered to teach in the new learning space. As shown in Table 1, 16 teachers completed the survey after teaching between two and six sessions in the TEAL classroom with a data collection window of two weeks. Among the respondents, 14 were English teachers, and 2 were from the Math and IT department.

All survey respondents were invited to join interviews. The interview participants were exclusively English teachers. Two focus group interviews were conducted, and the majority of interviewees were female. By the time of the interview, these teachers had completed up to ten teaching sessions in the new learning space.

The findings indicated that all participants (100%) acknowledged that modern technological tools significantly aided their ability to learn and develop their English skills autonomously. The study emphasized that independent learners are adept at sourcing materials, identifying their learning needs, and selecting appropriate learning activities independently. The research method aimed to identify the most frequently used smart devices among learners, highlighting the importance of autonomous efforts, strategies, motivations, and effective technological platforms for out-of-class learning.

Table 1. Source of Journals

Journal Source	Quantity	Keywords
Google Scholar	23 articles	Benefits and Challenges, TELL, Out Classroom

Phase 2: Screening Phase

As the reasonable papers in Google Scholar was choosen, copies were found and expelled inside a week. The papers were at that point re-examined to guarantee that the remaining articles met the researcher's necessities.

Phase 3: Eligibility Phase

Table 2. Inclusion Criteria

Inclusion
Technology-Enhanced Language Learning Outside The Classroom
Research methodologies: quantitative, qualitative and mixed method
Sample or responden various levels of education
Evaluate Technology-Enhanced Language Learning Outside The Classroom
Journal Articles published in 2020 - 2024

The papers chosen center on analysts who used Benefits and Challenges Technology-Enhanced Dialect Learning Exterior The Classroom. The papers were checked in agreement with the criteria laid out in figure 1

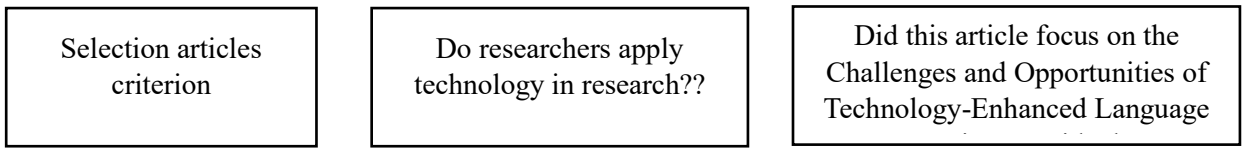


Figure 1. Assessment criterion in choosing articles.

Phase 4: Exclusion Phase

After checking the articles who qualification within the third pahse, the remaining articles were prohibit from this precise writing audit. The criteria of the prohibit articles are expressed in Table 3. The exclusion step, just like the qualification step, was pivotal in guaranteeing that the analysts collected high-quality information.

Table 3. Exclusion Criteria

Exclusion
Technology is not applied in learning outside the classroom.
This study did not access and evaluate technology outside the classroom.
Teaching and learning that does not use technology.
Articles not published in 2020 – 2024.

There were 23 articles given data around the part of Technology-Enhanced Dialect Learning Exterior The Classroom. Most of the dissected articles appeared the combination of quantitative, subjective, and mixed-method sort ponders as portrayed in Table 4. The respondents from all of the thinks about included all levels of instruction from essential until college level.

Table 4. Quantity of journals based on research design

Research Design	Quantity
Quantitative Design	6

Qualitative Design	9
Mixed-Method Design	3
Review of Literature	1

Figure 2 delineates the complete method from Stage 1 through Stage 4 in clearer detail based on The Favored Announcing Things for Orderly Audit and Meta-Analyses (PRISMA) 2020 checklist in conducting this efficient writing survey.

