Enhancing language learning: exploring TELL implementation in Integrated Intensive Course through the SAMR model

ABSTRACT

This research aimed to investigate the implementation of technology-enhanced language learning (TELL) in teaching integrated intensive courses (IIC) using the SAMR model. A qualitative case study approach was employed, and a purposive sampling procedure was used to select participants who were lecturers experienced in TELL implementation. The total number of IIC lecturers was four females. Data collection involved observation, interviews with the lecturers, and the collection of relevant documents. Thematic analysis was applied to analyze the collected data. The findings showed that the implementation of TELL facilitated lecturers in enhancing students' English language skills within the IIC class. The application of TELL through the SAMR model supported lecturers in effectively preparing teaching materials and utilizing various platforms during instruction. The level of implementation differs based on their educational environments and objectives. Most of the lecturers operated until the Modification level. Besides, the type of TELL that all four lecturers most often used was multimedia learning. The limitation of this research is that the researcher only focuses on the implementation of TELL. Further researchers can investigate lecturers' and students' perceptions of TELL

Keywords:

Technology-Enhanced Language Learning (TELL), SAMR model
Integrated Intensive Course (IIC)

1. INTRODUCTION

A paradigm change in language teaching theory and practice, away from teacher-centered classrooms and toward more learner-centered pedagogies that incorporate technology-enhanced language learning (TELL)[1]. TELL refers to the use of computers and other technological devices as an invention and a means of facilitating the process of language learning[2], [3]. Besides, TELL motivates teachers and learners to actively engage in language learning and teaching[4]–[6]. Utilizing TELL requires technological devices (such as a computer, tablet, or mobile phone) and an internet connection [7].

Based on the result of preliminary research with the lecturers at the English Education Department of Halu Oleo University, the experience of lecturers in using technology in EFL classrooms is very positive. When new technology is embraced and engaged, it can be a very effective tool in a learning environment. However, when the lecturers already have the knowledge and understanding of the learning applications, some of the lecturers rarely implement them in the classroom. They refuse to fully engage with learning applications and, therefore, fail to get the best out of them. [8] argue that such lecturers are less comfortable with technology that equalizes them and their students.

The availability of technology in the modern EFL classroom setting examined in this study, specifically the Integrated Intensive Course (IIC), may open new doors for students and lecturers. IIC is a course offered by the English Department at Halu Oleo University. IIC focuses on communication, emphasizing building speaking and listening skills. It is intended to assist students in improving their spoken and written English. This course has a complete curriculum of integrated skills, with various tasks focusing on grammar, vocabulary & idioms, speaking & listening, and reading & writing. There are three distinct levels of study. This course counts for four credits. This course is taught by four lecturers. It is typical for instructors to utilize technology when teaching IIC. Based on a preliminary interview, according to IIC lecturers, it was difficult to teach IIC that had four credits with a duration of 200 minutes or 3 hours 30 minutes without using technology. Besides, the benefits of technology include attracting students' attention to learning tasks, such as language skills, and making the classroom environment more dynamic with several

various applications for each skill. Moreover, not all IIC lecturers can conduct full offline IIC instruction; occasionally, they utilize synchronous sessions due to their location. Hence, the strategy used by IIC lecturers is to use TELL withthe SAMR model in IIC courses.

The SAMR model (Substitution, Augmentation, Modification, and Redefinition) model, which was made by [9], is another framework for integrating technology well. It is a model that presents four levels of technology integration, ranging from the most fundamental to the most sophisticated. Its goal is to change the way people learn with technology.In this framework, the SAMR model employs a hierarchical structure. containing four distinct benchmarks for technological integration: substitution, augmentation, modification, and redefinition [10], [11]. At the level of substitution, technology functions as a replacement tool without functional change. This level involves substituting a technology-integrated basic activity for a technology-integrated basic activity with no change to the activity itself. At the level of augmentation, technology functions as a tool for direct replacement with functional improvements. It is expected that the usage of technology will make the process somewhat simpler. At the level of modification, technology enables extensive job redesign. Technology is used to improve the performance of common jobs. At the redefinition level, technology enables the production of previously unimaginable new tasks. Learning is redefined with innovative tasks that were not possible before the invention of technology

