



TECHNOLOGY INTEGRATION IN ENGLISH LANGUAGE TEACHING AND LEARNING: BENEFITS AND CHALLENGES

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ABSTRACT:

The aim of the paper is gathering evidence of the series of benefits of technology integration in English language teaching and learning, if there are so, what obstacles and challenges emerge and how they are overcome. This study investigates series of experiences, benefits of integrating technology in English Language learning in Indonesia. Moreover, this work explains what challenges that need to be overcome in integrating technology in language learning. Data is obtained through interview technique. This study employs qualitative analysis in order to obtain information about what experiences, benefits and challenges in using technology in language learning. This study involves seven participants. The results show that some benefits of integrating technology in English language learning are learners can do some coding, practice online quizzes or tests, improve speed of answering questions, improve scores in English tests, learn another foreign language, do some collaborative learning, encourage independent learning, have opportunities to write, speak, listen, and read in English, do online learning, get online references, use of multiple computer application, obtain the latest information, translate, have opportunities to use multi-media presentation as well as demonstrate new method of teaching. Some challenges in technology integration are type of technology used, the rapid changes of technology development, the number of classes taught, class size, cost, time, age, lecturers' workload, ability to use.

Keywords- technology, language learning, challenges and obstacles.

PUBLIC INTEREST STATEMENT

This article highlights a variety of potential benefits of technology integration in English language learning that the learners can maximize in order to improve their level of English proficiency. Some challenges do not hinder the learners of English to not use technology as a part of their learning.

[1] INTRODUCTION

Increasingly, there has been a rapid development and adoption of new technologies in different parts of hemisphere (Pradana et al., Citation2022; United Nation Conference on Trade And Development, Citation2020) in the classroom although there are persist gaps in the way new technologies are adopted particularly in the least developed countries (LDCs) such as Bangladesh, Bhutan, Burkina Faso, Liberia, Madagascar, Malawi, Mozambique, Nepal, Rwanda, Senegal, Tanzania and Uganda (Utoikamanu, Citation2018). The rapid changes and progress of new technologies that change from time to time lead to faster acceleration of the rate of the development (Dugal, Citation2022). Therefore, technological tools' integration is critical in overcoming learners' hurdles such as to speaking the target language during the outbreak (Ying et al., Citation2021). However, regardless some potential benefits that technology has for learning, it is necessary to overcome some challenges. The challenges may vary from someone to another, from school to school, from region to region as well as from country to country. The challenges in integrating technology in learning do not only occur in developing countries, but also in developed countries. In some respects those countries can share similar difficulties, but in some others they have different difficulties.

United Nations Conference on Trade and Development (United Nation Conference on Trade And Development (Citation2020)) stated that the dramatic movement of technology has affected not only the area of the economy, society, but also the field of education in general (Barreto, Citation2018; Rintaningrum, Citation2019) and the learning of the English language in particular (Gunuç & Babacan, Citation2017; Rintaningrum, Citation2015), and particularly in curriculum implementation (Lacina, Citation2005; Levy, Citation2010, Citation2012; Meskill et al., Citation2002; Warschauer & Meskill, Citation2000; Woo et al., Citation2007).

In present education, technology is seen to be an effective means of assisting the process of learning in digital era (Ahmadi, Citation2017; Ahmani, Citation2019) that is becoming a global trend (Zhang & Yu, Citation2021). It is the era when our live is surrounded by technology. Additionally, Mohamad et al. (Citation2020) stated that the 21st-century is mostly filled by Generation Z learners using Information and communication technology (ICT) for their learning. Born in the age of digital era, these generations are usually proficient in using and playing the social media activities since they don't want to miss the latest popular information. These generations or is called as the net-generations (Tapscott, Citation2009) are identified as multi-tasking digital generations since they are able to do different things at the same time such as chatting to friends, checking email, replying email, listening to music, talking on the phone, answering message, having a discussion on Zoom with friends while doing school homework (Bromley, Citation2010). However, in this circumstance, the incoming information is not conducive for students when they are learning or when they are doing school tasks. Students are frequently distracted with constant online activities which sometimes result in incomplete assignments (Adams, Citation2007). This indicates that the users of technology have to be wise in working with the technology they are operating otherwise they gain unexpected results.