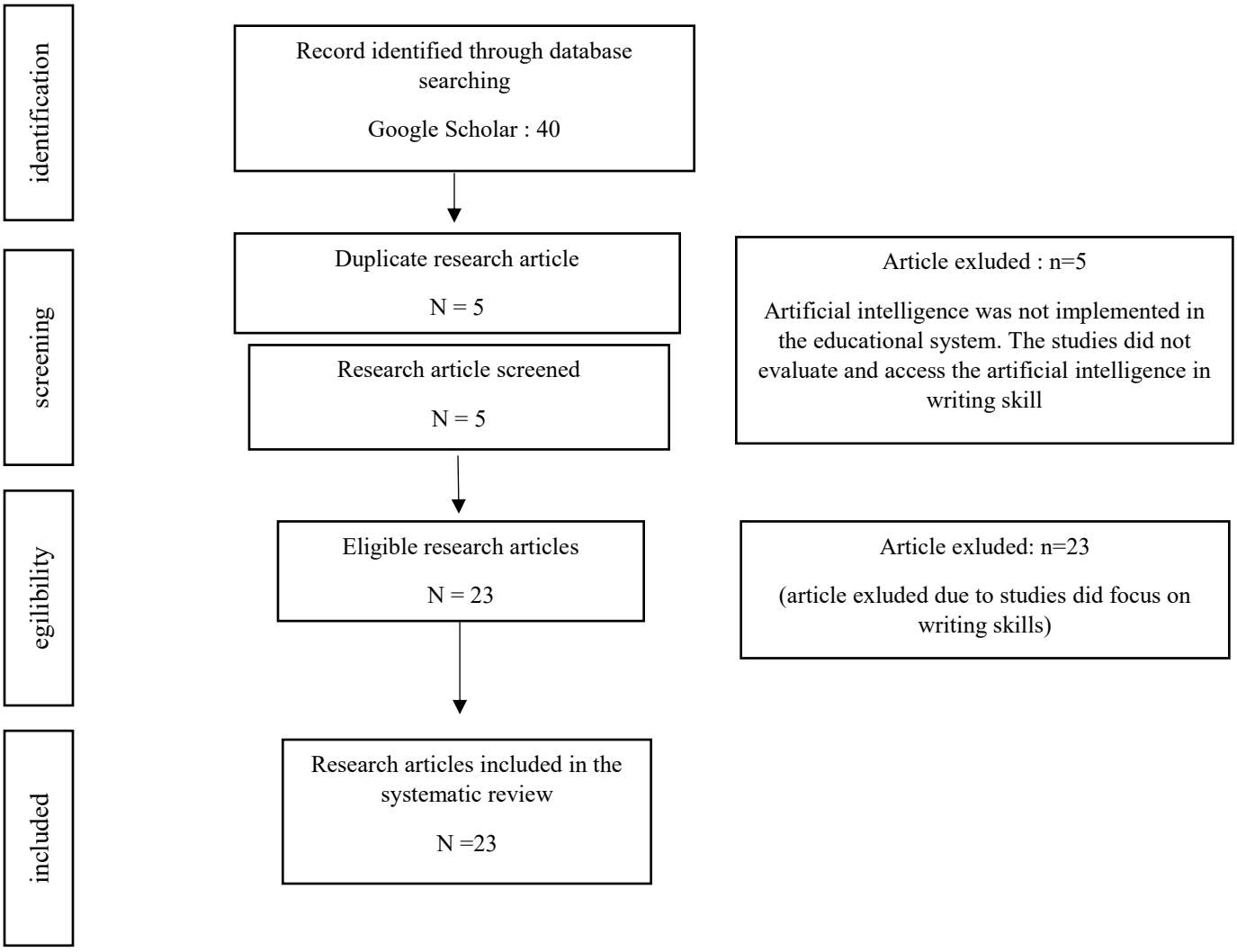


Figure 2. Stream chart of the research article selection process

Results

The findings of the investigate papers will be surveyed in-depth in this area. Due to the nature of examinations, 10 articles were chosen to be fitting in this orderly survey after four stages of choosing qualified articles for assessment. Numerous distinctive analysts have displayed inquire about of Technology-Enhanced Language Learning Outside The Classroom, and the leading and most seminal of these investigate papers are portrayed in Table 5 underneath.

Table 5. Main Characteristics, Perspectives and Perceptions of Using Artificial Intelligence in Improving Students'