Despite extensive studies on the integration of technology into language learning in the Indonesian context, little empirical work has been conducted to examine the application of TELL in EFL classrooms and to determine how students might transform their learning through technology. Furthermore, there is little research that investigates the possible connection between the technologies and various aspects of language learning outcomes [12]. Additionally, various research has been undertaken to raise concerns about the implementation of TELL [12]–[14]. Analysis of the VosViewer platform shows that the new thing from this research is that the use of TELL in IIC courses has not been thoroughly studied and is implemented using the SAMR model. To bridge that gap, based on previous studies that examined TELL, previous researchers considered TELL to be important for further research. Besides, [12] suggested that further researchers explore technologies for mobile learning, multimedia learning and socialization, speech-to-text and text-to-speech recognition, and digital-game-based learning in language education, as they are the types of TELL with great potential for effective learning and teaching. Besides, this research also combines TELL with the SAMR model which is used by the lecturers in teaching IIC.

2. METHOD

2.1 Research Design

This study used a qualitative research method since it was found to be the most appropriate approach for answering the research objective. When employing qualitative methods, the investigator utilized a case study design. Case studies are the most prevalent form of education research, according to some authorities [15]–[17]. Case study research, according to [18], is grounded in the constructivist paradigm of the social construction of reality, which holds that truth is subjective and contingent on one's perspective. In this investigation, TELL implementation in EFL classrooms was scrutinized. Moreover, as stated by Creswell [15], qualitative research provides a descriptive and narrative overview of the participants' experiences in the natural environment.

2.2 Participants

The study involved a sample of four lecturers who were teachingan Integrated Intensive Course (IIC) in the English Language Education Department at Halu Oleo University. The participants were chosen using purposive sampling [19]. Prior to the initiation of this systematic sampling, the criteria for participant selection were set [20]. The individuals in question were in attendance and provided their informed consent to participate in the research. The recruitment of participants was conducted after observations of IIC learning. The concerned persons were present and gave their consent to participate in the study. Participant recruitment was carried out after IIC learning observations. This research begins with an introductory section that outlines the aims and objectives of the research, emphasizing the researcher's aspirations to contribute to the dissemination of knowledge regarding the use of TELL with the SAMR model in teaching IIC.

Table 1. The Characteristics of the lecturers

Participants	Gender (N)	Age range	Year of Teaching English	Institutions
IIC lecturers for the 2022/2023 academic year	4 Females	31-40	10-20	UnivesritasHalu Oleo, Indonesia

2.3 Data Collection

Two instruments were employed to collect the data: observation, and semi-structured interview. The purpose of utilizing these three tools in this research is to better understand the phenomena under investigation. According to [21], a wide array of data sources was utilized to ensure a comprehensive understanding of the phenomenon.The data for this study was gathered through participant interviews (concerning how TELL was implemented in teaching IIC based on the SAMR model), which was reinforced by observation and documentation of the participant's activities to obtain validity in the learning process. This research employed the following procedures and instruments for data collection.

Observation required a field note of observation to comprehend the observation result's contents. It was a device used in the observational phase of data collection to record the occurrence of an event. The steps of observation were conducted, including preparing the idea of observation; Making an appointment with the subject of observation; joining in class for 16 meetings or one semester; and observing the process of teaching and learning IIC class. Using an observation guide, the researcher observed the implementation of TELL by lecturers when teaching IIC to their students.

The researcher preferred semi-structured interviews since questions could be prepared in advance. This type of interview was ideal for researchers who had extensive knowledge of their field and wished to ask questions freely. Therefore, it had been proposed that these open-ended questions be piloted previously. The researcher collected information via interviews using the following procedure: developing the list of questions to be posed to IIC lecturers. The researcher also prepared a recorder to record the responses of informants; Listing the interviewees; Making an appointment with the interviewees; asking the informants politely and friendly according to the concept of questions; Recording the responses of the informants.; and creating a transcript of the interview based on the results of the recording.

2.4 Data Analysis

The interview tapes were subjected to theme analysis, following the guidelines provided in [22]. The preliminary stage of the inquiry encompassed the coding procedure, whereby the researchers meticulously scrutinized the records on numerous occasions to develop a comprehensive comprehension of the material. The technique described above enabled the researchers to generate themes, sub-themes, and categories. In addition, the requirement for careful coding arises from the intricate characteristics of data analysis, which encompasses a multitude of data interpretations based on theobtained data. The researchers employed the software program Nvivo to effectively perform coding and axial coding on the recorded data from the focus group interviews. The analytical methodology is concerned with meta-categories, as illustrated in Table 2.

