

Technology and Media Integration in English Language Teaching within the TEIL Framework

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Abstract

This study examines the use of technology and digital media in English language learning within the Teaching English as an International Language (TEIL) framework, focusing on understanding students' experiences and perceptions. A qualitative research approach was employed involving 15 first-semester students from the English Education program at Universitas Muhammadiyah Tangerang. Data were collected through semi-structured interviews then analyzed using thematic analysis to identify recurring patterns and themes. Results revealed that students actively utilize various digital platforms including video streaming services (YouTube, Netflix), social media (Twitter/X, TikTok, Instagram), learning applications (Duolingo, Google Translate), online games, and music streaming platforms for authentic language exposure. Students perceived significant pedagogical benefits including increased motivation, improved language skills particularly in listening and vocabulary, better material comprehension through multimodal content, exposure to diverse English varieties and accents, and valuable opportunities for real international communication practice. However, notable challenges emerged including digital distraction, unreliable internet connectivity, and comprehension difficulties with fast-paced authentic content, highlighting the need for systematic instructional support to maximize technology's potential in TEIL contexts.

Keywords: Digital Media; Teaching English; Technology

INTRODUCTION

The development of English in a global context marks a fundamental shift in orientation, from dependence on native speaker standards toward its role as a shared means of communication in international and intercultural interactions involving speakers with diverse linguistic and cultural backgrounds. This change is driven by increasing global mobility, intensifying cross-border interactions, and the rapid advancement of digital communication technology. The implications of this condition demand that English language education place greater emphasis on developing communicative competence that is adaptive, context-based, and sensitive to cultural differences, rather than solely focusing on linguistic accuracy (Hino, 2021; Lee & Hudson, 2024)

Responding to these dynamic communication needs, a number of studies have researched the contribution of digital technology to English language learning. Research findings indicate that utilizing digital platforms, such as social media, mobile applications, and learning management systems, has the potential to enhance learner autonomy, foster collaborative interaction, and provide access to authentic and multimodal language input. Thus, language learning is understood as a social practice rooted in the use of language in real-life situations, not merely as a process of mastering formal linguistic structures (Wiranata et al., 2024). Furthermore, research in the field of technology-assisted language learning emphasizes that the pedagogical

effectiveness of technology is highly determined by the quality of instructional design, the mediating role of the teacher, and the active engagement of learners in authentic communicative tasks (Bond et al., 2021; Gusho et al., 2023).

Recent studies also highlight the role of digital and immersive technologies in supporting intercultural communication and global engagement. Empirical evidence indicates that practices such as virtual exchange, virtual reality, and digitally mediated interactions are capable of strengthening intercultural communicative competence, collaborative meaning-making processes, and the development of intercultural citizenship in the context of language learning (Gruber & Wagner, 2024; Peng, 2021; qizi, 2025). From the perspective of Teaching English as an International Language (TEIL), technology integration is seen as necessary to align with the principles of linguistic diversity, glocalization pedagogy, and intercultural awareness, positioning English as a dynamic communicative resource shaped by both local and global practices (Callies et al., 2021).

Although the literature on technology-based English language learning continues to grow, most research still focuses on specific technological interventions, conceptual framework development, or teacher education contexts. Empirical research specifically examining how learners utilize and interpret digital technology in a TEIL-oriented learning environment, particularly regarding intercultural communication and global communicative competence, is still relatively limited (Indriani et al., 2024). Therefore, this study adopts a learner-centered approach to investigate students' use and perceptions of digital technology and media within the TEIL framework, while also providing new empirical contributions regarding the role of technology-based learning in supporting the core pedagogical goals of TEIL in contemporary English language education.

METHOD

Research Design

Within the framework of Teaching English as an International Language (TEIL), this study used a qualitative research approach to investigate students' experiences and perceptions regarding the use of technology and digital media in English language. Because, it enables a thorough comprehension of participants' subjective experiences, interpretations, and view regarding social and educational phenomena, a qualitative design was selected. Qualitative research is especially useful for examining educational practices and learner perceptions because it places a strong emphasis on the investigation of human experiences and interpretation within their natural contexts (Lim, 2025). By using this method, the study aims to understand how students perceive the role of media and technology in aiding their acquisition of English and their ability to communicate internationally.

Participants

Fifteen first-semester students from Universitas Muhammadiyah Tangerang's Faculty of Teacher training and Education's English Education Program participated in the study. In order to ensure that the data were relevant and information-rich, participants who actively used technology and digital media in their English learning activities were chosen using purposeful sampling (Iliyasu & Etikan, 2021).

Data Collection and Analysis

Semi-structured online interviews were used to gather data. Open-ended questions about the kinds of technology and digital media used, the perceived educational benefits, and the difficulties experienced in technology-assisted English learning served as a framework for the

interviews. In order to give participants more scheduling and accessibility flexibility and to allow them to fully share their experiences, these interviews were conducted through online communication platforms.