Author's	Region	Study Objectives	Participant	Discussion
- Nazanin Dehdary - Ndrew Allmark - Zakiya Al Nadabi - Sally Al Hurmuzy	Oman	The primary objective of the study is to investigate teachers' perspectives on teaching within a TEAL classroom environment.	23 teachers volunteered from a pool of 211 invited teachers, with 16 completing surveys after teaching in TEAL classrooms	This study discusses teachers' perspectives on the use of TEAL classrooms in creating more effective learning environments. The main discussion looks at how internal and external factors influence teachers' learning experiences in TEAL classrooms, including the physical design of the classroom, technology integration, and course and student characteristics.
Khaled Suleiman Omer Abaker	The study includes participants from multiple countries, specifically: Indonesia Sudan Malaysia	• To identify the most frequently used technological tools by learners for studying English outside the classroom. • To determine which online platforms are perceived as the most effective for language learning	A total of 20 participants were surveyed, consisting of: • 15Indonesians • 3 Sudanese • 2Malaysians	The findings indicate that: - A significant majority (80%) of participants prefer using smartphones for language learning, followed by laptops (15%) and tablets (5%). - YouTube emerged as a favored platform for learning English through videos and movies. - The study highlights the importance of self-directed learning facilitated by technology, allowing learners to access materials and resources independently.
Nadia Mayang Sari ,Mukhlash Abrar	Indonesia,	• To investigate the challenges	The study does not specify a precise number of participants but indicates a	The findings reveal significant challenges, including: Limited access to technology, Lack of digital literacy, Pedagogical issues. Conversely, the

		faced by teachers and students in incorporating technology into English language learning. • To explore the potential benefits that technology can offer in enhancing language education.	qualitative approach involving teachers and students from various educational settings. This diverse participant base allows for a comprehensive understanding of the challenges and benefits experienced across different contexts	benefits identified include: Increased student motivation, Access to authentic resources, Personalized learning experiences.
Kevin Oh, Natalie Nussli	United States	he main objectives of the study are: • To examine participants' perceptions of Second Life as a usable platform for language learning. • To identify the unique skills required for teaching in a 3D virtual environment.	The study involves 12 English language learners (ELLs) and 18 special education teachers.	Key findings highlight several challenges, such as: - Technical issues: Problems with audio quality and lesson design were significant obstacles. - Anxiety reduction: The virtual environment helps alleviate anxiety associated with speaking English, allowing learners to practice more freely through avatars. - Benefits identified include: - Enhanced motivation and engagement among learners. - Opportunities for authentic interaction with native speakers, which can improve oral fluency.

		• To explore challenges faced during language instruction in this setting.		
Wakhid Nashruddin, Nizar Ibnus	Indonesia	The main objective of this study was to identify and analyze the problems associated with the implementation of TELL in English Language Education Departments. The study aimed to understand the technical challenges faced by educators and students during online learning and to explore potential solutions, such as blended learning approaches that combine online and face-to-face interactions. The authors also sought to highlight the need for easy-to-use technology and adequate training for educators to utilize	Participants in this study included English Language Education lecturers and students from the universities involved.	This article underlines the importance of addressing technical barriers while promoting blended learning strategies to improve English language education in Indonesia. The authors advocate for increased technology integration and training to support effective teaching practices in the post-pandemic education landscape.

		these tools effectively.		
Yosafat Tabasi, Irsan Bertinus Tondowala, Marissa Swanda Tupamahu, Fries Pileman Soa'e Sigilipu, Kadek Ayu Kartika Septiana.	Indonesia	The main purpose of this study is to evaluate the effectiveness of technology-based learning tools in English language education. This study aims to understand the impact of these tools on student engagement, language proficiency, and cultural understanding, and to identify factors that influence the success of technology integration in English language teaching.	Participants in this study included students from various backgrounds and levels of proficiency	The discussion in this article highlights that technology-based learning tools can increase student engagement and motivation, as well as provide personalized learning experiences. However, challenges such as technology access gaps and the need for effective pedagogical integration are also discussed. The authors recommend that to maximize the benefits of technology, educators should consider the quality of the tools, the relevance of the content, and the individual needs of students.
Pallabi Ghosh, Siti Fatimah Abd. Rahman	Malaysia	The main objective of this study is to explore the impact of technology in English language learning with blended learning and constructivism approaches. This includes an investigation of various methods, strategies, benefits, and drawbacks of	Participants in this study were diverse, including ESL/EFL students, college students, and language teachers. The study highlights the participation of students from various levels of education, including high school and university, as well as the perspectives of	The discussion in this article emphasizes the importance of technology integration in English language teaching to improve students' communication and higher-order thinking (HOTS) skills. In addition, the article discusses the challenges faced, such as the issue of technology access and the need for teacher training. The author recommends further research to understand the positive impacts and innovations in the use of technology in ESL/EFL classrooms.

