

A Review on Technology Enhanced Language Learning (TELL)

Atiqah Iberahim, Melor Md Yunus, Nur Ainil Sulaiman

Faculty of Education The National University of Malaysia, Malaysia

Email: Atiqah8891@gmail.com

Abstract

Rapid advancement of technology brings an impact on many facets of human life. The advancement of technology has increased the variety of options for enhancing language learning at all educational levels. In an educational context, the presence of technologies in classrooms and at home provides new ways of engaging students in the field of language learning, as well as it creates opportunities for teachers to conduct lessons by integrating technology into their classes. Technology has proven to be useful in enhancing language learning. However, there are still few of obstacles of technology in language learning as students might misuse it. This study intended to identify the benefits and challenges of using Technology enhanced language learning (TELL). Thus, this study concludes that although technology might help with learning, it can also have detrimental consequences if used without supervision.

Keywords: Technology Enhanced Language Learning (TELL), Benefits of TELL, Challenges of TELL, Language Learning.

Introduction

The use of technology in the teaching and learning process has grown increasingly important, both in and out of the classroom. Recent years have seen remarkable advancements in technology, which have impacted numerous facets of human life, including education in the world. According to (Shadiev, 2020) defines technology as the process of accomplishing a learning objective or instructional goal through the use of technological procedures, methods, or information. The field of technology-enhanced language learning (TELL) has contributed to the development of educational system since there are numerous approaches using technology in the classroom. It is supported by (Gilakjani, 2017) stated that technology has impacted the language learning. Hence, language learning has been helped and improved by the use of technology.

In Malaysia, the use of technology in education is growing and it is continuing to change the strategies used by both educators and students in teaching and learning. According to (Yunus, 2019) the use of technology has made it possible to have more fascinating and productive teaching and learning sessions, particularly in language learning. Based on the Malaysian Education Blueprint, Malaysia started established Smart School, Frog Virtual Learning Environment, 1 BestariNet and software's. A more skilled and computer literate generation

will be required for Malaysia to compete with the rest of the world in the twenty-first century (Shirin, 2018). Moreover, the use of video, web and the internet in the classroom are all examples of TELL and it helps students in developing a basic understanding of language structures. This is supported by (Arifah, 2014), mentioned that the use of technology gives students the chance to gather information and gives them a wide range of tools for studying both language and contexts.

It is widely considered that modern technology has had a significant impact on a variety of sectors, but particularly on English language education and learning. The traditional classroom is being replaced by the 21st century learning classroom as a result of the rapid change in education and due to Pandemic Covid-19. However, sometimes learners and educators depend too much in technology. According to (Nguyen, 2021) there are always two sides to everything, and technology integration in classrooms is no exception, as both instructors and students have discovered throughout time, because multimedia utilization is not always as beneficial as we may believe. Hence, the goal of this study is to determine the benefits and challenges on the use of Technology enhanced Language Learning (TELL).

Literature Review

Technology in Education

This modern era has made it easier for us to do our jobs, especially in the education sector. As a general rule, technologically enhanced learning environments encourage students to communicate with one another more consistently and provide them with access to teachers and peers located all over the world. There are many different kinds of technology, and each one is employed to accomplish a certain goal. The term "technology" as used here refers to the use of technological procedures, methods, or expertise to accomplish a learning or instructional goal (Mustafa, 2019). For instance, using a digital voice recorder, a learner can complete a speech task by describing an object's attributes in the target language and then playing it back to their teacher (Merriam-Webster Dictionary, 2019).

Various new technologies are being introduced in the 21st century, which is rapidly evolving. Student participation in learning is encouraged by utilising classroom technology. Along with traditional methods, technology enables a variety of learning opportunities. Computers and other modern technology provide students with a greater sense of purpose than traditional textbooks ever could (Cutter, 2015). Malaysian educational reforms begin with the introduction of projectors, computers, and wireless internet access to classrooms (Yunus, 2018). In other words, according to (Dewi, 2019), technology allows students to take charge of their own learning, allowing them to work at their own pace and in a safe setting where mistakes can be remedied and detailed feedback can be offered.

