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Redefining Language Learning: Embedding TELL in the Outcome-Based Education Syllabus

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Abstract

The integration of technology in language learning has become increasingly relevant, especially in the context of Outcome-Based Education (OBE) frameworks. The present study scrutinized the integration of Technology-enhanced language learning (TELL) within the Outcome-Based Education (OBE) framework in the English department's Integrated course syllabus. This study employed the qualitative method to explore the technology tools used to promote language competency and their corresponding link to measurable learning outcomes through document analysis and students and lecturer interviews. Results of the study revealed that by using digital tools like Google Docs, Padlet, Kahoot, and Flipgrid, students contribute to interactive and collaborative learning activities to develop their language skills - listening, speaking, reading, and writing skills. Then, challenges related to technical issues were found, such as poor internet connectivity and difficulties with unfamiliar platforms, limiting the full potential of the technological integration. Ultimately, this research seeks to contribute to the ongoing development of language education by optimizing technology use to meet educational goals and improve learning outcomes.

Keywords: Technology-enhanced language learning (TELL), the Integrated Course, Syllabus, outcome-based education

INTRODUCTION

Technology-Enhanced Language Learning (TELL) is integrated into education (Akram et al., 2022) including digital technologies, multimedia materials , and online platforms for language skills development. The evolution of technology has transformed the teaching process to provide more stimulating, individualized, and available learning opportunities that have greatly enhanced language ability, cultural knowledge, and overall educational success (Perez Peguero, 2024; Shadiev & Yang, 2020). These technological interventions align with the requirements of 21st-century education, in which digital literacy and technological competency skills are equally important for students and teachers (Dugošija, 2021; Rahimi & Tafazoli, 2022).

Technology-enhanced language learning (TELL), comprised of various tools, applications, speech recognition software, and adaptive learning, effectively promotes language development (Su & Zou, 2022). Furthermore, incorporating multimedia resources provides learners with authentic materials to increase cultural awareness and context-based learning (Shadiev & Yang, 2020)

These technological advancements aid in language acquisition and align seamlessly with Outcome-Based Education (OBE) principles as an educational framework where teaching activities are adjacent to well-defined

and measurable learning outcomes (Spady & Uy, 2014). OBE emphasizes that the design of instruction, learning materials, and assessments will have a purpose towards learning objectives, which could be for functional skills like language skills improvement, critical thinking development, and development activities through a focus on competencies. As a transformative approach to education, OBE enables higher education institutions to provide meaningful learning opportunities that ensure students acquire the depth and breadth of knowledge and skills necessary to meet specified academic and professional levels (Divakaaran, 2023). Technology tools and multimedia resources integrated into OBE can make teaching more relevant and practical and help improve learning by providing outcomes that indicate real-life needs.

OBE has successfully taught the English language, measuring instruction with outcome and competencies, enhancing student motivation, and facilitating skills development. It is academic goals that are aligned with real-world needs that prepare students for their careers and compelling contributions to society (Zhang, 2024). It is also extensively applied in universities(Al-Saqqaf, 2023; Markus Deli Girik Allo et al., 2024) and vocational schools (Rahayu et al., 2021) that enhances the effectiveness of teaching and learning and connects the objectives, material, and assessment.

Integrating TELL within the Outcome-Based Education (OBE) framework improves educational outcomes by aligning technological tools with specific learning objectives. Gathering significant determinants of receiving technology acceptance/usage, the UTAUT-3 model points out three main influences on technology adoption, including user engagement, personal innovativeness, and technological experience (Kasih et al., 2024). Integrating the Internet and OBE concepts in technical courses has enhanced student performance, innovation, and satisfaction (Ai et al., 2024). Furthermore, technology in curricula, such as Indonesia's English program, facilitates language acquisition using personalized, outcome-oriented learning experiences to achieve educational goals(Wahidha & Kardena, 2024). Although technology integration has become a heavily researched and documented area in the past eight years, very little research has focused on using specific tools within an outcome-based model in English courses and the student's perceptions of their usage.