			implementing technology in ESL/EFL classrooms in the time frame of 2019-2023.	teachers involved in English language teaching.	
Chun Lai		Hong Kong	The main purpose of this study is to understand the interaction between language learning beliefs and technology-supported self-directed learning experiences outside the classroom. This research aims to provide insight into how these beliefs influence the use of technological resources by foreign language learners.	Participants in this study consisted of 20 undergraduate students from a Cantonese background and studying a variety of foreign languages, including Japanese, French, Spanish, German, and Arabic.	The discussion in this article highlights the cyclical relationship between learning beliefs and technology use behavior in language learning. Findings suggest that beliefs about learning influence the types of technology resources used and the ways in which they interact with them. In addition, self-directed learning experiences with technology can also change students' beliefs, suggesting that this relationship is dynamic and contextual. This discussion emphasizes the need for a systematic and contextual approach to supporting technology-influenced self-directed language learning.
Yustinus Gai Mali	Calvin ,Anne Indrayanti Timotius,	Indonesia	The purpose of this study is to investigate students' perspectives on the use of technology in English language learning, particularly through the project-based learning (PBL) approach. This study also aims to measure students' attitudes,	The study participants consisted of 30 students taking the CALL course. They were aged between 20 and 22 years and were involved in technology-based activities during the learning semester.	In the discussion, the authors noted that although there were no significant differences in students' attitudes, confidence, and anxiety before and after the course, the majority of students showed positive attitudes toward the use of technology. This study highlights the importance of integrating technology in language education to prepare prospective EFL (English as a Foreign Language) teachers to face the demands of modern education. The authors also suggest that technology-based projects can be effective learning activities, although challenges in

		self-confidence, and anxiety levels when interacting with technology.		implementing technology still need to be overcome.
Arif Husein Lubis, Didin Samsudin,	Indonesia	The main purpose of this study is to compare the ideal characteristics of EFL teachers with actual teacher practices in the context of technology-supported flipped classrooms, based on students' perceptions. This study aims to identify the qualities that students expect from effective EFL teachers.	Participants in this study were 83 EFL undergraduate students, the majority of whom were from the information technology department.	The discussion in this article includes an analysis of students' expectations regarding EFL teachers' attitudes and teaching styles. The results show that students want teachers who are patient, friendly, and use diverse and innovative teaching methods. There is a congruence between expectations and reality, although there are some differences, especially in terms of teacher openness and giving clear instructions. This study provides insight into how technology can affect students' perceptions of English language teaching.
Afsaneh Ghanizadeh, Azam Razavi, Safoura Jahedizadeh,	Iran, Malaysia, Turki, Jordania.	The main purpose of this study is to investigate the effectiveness of using technology in language learning, as well as to provide a comprehensive overview of the results obtained from previous studies. This study aims to assist decision makers in choosing appropriate	Participants in the studies analyzed varied, including students of different ages and educational backgrounds. Data show that participation included students from general courses as well as EFL/ESL, with varying numbers of participants in each study.	In the discussion, the authors highlight that the use of technology has a significant positive impact on language learning. Technology not only improves language skills such as listening, speaking, reading, and writing, but also supports the acquisition of grammar and vocabulary. The authors also note that these benefits are not limited to a particular age group or gender, and suggest that technology be effectively integrated into the curriculum and pedagogy to maximize learning potential.