Table 2. Categories and sub-categories of the implementation of TELL with the SAMR model

Categories	Sub-Categories
Preparation	Textbook
	Lesson plan
Action	Substitution
	Augmentation
	Modification
	Redefinition
Evaluation	Doing assignments using TELL

3. RESULTS AND DISCUSSION

3.1. Preparation

The teaching process was a complex endeavor that required careful planning, effective instructional strategies, and collaboration among the lecturers. It delved into the teaching process of an IIC course, as shared in the provided excerpt. The preparation for the IIC course began with a thorough review of the lesson plan and the textbook. Based on observations, all IIC lecturers used the same lesson plan. However, there were differences in the implementation stages of the SAMR model. The lecturer meticulously identified the key points of the material and strategized on how best to deliver these points in the upcoming session. As the lecturerargued:

> "Before teaching IIC, the first thing to do is look at the RPS. After that, I looked at the textbook. Then, for example, if you look at what the actual material points are? After that, check the textbook again." (Mrs. Am, Interview, 13/01/2023)

In the execution of the course, the SAMR model had proven instrumental in enhancing the interactivity of the classes and optimizing the teaching time. However, the detailed nature of the SAMR model sometimes caused the class meeting time to be insufficient. The success of the IIC course was also

highly dependent on the collaboration among the teaching team. A team of four lecturers was responsible for two classes, and they regularly held meetings to discuss the teaching approach, materials to be used, and the division of responsibilities. They also ensured that students were well-prepared for the next class by informing them in advance about the material and any necessary preparations.

Lastly, the lesson plan and teaching materials were provided by the department management. The lecturers then adjusted these materials to suit the needs of their classes. The procedure was elucidated in the statement:

> "The lesson plan and teaching materials are already available in the department management; all the lecturers have to do is modify them and then apply them in class." (Mrs Yu, Interview, 16/01/2023)

In addition, the lecturers also used a proactive approach to managing the class. They provide students with regular updates regarding upcoming lectures and the essential preparations they must undertake. This method not kept the students engaged and prepared for classes but also ensured smooth classroom operations. Informing students in advance, about the need for a laptop or specific software allowed them to prepare adequately preventing any disruptions during class. Moreover, collaboration among lecturers extended beyond course development and delivery tasks. They also discussed how to divide responsibilities during the course. This cooperative approach helped manage the course efficiently with each lecturers fulfilling their role in delivering the content.

The Integrated Intensive Course (IIC) utilized a textbook designed to provide a structured approach to language learning. The textbooks unique features and organized content served as a resource for both instructors and students. It simplified teaching for instructors. Enhanced the learning experience by focusing on aspects of language acquisition such, as grammar, writing, reading, listening and speaking. Subsequent sections examined the qualities of this textbook. Illustrated how it supported the implementation of the IIC course.

The textbook utilized by the instructors for the Integrated Intensive Course (IIC) seems to be a thorough and well-organized resource. The design incorporated simplified sections that facilitated navigation for both teachers and students. The units were partitioned into portions, facilitating a methodical approach to learning. An outstanding characteristic of the book was the inclusion of 'Grammar Spots'. These parts were specifically targeted to emphasize important aspects of grammar, assisting students in comprehending and employing grammatical structures accurately. This feature was especially advantageous in a rigorous course like IIC, where a solid understanding of grammar was essential.

The textbook contained a multitude of reading and hearing passages, gathered from a diverse range of genuine sources. This not only facilitated the advancement of comprehension abilities but also afforded pupils the chance to interact with language usage in real-world contexts. Exposure to genuine sources can improve pupils' comprehension and utilization of the language in real-life situations. Furthermore, the book incorporated speaking exercises within its structure, which were frequently tailored to individual needs. This customization enabled students to engage in language practice within appropriate circumstances, hence enhancing the effectiveness and engagement of language acquisition. The textbook utilized for the IIC course seems to be a comprehensive resource, offering students a systematic method of learning, emphasizing essential grammar concepts, presenting genuine reading and listening materials, and facilitating individualized speaking exercises.