It is often to find that today's language classroom is equipped with technology (American Council on the Teaching of Foreign Languages, Citation2018) such as internet, computer, multi-media technology, smart board, Liquid Crystal Display (LCD), sound system and amplifier as well as communication facilities that are used to support and enhance the process of learning (Richard, Citation2015). Regardless of what people say about technology, it must be now accepted that the use of technology in modern education by

modern society is a need, otherwise we will be left behind. The world continuously develops more global and technology helps us to connect to more developed knowledge, science, and information that in turn it can be used as a media of teaching and learning improvement (Zhao, Citation2015). Technology provides so many features on educational menus that enable the learners of English to have new experiences the learners do not find from conventional education (Eady & Lockyer, Citation2013). It is difficult not to say that technology is very much a part of language learning. This applies almost in all level of education starting from early education through adult education (British Council, Citation2013). Moreover, Gibbs (Citation1994) and Mafuraga (Citation2017) added that modern education in the world engages actively in the use of technology in the process of teaching and learning. Since technology is becoming an integral part of the process of learning (Eady & Lockyer, Citation2013), it is necessary to prepare future teachers of English with some trainings of how technology can be integrated effectively in the classroom (Habibi et al., Citation2019).

Gibbs (Citation1994) emphasized that technologies are much more than computers. Ammanni and Aparanjani (Citation2016) noted that technologies can also involve the internet, webinar, video chat, Skype, voice call, some applications, laptops, Light Emitting Diode (LED), LCD, remotes as well as some Mobile Apps. Since technology provides thousands resources and materials to the learners of the English language (Bull & Ma, Citation2001), learners need to be encouraged to actively use the resources available using technological tools (İlter, Citation2015).

Some studies have shown the positive impacts as well as benefits of integrating technology in language teaching and learning (Eaton, Citation2010; Gilakjani, Citation2014; J. Harmer, Citation2001; Rintaningrum, Citation2019). Introducing technology in language teaching and learning provides great opportunities for both students and teachers to learn something new and to have to experiences (Merzifonluoğlu & Gonulal, Citation2018). Rintaningrum and Aldous (Citation2016) found that the learners of English find it easier to learn English when they have some technological facilities at home. Moreover, with the assistance of technology, the learners of the English language are able to find many authentic materials (Larsen-Freeman & Anderson, Citation2011) that are useful for learners to improve their language competence (Clements & Sarama, Citation2003) and cooperative learning (Jeremy Harmer, Citation2007; D. W. Johnson et al., Citation2014) as well as to improve positive attitude towards learning (Gordon et al., Citation2011). Rintaningrum (Citation2016) emphasized that technological tools can be used to assist in maintaining the ability to speak in English in a setting where English is not widely used as well as during the outbreak (Ying et al., Citation2021). Moreover, one of the reasons why the learners of English find it difficult to learn listening is due to lack of facilities in terms of technological tools that is believed to have some roles to improve listening comprehension ability (Rintaningrum & R, Citation2018).

Technology in the form of multi-media is able to improve students' learning motivation and attention (Passey et al., Citation2004; Shyamlee & Phil, Citation2012) and promotes autonomy to enhance students' performance in the EFL classroom (Azmi, Citation2017; Kreutz & Rhodin, Citation2016; Tapscott (Citation2009). Moreover, integration technology in English language classroom improves students' motivation, confidence (Ghavifekr et al., Citation2016) and students' interest in learning foreign language (Elvi, Citation2017). J. Harmer (Citation2001) added that motivation is critical for school success., Kirkwood and Price (Citation2016) found that integrating technology in the classroom is able to improve the use of technology for teaching and learning and to improve

the learning of foreign language skills through technology (Altun, Citation2015). Furthermore, Shyamlee and Phil (Citation2012) noted the positive impact of technology on the learning process consistent with the ongoing efficacy of the teacher role. Therefore, the use of technology in the classroom is recommended because the use of technology in the classroom can improve cognitive skills and abilities (Santhosh & Meenakshi, Citation2015).