		technology for language education.		
Pham Chi Kim, Nhi Ngoc Tuyet Nguyen, Anh Thi Tuong Nguyen, Nhi Yen Phan, Han Huynh Kha Nguyen.	Vietnam	The main purpose of this study is to investigate the factors that influence the independent use of technology by English language students for language learning. This study also aims to find the key factors that influence the use of technology.	167 English major students were involved in completing the adapted questionnaire.	The discussion in this study emphasizes the importance of subjective norms, perceived behavioral control, and attitudes toward technology use in language learning. The results showed that subjective norms had the most significant influence, followed by perceived behavioral control. The authors recommend that instructors create positive social norms regarding technology use to encourage students in self-directed learning.
Awal Kurnia Putra Nasution Muhammad Hasyimsyah Batubara,	contributions from various countries, with a main focus on countries such as the United States, China, and the Russian Federation.	This study aims to identify publication patterns, distribution based on document type, author's country of origin, and keywords that frequently appear in related literature.	Participants in the context of this study include researchers and academics involved in publications related to TELL. Although there are no direct research subjects, this analysis includes a variety of publications from authors from different countries and institutions.	The discussion in this article highlights the significant growth in TELL research, especially in 2022 with a peak of 88 publications. The authors note the importance of technology integration in language learning and how this trend is influenced by global factors, including the COVID-19 pandemic. Keyword analysis shows a focus on aspects such as “Language Learning,” “E-learning,” and “Technology,” reflecting the need to develop more effective and technology-based learning methods for students.
Luana Sasabone, Yuriatson Jubhari, Anwar Taufiq, Tuan Nordin bin Tuan Kechik, Nurul Amaliah.	at Paul Christian University Makassar, Indonesia	The purpose of this study is to analyze the effectiveness of Google Classroom as an instructional media in improving	33 students from the Economics and Business study program, with a composition of 14	The discussion in this article concludes that the use of Google Classroom provides many advantages in the learning process, including flexibility of time and better accessibility for students. The results of the study showed a significant increase in students' reading ability

		the reading ability of students who learn English for specific purposes. This study uses the Classroom Action Research (CAR) method to achieve this goal.	female students and 19 male students.	from the first cycle to the second cycle. Although there were some challenges, such as the need to have a Google account and internet access, overall, Google Classroom proved to be an effective tool for increasing students' reading engagement and ability in the ESP context.
Ninuk Indrayani, Bambang Yudi Cahyono, Nur Mukminatien, Francisca Maria Ivone.	Indonesia, especially among university students in East Java.	The purpose of this study is to investigate how the frequency of engagement in self-directed informal digital learning (SIDL) correlates with EFL students' English proficiency. This study aims to provide insight into the contribution of informal learning to improving students' English proficiency.	302 EFL students from three universities in East Java.	The results showed a significant, albeit relatively weak, positive correlation between the frequency of engagement in digital informal learning and English language proficiency. Although informal engagement can provide benefits, the results vary depending on the context and level of student engagement. Discussion highlighted the importance of motivation, support from teachers, and use of technology in enhancing the informal learning experience. The study concluded that digital informal learning can complement classroom learning, but requires a holistic approach and appropriate support to achieve better outcomes.
Jumanto Jumanto, Rahmanti Asmarani, Sri Oemiati,	West Semarang.	The main objective of this study is to design a digital learning platform using WhatsApp as a means to accelerate the English skills of high school teachers. This study focuses on improving teacher motivation and competence in	The research participants consisted of high school teachers involved in an English language skills acceleration program.	In the discussion, the researchers emphasized the importance of using WhatsApp as the main platform for digital interaction in English language learning. The results of the initial and final surveys showed an increase in the participants' perceptions, motivations, and oral and written communication skills. The study also highlighted the challenges and opportunities in integrating digital technology in English language learning, as well as its relevance in the context of continuous learning.

		interacting using English effectively.		
Gusti Nur Hafifah	Indonesia	The purpose of this study is to review the literature on teachers' perspectives on ICT integration in English language teaching. This study explores teachers' views on ICT in the context of education in general, at the global level, and specifically in the Indonesian context.	ICT teacher in education	The results of the study indicate that many teachers have positive attitudes towards the use of ICT, but there are obstacles in its implementation, such as lack of competence, facilities, and policy support. The discussion highlights the importance of training and professional development for teachers to improve the integration of ICT in teaching. This study also recommends further studies on teacher cognition related to ICT in English language teaching in the context of higher education in Indonesia.
Adriadi Novawan, Osamu Ikeda, Stuart Anthony Walker	Indonesia	Examining the use of Artificial Intelligence (AI) in Technology Enhanced Language Learning (TELL) and exploring the perspectives, practices, challenges and strategies used by teachers	7 English teachers in Indonesia who have integrated AI tools into their teaching practices.	The discussion focused on the positive impacts and challenges faced in the use of AI, including issues of depersonalization, ethical considerations, and the importance of teacher professional development and aligned policies. The need for hybrid models that combine AI-based personalization with human interaction was also emphasized.
Donny Adiatmana Ginting, Syahrul Ramadhan	Indonesia	Investigating EFL students' perceptions regarding the use of interactive learning applications and its impact on their preferences and academic achievement.	20 students from the English Study Program at STKIP Al Maksum, who were enrolled in the 2021/2022 academic year. The age range of participants is between 18 to 21 years,	The findings suggest that students' perceptions of interactive learning applications affect their learning outcomes. Although students preferred Kahoot over Quizizz, there is uncertainty about the application's ability to enhance students' EFL learning motivation. This study suggests the need for further exploration of factors that can enhance students' motivation in learning English.