This research seeks to fill this gap by assessing technology integration in an integrated course syllabus of the English department to technology tools and teaching-learning tools for outcome-based learning. This study seeks to determine the role of enhancing student engagement and language knowledge through technology in learning outcomes in the English curriculum. The investigation will answer two primary questions: (1) What technology tools are embedded in the course syllabus, and how are they correlated with outcome-based learning outcomes? and (2) How do students perceive the effectiveness of these tools in achieving learning outcomes?

METHODOLOGY

This study employed a qualitative research design (Creswell & Creswell, 2023) through document analysis and interviews to explore the integration of TELL into the Integrated course syllabus in the course syllabus developed at the English Department of IAIN Ponorogo. The document included a syllabus, lesson plans, and instructional documents to help students understand how technology was utilized and how much it aligned with the predetermined learning objectives. In addition, semi-structured interviews were performed to explore in-depth students' and lecturers' experiences with

TELL practice and their effects on language proficiency.

This research was conducted on undergraduate students and lecturers in the integrated course in the English Department of IAIN Ponorogo. Participants were chosen using a purposive sampling method (Cohen et al., 2018) , as the selected individuals had experience in technology-integrated teaching methods, ensuring that those selected could provide meaningful insights into the research focus. The sample size is 3 lectures, and 10 volunteer participants agreed to participate in the interview.

Content analysis of the documents was conducted to examine how technology was incorporated into the course content and materials, which permits the systematic analysis of textual data to recognize content patterns and meanings (Berg, 2001), and the interview transcripts were analyzed using thematic analysis (Braun & Clarke, 2022) to identify emergent themes, thoughts, and experiences relevant to technology integration in the classroom.

RESULT AND DISCUSSION

The Integration of Technology in the English Department's Outcome-Based Integrated Course Syllabus

The IAIN Ponorogo English Department's integrated course for first-semester students offers a comprehensive foundation of the four core language acquisition skills: listening, speaking, reading, and writing.

Each subject focuses on one specific skill, allowing students to develop proficiency in each area while recognizing the interconnectedness of these skills in effective communication.

This course has a systematic and gradual structure that serves as a ladder for the students to climb up the degree of linguistic competence with the aid of modern techniques and tools of education, which helps develop each skill.

Integrated Course Focused on Listening

The Listening of the Integrated Course aims to develop students' listening comprehension in different aspects of spoken English. The course focuses on listening, where learners are exposed to various listening resources (conversational, interview, short lecture, etc.) to practice their listening resources. Helpful listening strategies like skimming, scanning, and inferring are introduced to students. In this course, students are able to listen to the main ideas, particular details, and the gist of dialogues about everyday topics like social conversations, work-related conversations, and hobbies. The summary of technology integration in 14-meeting listening course is in the following:

Table 1. Integrated Course Focused on Listening Syllabus

Meet	Topic	Activity	Technology Integration
1	Introduction to Listening Skills	**Listening to simple daily conversations** (e.g., greetings, introductions)	Use audio resources such as **YouTube videos or TikTok** of simple dialogues.
2	Listening for Main Information	**Listening to announcements** (e.g., at a train station, airport)	**Quizlet** for creating listening comprehension quizzes based on the audio.
3	Understanding Commands and Requests	**Listening to commands in different contexts** (e.g., classroom, workplace)	**Kahoot** for a real-time interactive quiz to test comprehension.
4	Listening for Personal Information	**Listening to short interviews** (e.g., name, age, occupation)	**Google Forms** for a listening comprehension quiz with open-ended answers.
5	Identifying the Main Idea in Short Dialogues	**Listening to dialogues** and identifying the main idea	Use **TED-Ed Video** for listening to educational talks with follow-up questions.
6	Understanding Routine Conversations	**Role-playing routine conversations** (e.g., ordering food, asking for directions)	**Recording Video** for students to practice conversations with peers.