From the above explanation, it can be inferred that IIC lecturers make a concerted effort to adequately prepare for lesson planning prior to implementing it in the classroom. Furthermore, this suggests that the IIC lecturers have taken a proactive stance by not simply relying on traditional methods, but actively seeking out and incorporating technology-based strategies into their curriculum. They have demonstrated a strong commitment to comprehending and implementing the SAMR model and TELL, showcasing their dedication to improving student involvement and academic achievements. Engaging in such preparation not only enhances the learning experience but also provides students with the essential abilities to navigate the digital world.

3.2. Action

By analyzing the field note and observation checklist, we can determine how lecturers are utilizing each level of the SAMR model to improve their teaching environment, promote active student engagement, and facilitate unique learning experiences. At the substitution level, technology functioned as a direct replacement tool, without any alterations in functionality[23], [24]. For example, instructors utilized WhatsApp for the purpose of communication, substituting conventional in-person or email interactions. Virtual meetings were facilitated using the Zoom platform as a replacement for face-to-face meetings. Google Drive served as a platform for storing and distributing materials, eliminating the need for physical

handouts or email exchanges. Assignments were gathered and feedback was provided via Google Classroom, substituting traditional paper assignments and face-to-face comments. Student attendance was verified using Google Forms as a replacement for the conventional method of taking roll call.

During the augmentation stage, technology continued to replace conventional ways, but with improvements in functionality[25], [26]. Google Translate and Online Dictionaries expedited language acquisition by offering swift translations and pronunciation assistance. These tools enhanced or supplemented standard dictionaries or language textbooks. Google Drive served as a platform for storing and distributing materials, offering the added benefit of being accessible from any location. Grammarly and Quillbot were utilized to verify grammar and sentence structure, enhancing the conventional proofreading procedure by providing immediate feedback and recommendations.

The modification level entailed substantial work restructuring through the use of technology[27], [28]. Google Classroom, an educational platform, was utilized for the purpose of gathering student assignments and delivering feedback. This not only replaced the conventional method of collecting assignments and providing comments, but also enhanced it by enabling immediate feedback and online discussions. Another instance of alteration occurred through the utilization of Canva, a platform that revolutionized the conventional approach to crafting visual presentations.

Technological advancements at the redefining level have made it possible to create new tasks that were previously unimaginable[29]–[31]. Students were encouraged to share their work via platforms like YouTube or Instagram, changing the way they presented their understanding and received feedback. This redefined the traditional process of assignment submission and presentation. Another example of redefinition was the use of Padlet for idea-sharing and collaboration. This tool transformed the traditional classroom discussion into a dynamic, interactive online discussion board.

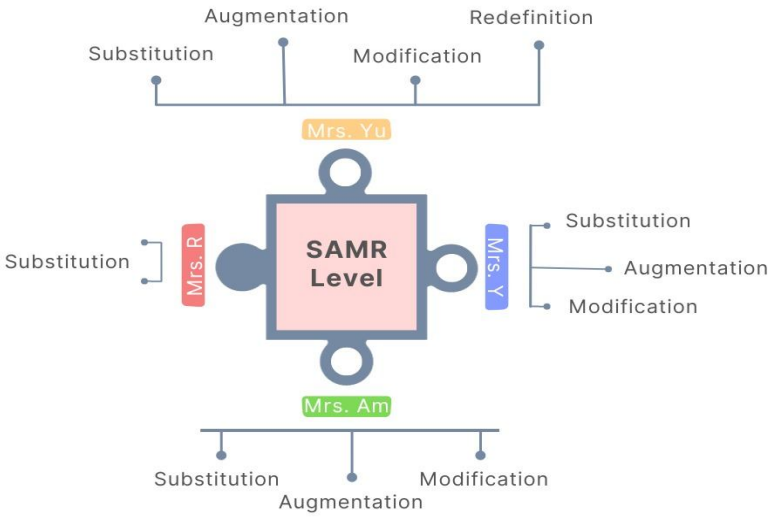

Figure 1. The level of the Lectures' SAMR model

Based on the figure, shows the level of SAMR (Substitution, Augmentation, Modification, Redefinition) model used for each lecturer. Mrs. Y. primarily operated at the Substitution and Augmentation levels. She was leveraging a range of web-based technologies to support language learning. These technologies were applied across various forms of TELL, including socialized learning, multimedia learning, and technologies for speech-to-text recognition and text-to-speech recognition. The type of TELL that was most often used by Mrs. Y was multimedia learning. Tools such as Google Classroom, WhatsApp, Google Drive, and Zoom were predominantly used, and these tools were implemented in various forms such as Learning Management Systems (LMS), social media apps, online meetings, and websites. Although activities like assignment collection and feedback sharing through Google Classroom indicated activities at the Modification level, there seems to be no reach to the Redefinition level, which would involve redefining the learning environment.