			consisting of 14 females and 6 males.	
Pallabi Ghosh Siti Fatimah Abd. Rahman	Malaysia	Exploring the impact of technology through blended learning and constructivism approaches among ESL learners. Investigating the methods, strategies, benefits, and drawbacks of implementing technology in communication skills development.	ESL learners, including college students and teachers.	The discussion focused on the use of technology to enhance language skills, challenges in implementing blended learning, and the importance of training for educators and internet accessibility.
Gusti Nur Hafifah	Integration of Information and Communication Technology (ICT) in English language teaching, with a focus on teachers' perspectives in global and Indonesian contexts.	Reviewing teachers' perspectives on the implementation of ICT in education, especially in English language teaching. Providing analysis based on research methodology, including design, subjects, and instruments used in previous studies.	English teachers, including teachers at various educational levels and contexts in Indonesia and other countries.	The discussion focused on the challenges and opportunities faced by teachers in implementing ICT, as well as the importance of training and support to improve teacher competency in using ICT in teaching
Marie Webb, Evelyn Doman	USA Macau Kolombia	This study aims to investigate self-reported attitudes towards technology-enhanced language	Number of Participants: 128 students, 55 from Macau (30 female, 25 male)	The discussion in this study includes how the flipped classroom affects students' attitudes toward technology in language learning, as well as a comparison between students' attitudes in the flipped classroom and the traditional classroom.

		learning in a flipped classroom context, as well as to explore how this pedagogical approach influences students' attitudes towards the use of technology for language learning.	50 from Colombia (23 female, 27 male) 23 from USA (13 female, 10 male)	The results show that students in the USA and Colombia experienced reduced anxiety in using technology, and the flipped classroom had a positive impact on students' attitudes in all three contexts.
Tayeb Brahimi, Akila Sarirete	Saudi Arabia,	The aim of this study is to provide insights into the recent developments of MOOCs (Massive Open Online Courses) and how they can be integrated into the secondary school curriculum.	Number of Participants: 310 students Students from Global International School accredited by the Saudi Arabian Ministry of Education.	Discussions in this study include how MOOCs can impact education outside the classroom, as well as student perceptions of out-of-class learning through social media, online courses, and personal tutoring. The survey results show that the majority of students agree that out-of-class learning has a positive impact on their education.

DISCUSSION

TELL permits understudies to memorize adaptably and autonomously, exterior the time and put limitations of a conventional classroom. The utilize of innovation such as e-learning apps, social media, and other online assets permits understudies to associated with dialect learning materials in more inventive and relevant ways, possibly indeed including local speakers to hone dialect abilities**.**

Whereas TELL offers a assortment of benefits, get to to satisfactory innovation remains a major challenge. This article highlights the crevice in get to due to financial components, which can restrain students' capacity to get strong gadgets or steady web associations. This impacts the adequacy of TELL, particularly for understudies with constrained get to to innovation. Despite the many benefits, research also identified several challenges, such as the need for students to be online all the time and the waste of internet funds (Luana Sasabone et al., 2023)

One critical challenge is the advanced separate, where unequal get to to innovation can compound instructive imbalances (Tabasi et al., 2024).This article highlights that without a clear learning structure, understudy inspiration can diminish, so it is critical to have strong academic bolster to preserve understudy engagement. Learning through innovation tends to be more effective when went with by a structure that permits understudies to remain centered. According to (Sari & Abrar, 2024)Despite the potential benefits of technology-enhanced learning, many participants, reported difficulties in accessing reliable internet connectivity, up-to-date hardware, and software

This article receives a mixed-method to get it the adequacy of TELL, the overview conducted makes a difference to uncover the points of view of instructors and understudies towards the utilize of TELL exterior the classroom. 44.52% said they strongly agree with the statement and 51.61% said they agree while 2.58% neither agree nor disagree (Brahimi & Sarirete, 2015) The discoveries of the study appear that the lion's share of members (100%) concede that mechanical devices offer assistance them in learning English autonomously. Students in the experimental group who participated in flipped classroom learning showed significant changes in their attitudes towards the use of technology for language learning over time (Webb & Doman, 2020)

Special training on utilizing the media was also reportedly needed (Nashruddin & Ibnus, 2023)Both teachers and students need assistance adjusting to digital learning settings if TELL is to fulfill its full potential. To establish a balanced blend of guidance and individual learning, teachers in particular require training on how to use technology in language instruction. In addition to improving TELL teaching, this kind of training would guarantee that students stay interested and involved throughout their educational path.