Students' perceptions of technology have evolved as a result of technological advancements. Technology has the potential to create a genuine and pleasurable environment for young language learners. Furthermore, the key to the successful technology in a teaching and learning session does not just depend in the software or hardware that is used but also in teachers ability to plan, design, and implement active learning activities that are interesting for students (Abunowara, 2016). If teachers do not incorporate technology into their classroom training, they would never be able to keep up with new technological developments, according to (Mohammad, 2018). In order to accommodate this, modern

technologies such as TELL, CALL, Software's have been developed. According to (Dewi, 2019), the technologies allow students to relax their minds and fully engage in the subject matter rather of viewing it as a difficult task to complete in class.

Technology Enhanced Language Learning (TELL)

Technology Enhanced Language Learning (TELL) is dealing with the force of technology on teaching and learning a second language. There's a shift in emphasis from computers to technology that places more attention on how computers enable communication rather than the computers themselves and whereas CALL refers to computer-assisted learning, TELL refers to computer-assisted learning (Radhakrishnan, 2017). TELL is a strong advocate for computer-mediated communication (CMC). CMC has been explored and demonstrated to be quite beneficial for assisting students with speaking and writing in a second language, which is crucial for the TELL teaching process (Kranthi, 2017). Thus, (Hwang, 2017) explores more recent innovations in other parts of TELL, including as Collaborative Learning, Game-Based Learning, Flipped Learning, and Mobile Learning.

Technology has always been a crucial part of teaching and learning language environment. According to (Radhakrishnan, 2017), Technology Enhanced Language Learning refers to the use of a computer as a technical innovation to show multimedia as a means of supplementing a teaching and learning method. Meanwhile According to (Dewi, 2019), TELL (Technology Enhanced Language Learning) is the use of digital technology, including software, hardware, and the internet to enhance language learning by enabling learners to access online dictionaries, online communication, and view global events. Hence, positive aspects in TELL which students get to access to all of the technology that available for improving language learning. It is crucial to note that TELL is not a teaching method in and of itself, but rather a strategy that can be utilized in conjunction with a teaching method to enhance in learning process.

Furthermore, the language learning process has been substantially altered as a result of the profound effects of technological advancement. According to Ahmadi (2017), a critical factor affecting students' success is the teaching approach employed in class to support the language learning process. According to (Gilakjani, 2017) teachers can use technology to successfully carry out their English teaching activities in order to increase students' engagement in the classroom. Hence, new and more powerful technologies are not only changing the way students perceive learning, but they are also changing the way "educators think about education and literacy" (Pilgrim et al., 2012).

TELL has been found to be beneficial in language learning in some studies. According to (Teh, 2021) "TELL provides students with a variety of real and exciting learning resources. Also, TELL is defined by activities (fill in the blank, video production, communicating with classmates), skills (reading, writing, listening, speaking), place (blended, distance, online), and technology (computer, Internet, wiki, video)." However, there are certain negative aspects to the use of technology enhanced language learning (TELL). According to (Kranthi, 2017) there is a problem with computers doing too much work. Language students may at times rely exclusively on language software to guide them through exercises.

Benefits of TELL

For the last few decades, the educational industry has been swamped with a variety of latest application, new equipment, and innovative software. Some studies have been performed for the advantages of TELL. According to certain studies, the advantage of technology integration in language learning is learning flexibility (Patel, 2014; Laila, 2020). Thus, according to (Isri Laila, 2020) technology provides more flexibility by accommodating students' diverse learning needs and can be used independently or in conjunction with textbooks to provide a more in-depth learning experience. Additionally, teachers can follow and evaluate students' work using technology, not just in the classroom, but also outside of it.

The use of TELL has shifted the emphasis away from teacher-centered instruction and toward learner-centered instruction. According to (Chau and Nguyen, 2021) with the support of technology teachers have easily shifted from a teacher-centered to a learner-centered approach and taken on a more facilitative role in guiding their students' learning by providing cooperative tasks, collecting information, and actively interacting with material sources. According to (Mustafa, 2021), technology enhances teachers' abilities and provides them with a variety of opportunities for teaching students the English language. For example, displaying videos or songs in the English language related to the subject that the teacher explains will enable students in understanding the subject more quickly and with a more positive attitude toward it. This shows teachers must have complete expertise and a thorough understanding of technology to teach language (Gilakjani, 2017).