7	Listening to Different Accents	**Listening to diverse English accents** (e.g., British, American, Australian)	**YouTube** for finding videos with different English accents for diverse exposure.
8	Listening to Directions and Locations	**Listening to directions** (e.g., on how to get to a location)	**Google Maps** to integrate listening to directions with a real-world context.
9	Recognizing Common Phrases and Expressions	**Listening to expressions** (e.g., in a meeting, casual conversation)	**Podcasts** for listening practice on specific expressions or idioms in context.
10	Listening to Storytelling	**Listening to a short story** and identifying key points	Use **Video** or **Audible source** for listening to personal stories or anecdotes.
11	Listening for Details in a Presentation	**Listening to a short presentation** and identifying key details	Use **Google Slides** with audio narration for creating and sharing presentations.
12	Listening for Sequence and Process	**Listening to a process** (e.g., recipe, steps in a task)	**YouTube** tutorials for listening and identifying sequences in everyday tasks.
13	Listening to News and Current Events	**Listening to news reports** (e.g., weather, traffic updates)	**BBC Learning English** for short, digestible news clips with comprehension questions.
14	Listening Review and Assessment	**Reviewing listening comprehension** from previous lessons	**Padlet** to gather responses and reflections on learned material, followed by a quiz.

Table 1 provides a comprehensive view of an integrated course focused on the Listening course syllabus for activating students. The activities are OBE-aligned and designed to familiarize students with the different varieties of spoken English with the different listening types and to integrate the technology tools to foster learning outcomes. Focusing on one skill—whether a main idea, command, or following directions—each activity is supplemented with technology, including YouTube, Kahoot, Google Forms, and podcasts supporting interactive learning, real-world application, and engagement.

The course activities are based on Outcome-Based Education (OBE) guidelines focusing on specific, measurable learning outcomes. The expected results are that students will better identify spoken texts' main ideas, details, and gist in practical, real-world contexts. In order to meet these goals, this course uses various engaging, active learning techniques, including listening to original audio resources such as general conversations, presentations, and interviews.

OBE approach emphasizes interaction in learning, which can be achieved through digital tools (Min & Qingbin, 2024; Yang & Fan, 2022). YouTube, for instance, exposes students to genuine spoken English, Including all kinds of accents and contexts. Kahoot is used for real-time quizzes among students that promote active participation and provide instant feedback, thus facilitating competency-based learning, which is one of the focal points of OBE. Quizzes and interactive exercises test how well students understand key listening concepts and offer repeated, guided practice for key listening skills. Moreover, Google Forms customizes and delivers listening comprehension activities for differentiated assessment and monitors movement toward the established learning objectives. This method complements the OBE philosophy of continuous assessment to help students develop the competencies of effective listening in real-world situations.

Integrated Course Focused on Speaking

The Integrated Course Focused on Speaking focused on practical spoken communication skills, nurturing students' confidence and competence in spoken

English. Students are expected to participate in basic conversations about certain situations, including talking about themselves, ordering food, asking for things, and sharing interests. The emphasis is on using clear and direct communication, enhancing fluency, and improving pronunciation. The summary of technology integration discussed during the 14-meeting speaking class is outlined below:

Table 2. Integrated Course Focused on Speaking Syllabus

Meet	Topic	Activity	Technology Integration
1	Introduction to Simple Conversations	**Role-play introductions** (e.g., introducing yourself and others)	**Video Recording** for virtual role-playing with peer interaction.
2	Ordering Food at a Restaurant	**Practice ordering food** and responding to waiter prompts	**Vocoroo** for recording and listening to dialogues on ordering food.
3	Asking for Directions	**Role-play asking for directions** (e.g., on the street, in a building)	**Google Maps** is used to practice giving directions in real-life settings.
4	Talking About Preferences	**Discussing preferences** (e.g., favorite food, hobbies)	**Kahoot** to quiz students on vocabulary and phrases related to preferences.
5	Making Small Talk	**Practicing small talk** (e.g., weather, weekend plans)	**Padlet** to post and respond to informal conversations in a collaborative space.
6	Asking and Giving Information About Jobs	**Role-play job-related conversations** (e.g., asking about work schedule)	**Google Docs** for collaborative writing and feedback on work-related dialogues.
7	Talking About Daily Routines	**Describing daily routines** (e.g., morning to evening activities)	**Flipgrid** for students to record and share videos of their routines.
8	Making Appointments	**Role-play making appointments** (e.g., doctor, meeting with a friend)	**Video Recording** to simulate appointments and practice scheduling.
9	Talking About Family and Friends	**Describing family** and relationships (e.g., introducing family members)	**Video Recording** for student pair work to introduce family members to peers.
10	Talking About Future Plans	**Discussing future plans** (e.g., vacation, career ambitions)	**Video Recording** to create and share video recordings of future plans for peer feedback.
11	Asking for Help or Clarification	**Role-play asking for clarification** (e.g., repeating information, asking for help)	**Google Meet** for group conversations and giving/asking for clarification in discussions.
12	Talking About Hobbies and Interests	**Sharing hobbies and interests** with classmates	**Padlet** to post about personal hobbies and comment on classmates' posts.
13	Practicing Social Etiquette	**Role-play polite conversation** (e.g., greetings, thanking, and apologizing)	**Padlet** to write and respond to polite conversation prompts in a group.
14	Speaking Review and Assessment	**Practice conversations** using all learned vocabulary and phrases	**Kahoot** for an interactive quiz on common phrases and vocabulary used in class.

Based on Table 2 for the speaking course syllabus above, its objective is to assist students in developing effective practical communication skills for spoken English. All tasks are related to a realistic situation that enables students to practice conversation skills. These activities use technology tools to foster engagement and facilitate interactive learning and peer collaboration.

The integrated course focused on speaking emphasized practical communication skills, directly aligning with OBE's prominence in developing

competencies in specific areas, such as language proficiency. OBE emphasizes that objectives are based on outcomes that can be measured and have a skills performance orientation for real- world application (Spady & Uy, 2014). OBE emphasizes active learning, where students participate directly in their learning, and adding technology tools such as video recording, Google Meet, Kahoot, and Padlet into the syllabus reinforces this idea. The role of technology in education must focus on enabling students to participate, collaborate, and learn at their own pace (Eden et al., 2024; Larisang, 2024); functions that relate to OBE. For example, students can watch recordings of themselves practicing their pronunciation and fluency – an important aspect of speaking skills.

Moreover, OBE inquiries about assessment and feedback loops to guarantee that advancement is on track to achieve the specified goals of education (Spady & Uy, 2014). Most technology tools, such as Kahoot and Google Docs, enable a formative assessment by giving students real-time feedback on comprehension, vocabulary, and speaking skills. Assessment tools with real-time feedback allow instructors to track students' progress and adapt their teaching delivery to match the needs of their students (Divakaaran, 2023).

Integrated Course Focused on Reading

The Integrated Course Focused on Reading aims to develop students' reading skills by familiarizing them with different reading strategies and types of texts. There will be no dull moments as students explore expository, descriptive, and recount texts that reflect humanism and self-contemplation, success, education, and other related areas. Students learn to skim and scan for main ideas and supporting details and read between the lines to infer meaning from context. Students need exposure to the various types of reading material to expand their vocabulary, develop critical thinking, and learn about the different styles of writing. This will involve group discussions, interactive quizzes, and text analysis to strengthen students' reading ability and critically engage with the content. The summary of content discussed during the 14-meeting speaking class and technology integration is delineated below:

Table 3. Integrated Course Focused on Reading Syllabus

Meet	Topic	Activity	Technology Integration
1	Introduction to Reading Strategies	**Introduction to skimming and scanning** using short texts	Use **Google Docs** for collaborative skimming and scanning exercises.
2	Skimming for Main Ideas	**Skimming short passages** to identify main ideas and general content	**Quizlet** to create flashcards based on main ideas identified during reading.
3	Scanning for Specific Information	**Scanning a text** to find specific details (e.g., dates, names, places)	**Kahoot** for a quiz on scanned information from selected texts.
4	Inferring Meaning from Context	**Inferring meaning** through context clues from a reading passage	Use **Google Doc** to discuss inferred meanings and share interpretation.
5	Understanding Expository Texts	**Reading expository texts** and answering comprehension questions	**Google Classroom** for posting questions and group discussions on expository texts.
6	Analyzing Descriptive Texts	**Analyzing descriptive passages** and identifying sensory details	**Padlet** for students to post descriptive words and phrases they found in the text.
7	Identifying Text Structure	**Identifying the structure** of a text (e.g., cause and effect, problem-solution)	**Gitmind** for creating mind maps that identify and visualize text structures.
8	Summarizing Main Ideas and Details	**Writing summaries** of a reading passage, focusing on main points	**Google Docs** for writing and sharing group summaries of passages.