The written responses from the participants were qualitatively analyzed by classifying the information into thematic groups and looking for common themes related to the study questions. In the context of Teaching English as an international Language (TEIL), these patterns were then identified as themes that reflected students' perceptions and experiences with technology use.

RESULTS AND DISCUSSION

Results

Interview data collected from 15 first-semester students in the English Education program at Universitas Muhammadiyah Tangerang shows that all participants actively use technology and digital media when learning English. Students reported using different digital platforms both in formal classroom settings and when studying independently, indicating that technology has become a central component of their language learning experience. The widespread integration of technology across various learning contexts suggests a significant shift from traditional textbook-based learning to more diverse and interactive approaches.

The study identified five main categories of technology and digital media utilized by students, as presented in Table 1.

Table 1. Types of Technology and Digital Media Students Use

NO	Technology/Media Type	Number of Students
1.	Video platforms (YouTube, Netflix)	12
2.	Social media (Twitter/X, TikTok, Instagram)	10
3.	Learning apps (Duolingo, Google Translate)	9
4.	Online games and digital interactive platforms	7
5.	Music streaming and podcasts	6

Students chose these platforms primarily for access to authentic content, real conversations, and exposure to native speaker pronunciation. The data shows a clear preference for platforms offering genuine language use over traditional structured teaching materials. YouTube was valued for its comprehensive collection of learning videos and clear explanations that facilitate understanding. Netflix was appreciated for its entertainment value combined with opportunities to improve listening skills and expand vocabulary through exposure to natural dialogue in various contexts. Participants also valued opportunities for international interactions through social media platforms, which allowed them to observe and participate in real-time communication with speakers from different cultural and linguistic backgrounds.

The study examined students' perceptions of technology's pedagogical benefits in supporting their English learning. Students identified multiple advantages across different aspects of the learning process, as shown in Table 2.

Table 2. Perceived Educational Benefits of Technology and Digital Media

NO	Perceived Benefits	Number of Students
1.	Increased learning motivation	11
2.	Better understanding of learning materials	10
3.	Improvement in English skills	13
4.	Access to authentic language use and diverse accents	9
5.	Opportunity for real international communication practice	10

Regarding motivation, participants reported that digital platforms make learning more engaging and enjoyable compared to conventional classroom activities. The flexibility to access learning materials anytime and anywhere was particularly valued, as it allowed students to learn at their own pace and according to their personal schedules. Students appreciated that technology-based learning felt less forced and more aligned with their interests, which increased their willingness to engage with English materials independently outside formal classroom hours.

In terms of skill development, the data indicates that listening comprehension and vocabulary acquisition were the skills most improved through technology use. Students reported that regular exposure to English through videos, music, and interactive content significantly enhanced their ability to understand spoken English at different speeds and in various contexts. Vocabulary learning was facilitated through multiple channels including subtitles in videos, instant translation features in applications, and contextual use of words in authentic materials. Students noted that multimodal content combining audio, visual, and text elements significantly enhanced their understanding compared to traditional textbook-based learning. The ability to replay content multiple times and access interactive explanations helped students process information more thoroughly and at their own pace.

Access to diverse English varieties emerged as another important benefit. Students reported exposure to different accents, speaking styles, and informal language use through their engagement with various digital platforms. This exposure helped them recognize that English exists in multiple forms and is used differently across various contexts and communities. Several participants specifically mentioned that encountering different accents through YouTube videos and Netflix series prepared them better for real-world communication situations where they might interact with speakers from different countries. Eight participants specifically reported valuable experiences communicating with international speakers through digital platforms. These interactions occurred primarily through social media platforms and video conferencing tools. Students described these experiences as opportunities to practice real communication, develop confidence in using English, and learn about different cultures directly from speakers around the world. Despite acknowledging limitations in their grammatical accuracy, students felt that these authentic communication experiences were valuable for building practical communication skills and reducing anxiety about using English in real situations.

Despite these benefits, students identified three main challenges in technology-based learning. Digital distraction was the most frequently mentioned challenge, as students reported difficulty maintaining focus when devices provided simultaneous access to entertainment and social

content. Many participants acknowledged that social media notifications and entertainment options often diverted their attention from learning activities, requiring significant self-discipline to stay focused on educational content. Infrastructure limitations including unstable internet connections represented another significant barrier that interrupted learning processes and limited access to streaming content. Students reported frustration when poor connectivity prevented them from accessing video materials, participating in online classes, or using learning applications effectively. These technical problems were particularly disruptive when they occurred during important learning activities or when students had limited time available for study.

Comprehension difficulties with authentic digital content constituted the third major challenge. Students struggled with fast speech rates commonly found in videos and movies, making it difficult to follow conversations or understand content without subtitles. Additionally, participants reported challenges with slang expressions, idiomatic language, and culturally specific references that were not covered in their formal English instruction. Some students mentioned encountering grammatical structures and vocabulary that differed significantly from what they had learned in textbooks, which initially caused confusion and required additional effort to understand.