Mrs. Yu used various web-based technologies to enhance her language teaching. These technologies included websites like Google Translate, Google Drive, and Weebly; Learning Management Systems (LMS)

like Google Classroom; Language Learning Applications like online dictionaries; Social Media Applications like WhatsApp; Video Maker Applications like Capcut; and Video Players like YouTube.

The technologies were used for various purposes such as speech-to-text recognition, text-to-speech recognition, multimedia learning, socialized learning, mobile learning, and digital-game-based learning. The type of TELL that was most often used by Mrs. Yu was multimedia learning. Sheshowed a lot of activity at the Augmentation and Modification levels. Using tools like Google Translate, Online Dictionaries, and Google Drive to enhance the learning experience and considering the transformation of the traditional educational environment through assignment collection and feedback via Google Classroom, she operated at the Modification level. Also, activities involving YouTube and Canva could be considered at the Redefinition level, indicating some success in redefining the learning environment.

Mrs. Am also mainly operated at the Augmentation and Modification levels. She enhanced and modified the traditional educational environment through Google Docs, Google Classroom, and WhatsApp. Game-based learning through Bambooziefalls under the Substitution level. The type of TELL most often used by Mrs. Amwas multimedia learning.

Mrs. R primarily operated at the Substitution level. She replaced the traditional educational environment using Spada and WhatsApp but didn't seem to show enhancements to the learning experience or modifications and redefinitions of the educational environment, which would fall under the Augmentation, Modification, and Redefinition levels.Besides, the lecturer used previous material in Spada because her condition was not good enough to conduct face-to-facemeetings and provide types of TELL.

In conclusion, each lecturer integrated educational technology at different levels of the SAMR model, differing based on their educational environments and objectives. Besides, the type of TELL that was most often used by all IIC lecturers was multimedia learning. Looking at the overall picture, it seemed that all four lecturers were making good use of technology in their teaching methods, but their integration varies across the SAMR model's spectrum. Mrs. Y, Mrs. Am and Mrs. R were primarily using technology as a direct substitute for traditional teaching methods. This represented the most basic level of technology integration, but it's an important first step. It showed that they were adapting to the digital age and were using technology to maintain and manage their classes more efficiently.

On the other hand, Mrs. Yu was making more advanced use of technology, not only substituting but also augmenting and modifying their teaching methods. They were surpassing the use of technology as a mere tool for conventional chores and were revolutionizing their teaching approaches to enhance and optimize their students' learning experiences. This demonstrated a more forward-thinking strategy for incorporating technology, which has the potential to create more dynamic and captivating learning settings. Nevertheless, it is crucial to acknowledge that achieving the 'Redefinition' stage of the SAMR model, which enables the use of technology for novel tasks and learning experiences that were previously unimaginable, remains a barrier that all four lecturers are still striving to overcome.

Table 3. The Analysis of SAMR Model Activities

Activities	Substitution	Augmentation	Modification	Redefinition
Listening	played the audio by using a speaker from Weebly and it linked to Google Drive	use an electronic dictionary and GoogleTranslate to hear the pronunciation of new words or sentences and translate to understand the meaning.	check again their answers and edit. They should send their answers on Google Classroom.	collaboratively produce digital video. The students sent the video to YouTube Channels Class.
Writing	write a procedural text by using Microsoft Officeon their smartphone or laptop.	Utilize Google Translate to translate a selection of texts and audibly perceive the pronunciation of said utterances. Please provide an image or hyperlink to the source that was utilized..	send the final procedural text by using Google Docs.	Make a collection of procedural text by using Canva. They also made a video based on their procedural text
Speaking	asked the students to record a video of telling a story by using a smartphone	usingCaput, or another application to edit the video	and send the video to YouTube class.	