9	Understanding Recount Texts	**Reading recount texts** and identifying the sequence of events	**Flipgrid** for students to record and share video summaries of recounts.
10	Building Vocabulary Through Context	**Highlighting unknown words** and using context to infer meanings	**Quizlet** to create vocabulary lists with context-based definitions.
11	Critical Reading and Analysis	**Analyzing texts critically** (e.g., identifying bias, tone, purpose)	**Padlet** is used to post critical questions and responses to analyzed texts.
12	Reading Success Stories	**Reading success stories** and identifying key lessons or messages	**Cupcut** for students to create videos sharing lessons learned from a success story.
13	Comparing Different Text Types	**Comparing expository, descriptive, and recount texts**	Use **Google Meet** for group discussions comparing text types and strategies used.
14	Reading Comprehension Review and Assessment	**Final reading assessment** with a mix of expository, descriptive, and recount texts	**Quiziz** for a final quiz on reading comprehension

The use of technology in the Integrated Course Focused on Reading is in line with the views of Outcome-based Education (OBE), which is about designing learning experiences so that students will acquire predetermined specific and measurable outcomes. The focus of this course is to build students reading by engaging them with a wide range of reading strategies and text types, which includes expository, descriptive, and recount text. These texts are selective and thematically aligned with humanism, reflection, achievement, and scholarship, whereby learners advance their technical reading skills but with selections that challenge them with material aimed at self-improvement and analysis about the larger world.

The course incorporates digital tools to promote an interactive and collaborative learning experience that contributes to accomplishing these outcomes. Thus, apps such as Google Docs —and Padlet allow productive whole-class time for discussions and collaborative activities in which the students practice their skills of skimming, scanning, and reading in context. These skills are promoted in OBE goals. Likewise, apps such as Quizlet and Kahoot offer interactive quizzes and flashcards that allow students to practice vocabulary development, allowing comprehension checks in person to help ensure that students grasp the material. It moves you right along to other activities to meet learning objectives where students can identify main ideas, infer, and use other critical thinking skills to analyze the texts.

Additionally, some of the tools used in the online course, such as Gitmind and Flipgrid, will further enhance practices that include critical thinking and text analysis as classes are encouraged to expand conversations thoughtfully. Mind map students for a text structure and video summary reflections on recount texts. It corresponds to the OBE objective of building higher-order thinking skills (Rao, 2020), as students are not just expected to understand the content; they must also analyze, evaluate, and synthesize it. Asking responses to bias, tone, and purpose to be posted in Padlet further enforces the critical thinking and text analysis skills that help prepare students to analyze their reading.

The course also acknowledges the significance of exposure to different reading materials to increase vocabulary, improve writing styles, and strengthen the general reading skills toolkit. The course uses tools like Google Meet that let students easily engage in comparable typing when they look at the text types in conjunction with Quizizz to carry out even more assessments because these kinds of types indirectly assess students whenever they place their studying techniques to use. At different stages of the course, this is an important part of OBE, as it allows instructors to track how well students are

progressing in meeting the desired learning results (Bhatti et al., 2023).