Discussion

The results demonstrate that first-semester students actively utilize diverse digital technologies for English language learning, with video platforms, social media, and learning applications being the most frequently used. The current study shows that even beginner learners have sophisticated awareness of how different platforms serve different learning purposes, with students using YouTube mainly for understanding and building vocabulary, social media for observing informal communication patterns, and streaming services for extended exposure to natural dialogue. This varied platform usage suggests that students naturally understand the different benefits that various digital technologies offer for language learning.

The data shows how students' technology choices naturally align with TEIL principles that emphasize exposure to different English varieties. Through platforms like YouTube and social media, students encounter multiple accents, speaking styles, and communication contexts that go beyond traditional textbook examples. Students' engagement with varied digital content positions them as active participants in global English communities where different language forms coexist and communicate effectively. The finding reveals how technology access creates favorable conditions for TEIL implementation even without specific curriculum design, as students naturally gravitate toward authentic materials representing English as a diverse global resource.

The overwhelmingly positive perceptions about technology's educational value reflect how digital platforms transform the learning experience compared to traditional approaches. Altun & Ahmad (2021) emphasize that integrating technology into English language learning not only expands learners' access to learning resources, but also creates an authentic, interactive, and student-centered learning environment, in line with the TEIL principle that emphasizes language flexibility and cross-cultural communication. The current study extends this understanding by documenting how first-semester students specifically value the independence and personalization technology provides, enabling them to select content matching their interests and skill levels while controlling learning pace through features like pause and replay.

The motivational benefits emerge from the combination of flexibility, authentic content, and self-directed learning opportunities that digital platforms afford.

The reported improvements in listening comprehension and vocabulary acquisition align with previous research. Prayudha (2021) reported that digital devices and internet-based platforms play a crucial role in sustaining English learning when face-to-face instruction is limited, while video-based media effectively enhance learner motivation, engagement, and comprehension through audiovisual support. The multimodal nature of digital content combining audio, visual, and text elements proves particularly beneficial for understanding. The student experiences with international communication through digital platforms demonstrate practical application of English as an international language, where learners negotiate meaning across cultural and linguistic differences while prioritizing communication effectiveness over grammatical perfection. This technology-based international communication provides valuable learning experiences that complement formal instruction by situating language use within genuine communication contexts where English functions as a medium for global interaction.

However, the identified challenges reveal important considerations for effectively implementing TEIL principles through technology integration. The digital distraction issue reflects broader concerns about attention management in digital environments, appearing particularly problematic in language learning contexts where sustained engagement is essential for comprehension development and skill building. Infrastructure limitations represent another substantial barrier Ammade et al., (2018) confirms that the application of technology in English language teaching in various national contexts is greatly influenced by local pedagogical and institutional conditions. The current findings provide specific evidence of how infrastructure inadequacies disproportionately affect students from economically limited circumstances, potentially exacerbating educational inequalities. Without reliable connectivity, the learning opportunities technology theoretically provides remain practically inaccessible.

The comprehension difficulties with authentic content highlight important tensions in TEIL implementation through technology. While authentic content exposure supports TEIL principles by presenting diverse English varieties and genuine communication contexts, unguided engagement with materials substantially exceeding learners' current proficiency can overwhelm rather than facilitate development. Several participants described initial enthusiasm diminishing when comprehension difficulties persisted, suggesting that effective authentic material use requires careful scaffolding matching content complexity to learner abilities while gradually increasing challenge levels. These challenges indicate that successful technology integration requires systematic instructional support rather than assuming platform access alone produces desired learning outcomes. Teachers play essential roles in guiding students toward productive technology use through explicit strategy instruction, appropriate material selection, and supported engagement with increasingly complex authentic content. Furthermore, effective TEIL implementation through technology requires addressing digital literacy development as an essential curriculum component.

CONCLUSION

This study examined technology and digital media use in English language learning within the Teaching English as an International Language framework at Universitas Muhammadiyah Tangerang. The results confirm that first-semester students actively utilize diverse digital platforms including video streaming services, social media, learning applications, online games, and music streaming for authentic language exposure and skill development. Students

perceive significant pedagogical benefits including enhanced motivation, improved listening and vocabulary abilities, better comprehension through multimodal content, exposure to diverse English varieties, and opportunities for authentic international communication. However, challenges including digital distraction, unstable internet connectivity, and comprehension difficulties with fast-paced authentic content demonstrate that technology integration requires systematic instructional support beyond mere platform access. The findings reveal that students' technology choices naturally align with TEIL principles when engaging with authentic materials representing English as a diverse global communication resource, while simultaneously highlighting the necessity for deliberate pedagogical guidance integrating digital literacy development alongside language instruction to maximize technology's potential for developing international communicative competence.

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