By enabling students to practice language abilities in real-world settings, technology has improved language learning's engagement and contextual relevance. According to (Abaker, 2022) Participants agreed 100% that recent technological tools help them to learn and develop their English language skills independently. The conversation emphasizes how learners can practice speaking with local speakers and acquire cultural insights through interactive apps, YouTube, and virtual language interactions. These authentic exchanges enhance the language learning process and provide a more profound comprehension of cultural subtleties.

In addition to enhancing instructional strategies, this kind of training would guarantee that students stay interested and involved throughout their educational journeys. In the end, maximizing the advantages of TELL can be achieved by creating a collaborative learning environment that combines structured

instruction with independent inquiry, making language acquisition more approachable and significant for every learner.

However, the conversation emphasizes how crucial it is to provide fair access to technology and put in place efficient academic support in order to fully reap the benefits of TELL. According to (Brahimi & Sarirete, 2015)68% of respondents indicated that YouTube was the most valuable social media tool; WhatsApp was identified as the second most valuable social media tool (63%). Teachers can more effectively utilize TELL to develop accessible and successful after-school language learning programs by tackling these issues, which include maintaining structured guidance and guaranteeing technical accessibility.

CONCLUSION

The study concludes that Technology-Enhanced Dialect Learning (TELL) offers various points of interest for dialect securing exterior the conventional classroom setting. By leveraging devices like e-learning stages, apps, and social media, understudies pick up adaptability and independence in their learning prepare, permitting them to hone dialect abilities at their claim pace and in assorted situations. These computerized assets, which can incorporate intuitive with local speakers, make dialect learning more locks in, pertinent, and intelligently, improving students' instructive encounters.

However, the investigate highlights noteworthy challenges, especially in terms of impartial get to to innovation. Monetary abberations make a "advanced isolate," where understudies from lower-income foundations need the gadgets and steady web associations vital to take an interest completely in TELL. This innovative crevice prevents the potential benefits of TELL and worsens instructive imbalances. Without tending to these availability issues, TELL may incidentally extend the crevice between understudies with adequate assets and those with constrained get to.

The discoveries recommend that understudies require more than fair innovation; they too require organized scholarly back to preserve inspiration and engagement. Whereas independent learning has numerous benefits, it can lead to separation on the off chance that understudies need a clear system or direction from instructors. Subsequently, a adjusted approach that combines free learning with organized bolster is basic to guarantee understudies stay centered and advantage completely from TELL.

Educator preparing develops as another key figure in maximizing the adequacy of TELL. Teachers require direction on coordination innovation into dialect instruction to make a strong learning environment that keeps up understudy intrigued and improves learning results. Viable instructor preparing would prepare teachers with the abilities to oversee both organized direction and understudy independence, cultivating a beneficial mix of free investigation and instructive bolster.

The study underscores the significance of a all encompassing approach to executing TELL, where innovation, get to, structure, and educator back work together to upgrade dialect learning. By tending to these interconnected components, TELL can ended up a more comprehensive and successful instrument for dialect procurement, empowering understudies from all foundations to progress their aptitudes in a adaptable and strong environment.

The consider advocates for a adjusted approach to TELL, combining organized instruction with autonomous request to form a collaborative learning environment. This demonstrate underpins both understudy independence and engagement, making dialect learning more open and important. By cultivating a steady learning ecosystem, educators can energize understudies to require possession of their dialect learning travel whereas profiting from guided scholastic bolster.

In conclusion, where as TELL holds guarantee for changing dialect learning, its victory depends on overcoming get to obstructions, giving organized bolster, and guaranteeing compelling instructor inclusion. By centering on these zones, TELL can accomplish its full potential as an open, locks in, and significant mode of learning, making a difference understudies create dialect abilities in ways that adjust with their person needs and circumstances.

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