Integrated Course Focused on Writing

Integrated Course Focused on Writing facilitates students to write short pieces, such as personal reflections, descriptions, and narratives. They will write about their daily reading materials, experiences, thoughts, and opinions, and these will be collected in a portfolio, which will be observed throughout the process for continuous assessment. Students will leave the course able to write likely, justifiable paragraphs and short compositions about familiar topics, writing with clarity and creativity and utilizing the writing skills they have developed throughout the class. The syllabus can be seen in the following:

Table 3. Integrated Course Focused on Writing Syllabus

Meet	Topic	Activity	Technology Integration
1	Introduction to Writing Skills	**Introduction to paragraph writing** (e.g., topic sentence, supporting details)	Use **Google Docs** to write and edit paragraphs in class collaboratively.
2	Writing Personal Reflections	**Writing about personal experiences** (e.g., a memorable event or moment)	**Padlet** for students to post and reflect on their personal experiences.
3	Writing Descriptive Paragraphs	**Describing a place, object, or person** (e.g., describing a favorite place)	**Google Slides** to create visual descriptions and present to the class.
4	Writing About Hobbies and Interests	**Writing about hobbies and personal interests** (e.g., favorite hobbies)	**Flipgrid** for students to create video responses about their hobbies and interests.
5	Writing Recounts	**Writing a recount of a recent event** (e.g., a trip, celebration)	**Google Docs** for collaborative recount writing and feedback.
6	Building Coherence in Writing	**Linking ideas and sentences** to create coherent paragraphs	**Google Doc** for peer review of paragraphs and providing feedback.
7	Writing with Clear Structure	**Writing a well-structured paragraph** with introduction, body, and conclusion	**MindMup** to create mind maps outlining the structure of paragraphs.
8	Writing Descriptions with Sensory Details	**Writing descriptions** with a focus on sensory details (e.g., sight, smell, sound)	**Google Docs** for collaborative writing of sensory descriptions and peer feedback
9	Writing Opinions and Giving Reasons	**Writing an opinion piece** with supporting reasons (e.g., favorite book)	**Padlet** to share opinions and discuss supporting reasons in a forum format.
10	Using Transitions and Linking Words	**Practicing transitions and linking words** for writing flow (e.g., however, therefore)	**Kahoot** to quiz students on the use of transition words in writing.
11	Writing Creative Compositions	**Writing a short story or creative composition** (e.g., a fictional event)	**Google Doc** to record and share creative writing compositions with classmates.
12	Writing Summaries of Readings	**Writing a summary** of a reading material (e.g., article, short story)	**Google Docs** for students to post their summaries and receive peer feedback.
13	Editing and Revising Work	**Peer review and self-editing** of written compositions	**Google Docs** for students to edit and provide feedback on each other's work.
14	Writing Portfolio Compilation	**Compiling a writing portfolio** with all compositions and reflections	**Google Sites** for students to create and showcase their digital writing portfolios.

This integrated course focuses on writing and imparts writing skills, but it uses technology to nurture collaboration, creativity, and critical thinking. With most meetings centered on a particular writing skill or topic, using digital tools makes meetings more engaging, allows for peer feedback, and helps students learn practice-oriented applications of their learning. Such an approach goes hand-in-hand with Outcome-Based Education (OBE), which focuses on measurable outcomes (Spady & Uy, 2014) , frequency of evaluation, and application-oriented education. By providing many tools (e.g., Google Docs, Padlet, Flipgrid, Kahoot), students can see specific learning targets, such as writing paragraphs, writing opinions, and revising.

A robust emphasis is placed on collaborative writing, peer response, and platforms like Google Docs. These tools allow

students to work with each other on writing assignments that can provide feedback on and edit a piece of writing based on peer feedback (Zhang & Zou, 2022), strengthening the OBE essential learning outcome of assessing and enhancing the writers' ability to create coherent text. By incorporating collaborative tools, the course allows students to practice writing as individuals while learning how to work together in teams (McKay & Sridharan, 2024), an important skill in the modern interconnected society.

In addition to more traditional means of creativity and reflection, the course prioritized these using Padlet and Flipgrid. In a forum format, Padlet gives students a voice to their individual reflections/ opinions, where they have to write clearly and be open to different perspectives. Another innovative tool is Flipgrid, which allows students to record video responses about their interests and passions, allowing creativity and sharing. This connects to OBE in that students can demonstrate some outcomes that show they can express their ideas and reflect on their experiences. Moreover, using tools such as Google Slides and MindMup supports visual and multimodal learning, which gives students practice with descriptive writing and logical organization of their thinking.