Reading	read the article from their book on Weebly.	read an article from the Linguapress website then answer the worksheets	read and practice the speed reading from the Breaking News website in front of the class. Then their friends could give suggestions about their performance,
Playing games	play a game by using some pictures of foods from Google. Then She asked the students to try to describe the foods.	play a game by using Bamboozie	
Presentation	present about famous people and see some notes from their smartphone or laptop.	add some pictures and ask their friend to record when they present.	Provide the URL to their video on Google Classroom.

The table above provides a comprehensive demonstration of how technology is included into many classroom activities, including listening, writing, speaking, reading, playing games, and presentations. This integration is analyzed through the four stages of the SAMR model: Substitution, Augmentation, Modification, and Redefinition.

During the listening exercises, the substitute stage utilized a speaker from Weebly that was connected to Google Drive to play audio. This was improved at the augmentation level, utilizing computerized dictionaries and Google Translate for pronunciation and translation purposes. Reviewing and revising responses on Google Classroom constituted the modification phase, whereas the redefinition phase had students collectively generating and disseminating digital videos on the class's YouTube Channels.

The adoption of Microsoft Office on smartphones or laptops facilitated the replacement of conventional pen-and-paper techniques in writing tasks. The implementation of Google Translate enabled augmentation in the areas of translation and pronunciation. Adding images or hyperlinks to references was a modification, whereas the redefinition entailed generating a compilation of procedural texts using Canva and producing movies based on those texts.

Speaking activities commenced during the substitute phase, as students utilized iPhones to create recorded storytelling videos. Augmentation included using applications like Capcut for video editing. The process reached the modification stage when the videos were sent to YouTube class, enabling feedback and review.

Reading activities started with students reading articles from their book on Weebly, substituting traditional reading methods. Reading an article from the Linguapress website and answering worksheets represented augmentation. Practicing speed reading from the Breaking News website in front of the class, with peer feedback, was a modification. For playing games, substitution was achieved using pictures of food from Google, where students were asked to describe the foods. Augmentation was reached by playing a game using Bamboozie.

In conclusion, the result of this research showed that most of the lecturers used all of the types of TELL. The previous study from Zhang and Zou[12] recommended additional researchers to look into technologies for mobile learning, multimedia learning and socialization, speech-to-text and text-to-speech recognition, and digital game-based learning in language education, as these TELL types had a lot of potential for being used for effective learning and teaching. This research showed that types of TELL were used in teaching IIC with the SAMR model and made the class more interactive. The most frequently used by the lecturers were websites. There were some websites and language learning applications that could be used to practice the student's English skills. Meanwhile, the finding of this research disagrees with [32], indicating that interest in TELL research was increasing in vocabulary, grammar, and writing, but decreasing in speaking, listening, and reading. This research showed that speaking skills may be hindered by the difficulties of remote learning.

Besides, it's evident from the findings that the implementation of the SAMR model in the IIC course has transformed the teaching and learning process, making it more interactive, personalized, and accessible. However, reaching the 'Redefinition' level remains a challenge for three lecturers. This result is in line with the previous study by Al-Khalidi [33] that found teachers integrate technology at the Substitution and Augmentation levels more frequently than at the advanced levels of Modification and Redefinition. The insights gained from this study could inform strategies for optimizing the use of technology in language instruction, addressing technological challenges, and maximizing the potential of TELL.

3.3. Evaluation

The data shown below was evaluated using scoring criteria provided by the instructors. The rubrics provided clear criteria and weightings for several aspects of student performance, including completion of assignments, attendance, participation in class discussions, and success on mid-term and final exams.

Through the analysis of this data, students can gain a more thorough understanding of the course's requirements and devise ways to achieve better scores.

Table 4. The Analysis of Scoring Rubric

Category	IIC Scoring Rubric	Percentage
Assignment	Completion of tasks by the set deadline, including individual and group assignments	20%
Attendance	Consistency in class attendance and punctuality	10%:
Mid-term test	Performance on the mid-term assessment	20%
Participation	Involvement in class discussions, asking questions, responding to others' inquiries, and paying attention	10%
Final Exam	Performance on the final examination	25%
Attitude &Behaviour	Discipline, appearance, manners, group work ability, communication skills, and responsibility	15%

The IIC grading rubric was a comprehensive assessment method with six primary elements. The initial category is Assignments, which accounts for 20% of the overall score. The evaluation assessed the student's competence in fulfilling and delivering both individual and collaborative assignments within the specified timeframes, with a focus on time management and task accomplishment abilities. The second category, Attendance, accounted for 10% of the overall score. This segment emphasized the crucial role of maintaining consistent attendance and punctuality in class, underscoring the value of actively participating in the learning process on a daily basis.