TELL increases student motivation and fosters positive attitudes toward language learning. The usage of TELL has revealed a huge increase in the number of students (Mustafa, 2021). According to (Laila, 2020) technology in the classroom will improve students' learning participation and motivation, enhance their attitudes toward learning, encourage communication, lessen fear, encourage oral communication, create opportunities for effective interaction, and foster the development of diverse language skills. This demonstrates that technology improves English language learning and has a beneficial impact on students' motivation to study the language. According to (Mohammad Reza, 2018) the use of technology in language learning boosts learners' motivation, interpersonal relationships, learning, and involvement in the process of learning the language.

Challenges of TELL

There are always two sides to every coin, and TELL has its own set of challenges because it is not always as positive as people may believe. According to (Solanki and Phil 2012; Chau and Nguyen, 2021) asserted that students' cognitive thinking potential is limited when they rely too heavily on technology, such as by searching, clicking, and finishing the task as quickly as they can to avoid the thinking enhancing, problem-solving and information discovering throughout the learning process. This demonstrates that students must be aware of their own limitations when using technology, even if it is at their fingertips. According to (Laila, 2021) if technology integration is not correctly handled, it would have a negative impact on students' language learning processes. Technology is utilised to help learners acquire language so they can make significant progress, but they should not devote all of their available time to it.

It is crucial that both teachers and students have a basic understanding of computer technology before incorporating it into language teaching and learning activities. It is predicted that if teachers or learners do not have ideas on how to use digital tools, they would encounter a great deal of difficulty during the process (Laila, 2021). According to Solanki and Phil (2012), technology in language classes can lead to teachers becoming slaves to technology rather than playing a leading role in teaching practices, especially for the elderly who are unable to keep up with the extremely fast development of the modern era of technology. Generation Z is distinct and technologically savvy in this day. Elders are having a difficult time adjusting to this new generation in several ways. Hashim (2018) supports this by stating that Gen-Z has a distinct demand for educational engagement. Gen- Z expects material with sophisticated graphics to be delivered quickly. Yusof (2019) also mentioned that Malaysians' awareness of new technologies is generally poor, particularly among parents and more senior instructors.

Moreover, the technologies utilized in language learning and instruction are evolving at such a rapid pace that we must be able to keep up with their applications and developments. According to Shadieff (2019), certain technologies become outdated and are not being utilized again, and there is a need to analyze technology used in language learning and instruction on a more frequent basis.

Hence, this is to reconsider previous, present, and future practices. According to (Evie, 2021), the process of technological integration must be deliberate and planned. Thus, this demonstrates that for an effective learning process to occur, the technology employed must be current and user-friendly for both learners and instructors.

Table 1.1
Summary of the findings

<p>Technology in Education</p>	<ul style="list-style-type: none"> • The term "technology" as used here refers to the use of technological procedures, methods, or expertise to accomplish a learning or instructional goal (Mustafa,2019). • Computers and other modern technology provide students with a greater sense of purpose than traditional textbooks ever could (Cutter, 2015). • Malaysian educational reforms begin with the introduction of projectors, computers, and wireless internet access to classrooms (Yunus, 2018). • Technology allows students to take charge of their own learning, allowing them to work at their own pace and in a safe setting (Dewi, 2019). • The key to the successful technology in a teaching and learning session does not just depend in the software or hardware that is used but also in teachers ability to plan,
---------------------------------------	--

	<p>design, and implement active learning activities that are interesting for students (Abunowara, 2016).</p>
Technology Enhanced Language Learning (TELL)	<ul style="list-style-type: none">• (Hwang, 2017) parts of TELL, including as Collaborative Learning, Game-Based Learning, Flipped Learning, and Mobile Learning.• (Radhakrishnan, 2017) Technology Enhanced Language Learning refers to the use of a computer as a technical innovation to show multimedia as a means of supplementing a teaching and learning method.• (Dewi, 2019) TELL is the use of digital technology, including software, hardware, and the internet to enhance language learning by enabling learners to access online dictionaries, online communication, and view global events.• New and more powerful technologies are not only changing the way students perceive learning, but also changing the way "educators think about education and literacy" (Pilgrim, Bledsoe, & Riley, 2012).• TELL is defined by activities (fill in the blank, video production, communicating with classmates), skills (reading, writing, listening, speaking), place (blended, distance, online), and technology (computer, Internet, wiki, video), (Teh, 2021).