Lectures and students perceive the effectiveness of TELL in achieving learning outcomes

The findings are drawn from the perspectives of 3 lecturers and 10 students regarding integrating technology into its syllabus. The analysis reveals several themes that indicate both the positive and challenging effects of technology in the context of Technology-Enhanced Language Learning (TELL) in an Outcome-Based Education (OBE) environment.

Enhanced Engagement and Motivation

Technology integration was renowned for increasing student engagement regarding perception from lecturers and students. Google Docs, Padlet, and Flipgrid helped create a collaborative learning environment where students discussed, shared ideas, and connected with peers. They found that these tools were more dynamic and interactive in facilitating class participation, with students coming to learning activities. Many students mentioned that the interactivity of technology-based platforms, particularly Kahoot and Quizlet, was a positive feature that made learning interesting and encouraged students to engage with the content actively.

I think that technology has really made my classroom more interactive. The use of tools like Padlet and Google Docs allow my students to work together to share ideas, and give feedback to each other (Lecturer 1)

I really enjoy the interactive activity using technology in the classroom. When teacher applied Kahoot and Quizlet make learning situation is more fun and engaging, and they motivate us to participate actively. And I feel happy if I can answer all question correctly (Student 2)

When teacher applied Kahoot, I feel like playing a game while learning, which makes the whole experience much more enjoyable. It encourages me to compete in a friendly way, and work together with my classmates to be the winner. . (Student 3)

Using Flipgrid or Padlet to record my thoughts makes learning much more interesting. It doesn't feel like the usual studying; it is such interactive conversation and I enjoyed. I get to express my ideas in a different way (students 8)

Improved Language Proficiency and Learning Outcomes

One persistent theme arising from the data was the effect of technology on language proficiency. Lecturers and students shared the common experience that digital tools enriched listening, speaking, reading, and writing. Google Meet and YouTube exposed students to multiple English accents that enhanced their listening skills, whereas Google Docs and Flipgrid facilitated writing and speaking practice. Students also felt that these tools could promote real-life applicability of language use (Bayotas, 2023), which goes along with Outcome-Based Education (OBE) ideas.

By using Google Docs, Kahoot or Quizlet, I observed that students are making faster progress in both writing and speaking.
They can easily edit each other's work in Google Docs and they can get feedback directly and through Kahoot and Quizlet, helps them practice and improve their language skills much quicker and having such playing the game." (Lecturer 3)

Watching selected videos on YouTube really help me to hear a variety of English accents that helped improve my listening comprehension. (student 5)

"*Recording my responses on Flipgrid and Vocaroo helps me practice speaking, and it makes more confident. Here I can record multiple takes, so I get a chance to improve each time and listen to myself, which helps me see where I can get better. Finally I can post the best one. (Student 4)*

Technical Barriers and Usability Issues

Both lecturers and students mentioned access to technology and adequate technical knowledge challenges alongside these positive responses. Several students mentioned connectivity problems or a lack of devices, so they could not immerse themselves in the digital tools. Other lecturers said students experienced difficulties on particular platforms, mainly when using an unfamiliar tool. The challenges here were most evident with live discussion via video and more multimodal tasks.

However, there are still some technological issues we have to keep into consideration." Some students do not have a reliable high-speed Internet connection, making it difficult to join the online sessions or to use the digital tools properly. Plus, some students have troubles making their way around Flipgrid whether it be an unfriendly design, tech issues, or a low number of appropriate devices. (Lecturer 2)

And the only problem that I face is sometimes the video recordings or the Google Meet sessions lag because of low internet connection and it becomes difficult to keep up with the class. It can spoil the flow of the lesson and follow-through or participation becomes a challenge with the delays.(Student 6)

It can be concluded that the technology-embedded integrated course syllabus by the English department in this study positively influences the development of language skills, student engagement, and the Innovation of Outcome Education (OBE). However, access, technical difficulty, and alignment between technology and learning remain contemporary.

