

# Tech & Talk: Enhancing Teaching with Technology and English

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## **Abstract.**

*International schools partnering in the "Tech & Talk" program face challenges in actively using English and integrating technology into teaching. Although teachers have a basic understanding of English, they often struggle with spontaneous communication, clear instructions, and interactive discussions, which can lead to a passive learning environment. Despite having access to digital devices, many educators hesitate to use them effectively due to unfamiliarity or lack of training. Traditional teaching methods still dominate, limiting the potential of technology to create engaging and student-centered learning experiences. The "Tech & Talk" program aims to address these issues through practical workshops, increase teachers' confidence in using English for classroom interactions, and encourage them with practical digital teaching strategies. By enhancing language skills and technological proficiency, the program aims to accelerate a more dynamic and efficient learning environment.*

**Keywords:** *Technology enhance language learning, AI-powered speaking skill and technology in education.*

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## **I. INTRODUCTION**

Our target partner is a school for preschool, kindergarten, elementary, junior high, and high school students in Yogyakarta. Based on observations and diagnostic tests, it is shown that this school still faces challenges in using English and technology effectively in daily teaching activities. There are still teachers who have a basic understanding of English but struggle to communicate actively in the classroom, such as providing clear instructions, facilitating discussions, and engaging students in interactive learning. According to (Chun et al., 2016), this condition can lead to a passive learning environment where students are less encouraged to express their ideas in English. Additionally, teachers may lack confidence in using English spontaneously. It will make them be difficult to handle diverse classroom situations or communicate effectively with international colleagues and parents (Zheltukhina et al., 2023).

On the technological aspect, many teachers still do not fully utilize digital tools to enhance their teaching methods, despite schools providing access to them. It means that facilities such as interactive learning platforms, multimedia presentations, and online assessments are available, but there is a gap in integrating them into lessons because of unfamiliarity or lack of proper training. Some teachers still rely on traditional teaching methods, which lead them to missing out on opportunities to create more engaging and student-centered learning experiences (Ahmadi, 2018). Without proper guidance, (Andra Prayudi et al., 2021; Sulindra et al., n.d.2023) suggest that the use of technology will not be maximized. They limit their potential to improve classroom dynamics, strengthen collaboration, and make learning more accessible to students with diverse needs (Dangin et al., 2023).

As described above, the problems faced by partners consist of two points:

1. Based on observations and diagnostic tests, there are still teachers who have basic knowledge of English but have difficulty using it actively and spontaneously in the classroom.
2. Teachers also demonstrate a lack of understanding and utilization of learning technology in the classroom, both in the process of creating materials, teaching in the classroom, and post-lesson assessment activities.

The "Tech & Talk" program aims to address these issues by providing practical training to school challenges. Through interactive workshops, teachers are expected to engage in relevant English

communication and AI-based learning partners. It is expected to be relevant to their teaching roles, helping them increase confidence in speaking and facilitating discussions. At the same time, practical technology sessions will equip them with strategies for integrating digital tools into their lesson plans. By combining English language proficiency with technological competency, the program enables teachers to create more interactive, modern, and actively connected learning environments for their students.

## II. METHOD

The community service program utilized a training program. Classes were divided based on the results of a diagnostic test, and there were 2 classes taught in 10 meetings for each class including introduction to AI-based learning partner. The first class was addressed for teachers at the basic level. This aimed to ensure effective distribution of material and facilitate participants' practical learning and teaching. At the same time, the community service team also introduced learning technologies that can be used in the classroom for the second class. The goal of this introduction was to provide relevant experience and insight into the use of technology in the classroom. Three main aspects were focused on: a) the use of technology in preparing teaching materials, b) the use of technology in learning activities to increase student learning engagement in the classroom, and c) maximizing the use of technology-based assessment tools, which are expected to improve the efficiency and accuracy of assessments.

## III. RESULTS

### English training and introducing AI-based learning tool

This session was intended to improve teachers' English skills in the classroom environment. The initial meeting was also addressed to the use of AI to enhance their speaking skills. The AI-powered speaking skill was purposed to be teachers's partners while they practice the materials outside of the classroom. The participants revealed their ability in speaking has increased. They could initiate simple discussions as moderators to facilitate students' sharing sessions. For instance, when they got a role as a presenter, they could initiate the discussion by narrating relevant topics. The ability to deliver narration is important since it could trigger and encourage students to get involved in the discussion session. Furthermore, the participants also displayed better confidence in speaking and presenting. It can be seen from their gesture and intonation while practicing English speaking. They could reduce their filler words and replace them with a small break when they got stuck. Moreover, in the term of AI-based learning partner, the participants were introduced to use some AI-powered speaking skills application. These applications include DeepSeek to construct their presentation framework and LooraAI to support their autonomous learning activities. On this side, they demonstrate high enthusiasm in learning and practicing their speaking. They stated that these AIs could help them in learning because they could get real-time and corrective feedback from the AI-based learning partners.



Fig 1. The process of training program

### Technology in the classroom

This class was focused on the use of technology in preparing teaching materials, in learning activities to increase student learning engagement in the classroom, and in maximizing the use of technology-based

assessment tools. In the first three meetings, participants were exposed to and trained to utilize technology to design and prepare their teaching materials. Post-training analysis revealed a significant shift towards utilizing modern digital tools for resource creation. The next three meetings were intended to the program to enhance students' engagement during classroom activities through practical technology integration. The introduction of interactive quiz platforms like Kahoot! and Quizizz proved highly effective. Participating teachers reported utilizing these gamification tools in an average of two class meetings. It was correlated with a documented increase in student participation and enthusiasm. The final focus area targeted the efficiency and accuracy of teacher assessment. By adopting auto-grading digital forms such quizzes, the program could help the teachers in the evaluation process. Teachers reported a reduction in grading time, averaging 50% less time spent on objective assessments. It also helped them to enlarge their time for focused instructional planning. Finally, it allows teachers to give students quicker and more comprehensive feedback.

#### IV. CONCLUSION

Overall, the program effectively enhanced teachers' competencies in both technology integration and English-speaking skills. Across the sessions, participants demonstrated significant growth in designing digital teaching materials, increasing classroom engagement through interactive platforms, and streamlining assessments with auto-grading tools—reducing grading time by nearly half and allowing more focus on instructional planning. At the same time, the English-focused sessions strengthened teachers' confidence and fluency, supported by AI-powered speaking partners such as DeepSeek and LoraAI. These tools enabled participants to practice autonomously, receive real-time corrective feedback, and improve discussion-initiating skills essential for moderating student activities. Teachers showed clear progress in narration delivery, reduced filler words, and more controlled gestures and intonation. Collectively, these outcomes highlight the program's success in equipping educators with practical technological skills and enhanced communicative abilities, ultimately fostering more engaging, efficient, and student-centered teaching practices.

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