<p>Benefits of TELL</p>	<ul style="list-style-type: none"> • (Isri Laila, 2020) technology provides more flexibility by accommodating students' diverse learning needs and can be used independently. • (Chau and Nguyen, 2021) with the support of technology teachers have easily shifted from a teacher-centered to a learner-centered approach by providing cooperative tasks, collecting information, and actively interacting with material sources. • (Mustafa, 2021) technology enhances teachers' abilities and provides them with a variety of opportunities for teaching students the English language. • (Isry Laila, 2020) technology in the classroom will improve students' learning participation and motivation, by enhance their attitudes toward learning, encourage communication, lessen fear, oral communication, effective interaction, and foster the development of diverse language skills. • (Mohammad Reza, 2018) the use of technology in language learning boosts learners' motivation, interpersonal relationships, learning, and involvement in the process of learning the language.
<p>Challenges of TELL</p>	<ul style="list-style-type: none"> • (Chau and Nguyen, 2021) students' cognitive thinking potential is limited when they rely too heavily on technology, such as by searching, clicking, and finishing the task. • (Isry Laila, 2021) if technology integration is not correctly handled, it would have a negative impact on students' language learning processes. • If teachers or learners do not have ideas on how to use digital tools, they would encounter a great deal of difficulty during the process (Isry Laila, 2021). • Teachers becoming slaves to technology rather than playing a leading role in teaching practices (Solanki & M Phil, 2012). • (Yusof, 2019) mentioned that Malaysians' awareness of new technologies is generally poor, particularly among parents and more senior instructors.

- | | |
|--|--|
| | <ul style="list-style-type: none">• (Shadieff, 2019) certain technologies become outdated and are not being utilized again, and there is a need to analyse technology used in language learning. |
|--|--|

Discussion

Due to the numerous benefits, the incorporation of technology into language education has been increasingly popular in a wide range of institutions over the years. Surprisingly, it looks that TELL has brought numerous benefits to education. However, a few problems have also been highlighted. People have been living in this contemporary era for a long time, and it has brought the perspective of the current worldwide pandemic issue. The interaction between people and new technologies has been extensively documented. It is widely acknowledged that the incorporation of technology into English teaching and learning is critical for the development of fundamental English language abilities such as listening, reading, speaking, and writing. This suggests that using TELL is important.

The presence of such technology instruments in the classroom enables teachers and students to use a variety of methods and approaches in the teaching and learning processes. According to (Reza, 2018) a true integration of multimedia and teaching style is crucial to attracting learners' attention to English language acquisition. Ahmadi (2017) noted that one of the crucial learning factors is the way that instructors employ in their lessons to facilitate the language learning process.

Hence, technology provides instructional tools and gives learners global learning experiences. TELL also provides many authentic materials, and learners can easily become motivated in language learning environment. According to (Mart, 2017) authentic resources provide appropriate models for learners to absorb real language in general. This also demonstrates that when utilized effectively, TELL may provide language learners with a genuine and enjoyable environment while also increasing their awareness of their language. Increasing language awareness and comprehension allows students to arrive at accurate and meaningful interpretation of material (Mart, 2018). Even while technology has become the backbone of modern life, not everyone has access of the benefits. According to (Mustafa, 2021), a few of learners and teachers in public schools are suffering from a lack of technical devices, which is a major disaster for the education sector. Technology is such necessity in the learning process, but it also has certain drawbacks, and some individuals still require assistance with it.

Implication & Conclusion

All in all, it appears that TELL are quite significant in our existence, particularly in teaching and learning. It has made new learning settings for teachers and students which may lead to improved and more efficient learning. This study has found the benefits and challenges in technology-enhanced language learning (TELL). This demonstrates that, as technology and users of that technology become more sophisticated, more appropriate technology-based second language learning systems will emerge as a high strategic instrument in the future. However, there are certain difficulties in putting TELL into action. Students may rely only on the system's assistance and misuse it for language learning. Thus, TELL must be supervised throughout the learning process since it enables to promotes conversational interaction between teachers and students, supports makes teaching and learning process more student-

centred, enhances learners' willingness to learn a second language efficiently and make them comfortable in learning language. The findings of this literature review indicate that the use of technology in the classroom makes it possible for teachers to employ a wider variety of teaching strategies and methods, and it also encourages students to take an interest in learning language. The educational sector has recognised the value that technology brings to the table. Hence, the implications of this paper are intended for all teachers and students who have plans to use technology into their classrooms and to provide interactive teaching/learning method. In subsequent studies, the perspective of students may be examined in relation to how technology influences their behaviour in language learning.