The Mid-term test, which accounted for 20% of the overall score, was classified as the third category. The assessment evaluated students' comprehension of the course content at the halfway point of the semester, serving as a valuable measure for both students and teachers to assess progress. Participation constitutes 10% of the final score and evaluates students' engagement in classroom discussions, their curiosity in posing questions, their receptiveness to others' queries, and their overall attentiveness throughout the class. The Final Exam category, which accounted for 25% of the overall score, was the most significant. It provided a final assessment of the student's thorough comprehension of all the material covered in the course.

Finally, the Attitude & Behaviour category, accounting for 15% of the overall score, assessed students' discipline, appearance, manners, ability to work in groups, communication skills, and responsibility. This category emphasized the significance of soft skills in the holistic growth of the pupils.

Besides, based on the result of the interview, it could be stated that the lecturers exhibit a comprehensive and diverse approach to student evaluation and feedback. This methodology was characterized by an emphasis on improving speaking skills, the use of assignments for assessment, and the integration of technology into the learning process. Moreover, there were differences in the evaluation activities carried out by lecturers. Mrs. R focused on engaging students through games and interactive activities to maintain their interest over the four-hour learning period. She stated:

> "Well, at the end of the class, there are usually some children who still haven't mastered the vocabulary. So, when we play games in class, we usually use them the most because we have four hours of learning." (Mrs. R, Interview, 13/01/2023)

She acknowledged that some students, particularly from remote areas, struggle with vocabulary andpronunciation, possibly due to lack of exposure or fear of making mistakes.

Mrs. Y, on the other hand, prioritized speaking skills and used a rubric for assessment. She provided feedback on pronunciation errors and showed the value of continuous evaluation of the student's skills.Mrs. Am seems to value assignments and hands-on activities, such as creating videos, for evaluation. Her approach appeared to be more task-oriented and allowed for flexibility in terms of time management. Besides, Mrs. Yu discussed the use of projects and Weebly, a website creation tool, for teaching and evaluation. She believed in providing constructive feedback on students' weaknesses to help them improve. She mentioned:

> "By providing projects and giving questions about the material that we have studied using this model through the Weebly that I have created. Then I provide feedback on what their weaknesses are."(Mrs Yu, Interview, 16/01/2023)

These lecturers exhibited a common understanding that while there were hurdles in the learning process, such as late assignment submission or fear of making mistakes, the use of varied teaching strategies, peer learning, and technology could enhance the learning experience. They also recognized the need for continuous evolution in teaching methods to keep up with technological advances and meet the diverse needs of students.

4. CONCLUSION

The implementation of Technology-Enhanced Language Learning (TELL) with the SAMR paradigm in teaching IIC is a sequential process consisting of three stages: preparation, action, and evaluation. During the planning stage, instructors prioritize a cooperative approach. They convene frequent meetings to deliberate on pedagogical approaches, instructional materials, and the allocation of duties. Effective class management is also essential during this phase. Lecturers employ various technologies such as WhatsApp, Zoom, Google Drive, and Google Classroom to effectively communicate with students and provide them with necessary information and materials in advance of upcoming lectures. The action phase is the stage where these preparations are realized. Every instructor incorporates technology into their instructional approaches in a manner that corresponds to the SAMR model. However, the extent of implementation varies depending on their educational contexts and goals. Furthermore, the predominant form of instruction employed by all four lecturers was multimedia learning. The evaluation phase encompasses a thorough assessment structure that comprises six important domains: Assignments, Attendance, Mid-term exam, Participation, Final Exam, and Attitude & Behaviour. The lecturers employ a comprehensive method of assessment, placing particular emphasis on improving oral communication abilities, utilizing assignments for evaluation, and integrating technology into the learning process. They place great priority on continuous evaluation, cooperative learning, and the use of technology to improve the learning process. Additional study can be undertaken to investigate the effects of utilizing Technology-Enhanced Language Learning (TELL) in teaching Integrated Intensive Course (IIC) using the SAMR model.

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