The use of technology in designing the Integrated course syllabus across the English department at IAIN Ponorogo indicates a new era in language learning that applies the principles of Outcome-Based Education (OBE). This course, which focuses on improving listening, speaking, reading, and writing skills, uses a range of digital tools to aid in learning these skills. Using Google

Docs, Kahoot, Flipgrid, and YouTube was reported to boost student interest and make the learning experience more interactive, motivating, and fun. These results are consistent with a growing TELL literature affirming the effectiveness of multimedia resources and interactive tools in developing target language proficiency (Perez Peguero, 2024; Shadiev & Yang, 2020). Integrating these tools allows the course to promote a much-needed active involvement with real-time feedback that is essential in mastering language skills in practical settings that correspond with specific outcomes that can be measured, an aim consistent in OBE (Spady & Uy, 2014)

Lecturers noted that students progressed more quickly with feedback through technology-enhanced speaking and writing and —with digital tools such as Kahoot and Quizlet, allowing students to practice in a gamified, relaxed atmosphere. This learning style's rapid and engaging nature complements the TELL adaptive learning model, which provides individualized pathways for skill improvement(Akram et al., 2022).

However, despite the positive outcomes, the study also revealed some inherent challenges in integrating technology.
Internet connectivity, device availability, and platform familiarity were among the most commonly reported barriers to participation, particularly about synchronous video-based discussions and multimedia work tasks. While technology generally improved student engagement, lecturers noted that some students struggled with unfamiliar tools, particularly on their first exposure to platforms like Flipgrid. Such results echo more significant concerns in the literature regarding the need for infrastructure and support to provide equal access to digital learning tools (Kasih et al., 2024). In tackling these issues, the lecturers unequivocally highlighted the need to use technology only when it applies directly to learning outcomes, which is one of the basic principles of OBE. To approach technology integration more coherently and research-informedly, teachers can reduce technological challenges by connecting digital tools to particular learning outcomes and ensuring that technology supports language development.

The integration of TELL into the framework of OBE has been transformational for both language enhancement and meeting the broader educational needs of developing critical thinking and collaboration and preparing the students for the world of work. Digital tools uniquely provide progress tracking and real-time feedback, creating a personalized learning environment that meets the needs of the many students in a classroom. Such an approach not only corresponds to the OBE goals but also stimulates 21st-century skills like digital literacy and technology competency (Dugošija, 2021). However, as the results indicate, further research is needed to investigate how individual technological tools can best be used in an outcome-based context, particularly in language classes, to maximize the utility of both the tools and the experiences they mediate. Despite the issues accompanying it, using technology in the English department integrated course syllabus is still an innovative and dynamic way of teaching language that can improve students¡ learning outcomes and prepare students for real-world communication challenges.

CONCLUSION

This study aims to incorporate Technology-Enhanced Language Learning (TELL) in the integrated course syllabus of the English Department Programme in the Outcome-Based Education (OBE) paradigm. The results point to the significant benefits of technology in enhancing student motivation, language abilities, and learning results, as well as embedding collaboration and practicing across the four skills - listening, speaking,

reading, and writing. However, technical difficulties, such as poor internet connectivity or unfamiliar platforms, prevented a complete realization of the potential of technology integration.

Although this research has provided some information about the advantages of TELL in an oriented curriculum, there are limitations. This research was carried out only in one department at IAIN Ponorogo. Therefore, the results of this study cannot be generalized to other institutions. Additionally, the technical barriers reported—including internet access and lack of use of digital platforms—are very contextual to the study participants and may be irrelevant in other settings with adequate infrastructure and technology. Several recommendations are proposed to address these limitations and improve technology integration in language learning. Future research is recommended to include more context by investigating TELL integration within various departments, educational contexts, and institutions. A broader approach would offer a better overview of the scope and scale of the effectiveness of technology-enhanced learning in different settings.

By embedding TELL within the Outcome-Based Education (OBE) syllabus, students are provided with interactive and engaging learning experiences that support language development and ensure that their acquired skills are measurable and aligned with specific learning outcomes. This approach optimizes the use of digital tools, fostering academic and real-world competencies that meet the needs of today's learners.

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