References

- Radhakrishnan, J. (2017). STRATEGIES FOR TECHNOLOGY ENHANCED LANGUAGE LEARNING (TELL) IN LANGUAGE CLASSES. *International Journal of Interdisciplinary Research in Arts and Humanities*, 2(1), 162–165. <https://doi.org/10.5281/zenodo.545982>
- Kranthi, K. (2017). Technology Enhanced Language Learning (TELL). *International Journal of Business and Management Invention ISSN*, 6, 30–33.
- Zou, D., Xie, H., & Wang, F. (2018). Future trends and research issues of technology enhanced language learning: A technological perspective. *Knowledge Management & E-Learning*, 10(4).
- Shirin, S., Ebrahimi, Kee, Y., & Abstract, J. (2018). The Use of Technology at Malaysian Public High Schools. *Merit Research Journal of Education and Review*, 6(3), 54–60.
- Ahmadi, Dr. M. R. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, 3(2), 115–125. <https://doi.org/10.29252/ijree.3.2.115>
- Hashim, H. (2018). Application of Technology in the Digital Era Education. *International Journal of Research in Counseling and Education*, 1(2), <https://doi.org/10.24036/002za0002>
- Pazilah, F. N. P., Hashim, H., & Yunus, M. Md. (2019). Using Technology in ESL Classroom: Highlights and Challenges. *Creative Education*, 10(12), 3205–3212. <https://doi.org/10.4236/ce.2019.1012244>
- Kuning, D. S. (2019). TECHNOLOGY IN TEACHING SPEAKING SKILL. *Journal of English Education, Literature and Linguistics*, 2(1), 50–59. <https://doi.org/10.31540/jeell.v2i1.243>
- Adnan, M. A. H., Abd Karim, R., Tahir, H. M. M., Kamal, M. N. N., & Yusof, M. A. (2019). Education 4.0 Technologies, Industry 4.0 Skills and the Teaching of English in Malaysian Tertiary Education. *Arab World English Journal*, 10(4), 330–343. <https://doi.org/10.24093/awej/vol10no4.24>
- Shadiev, R., & Yang, M. (2020). Review of Studies on Technology-Enhanced Language Learning and Teaching. *Sustainability*, 12(2), 524. <https://doi.org/10.3390/su12020524>
- Situmorang, K., Nugroho, D. Y., & Pramusita, S. M. (2020). English Teachers' Preparedness in Technology Enhanced Language Learning During Covid-19 Pandemic – Students' Voice. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(2), 57–67. <https://doi.org/10.33394/jo-elt.v7i2.2973>

- Zainal, Z. A., & Zainuddin, Z. S. (2020). Technology adoption in Malaysian schools: An analysis of national ICT in education policy initiatives. *Digital Education Review*, 37, 172–194. <https://doi.org/10.1344/der.2020.37.172-194>
- Syathroh, I. L., Kareviati, E., Lestari, A., & Fitria, N. (2021). EXPLORING THE POTENTIALS OF TECHNOLOGY INTEGRATION FOR TEACHING LANGUAGE SKILLS: A LITERATURE REVIEW. *PROJECT (Professional Journal of English Education)*, 4(3), 488 <https://doi.org/10.22460/project.v4i3.p488-496>
- Chau, T. Q., & Nguyen, T. T. H. (2021). A Theoretical Study on the Genuinely Effective Technology Application in English Language Teaching for Teachers and Students. *AsiaCALL Online Journal*, 12(5), 17–23.
- Altun, M., & Ahmad, H. K. (2021). The Use of Technology in English Language Teaching: A Literature Review. (2021). *International Journal of Social Sciences & Educational Studies*, 8(1), 226- 232. <https://doi.org/10.23918/ijsses.v8i1p226>