Technology such as internet provides users with some potential use not only for learning but also for communication, planning future career, and developing larger and useful participation (Abbasi, Citation2020; Costley, Citation2014). It is because technology provides some essential tools for learning that allow students to use for facilitating cooperative learning and offering exciting alternatives for more language skills development through experimentation (Ahmadi, Citation2017; Basset et al., Citation2006). Moreover, technology helps students learn the operating rules of formal and informal languages (Douglas, Citation2009). Language learning using technology-based such as internet is able to improve student-centred learning and motivate them to be autonomy learners (Ahmadi, Citation2017; Ammade et al., Citation2018) as well as to be active learners (Huffaker, Citation2003). Active learners are learners who do not heavily rely on their teacher with the assistance of the internet. They are learners who are able to decide what to learn, what they need, why they learn it, why they need it, how they learn and when they need this information as well as where to get the information. With the help of the internet, they are able to get information very fast. Strain-Moritz (Citation2016) argued that in many schools students are encouraged to use online resources for learning by providing online portals in order that students are able to submit their assignments, check their grades as well as opportunities to collaborate with peers. This is consistent with Moodiel (Citation2007) saying that collaborative study provides opportunities to work with others, to undertake jobs that are not able to do individually.

In addition to having some benefits of integrating technology in learning English, there are some challenges that need to be addressed (A. M. Atabek, Citation2019; Habibu et al., Citation2012; Iswati, Citation2021; Lie et al., Citation2020; A. M. Johnson et al., Citation2016; Nugroho et al., Citation2021; Salehi & Salehi, Citation2012; Situmorang et al., Citation2021; Yuzulia, Citation2021). There are some difficulties, such as insufficient time, lack of access to technological resources, difficulty in operating the tools as well as insufficient training provided for the teachers, in implementing technology in learning English (Becta, Citation2004).

This study investigates the potential benefits and challenges of integrating technology in learning English. Some studies have examined the benefits and difficulties of using technology in education as well as in learning, and not much focus on the integration of technology in learning English, particularly, in Indonesia. The study explores new insights on the benefits that the users can gain from integrating technology in language learning. Therefore, it is necessary to focus study on integrating technology in English language learning, in particular in Indonesia, and what challenges need to be addressed.

2. RESEARCH QUESTIONS

- 1. What experiences and advantages do the learners of English have (if any) in learning English through technology?*
- 2. What are some of the challenges of using technology in learning English?*

3. *How can challenges in integrating technology in English language teaching and learning be overcome?*

2.1. The purposes of the study

1. *Identifying some experiences and advantages the learners of English have in learning English through technology.*
2. *Identifying some of the challenges of using technology for learning English.*
3. *Identifying some strategies to overcome challenges in using technology for teaching and learning of English.*

3. METHOD

3.1. Design, participants and procedure

This is a qualitative study in nature that employs face to face interview to gather the data and information. The study aims to identify experiences and advantages the learners of English have in learning English through technology as well as one of the challenges of using technology in learning English.

This study includes lecturers who were teaching the advanced English language course, at the University under survey in Indonesia. There were expected to be seven lecturers who would participate in the study. The seven lecturers are those teaching English at the university under survey. Those seven participants gave statement that they were ready to participate in the study after those participants were shown series of questions to be answered. This indicates that those participants are group of people who are selected to provide some information needed in the study. The participants are selected based on some criteria, such as (1) having an experience teaching English minimum 2 years, (2) having an experience in integrating technology in teaching and learning of English, (3) having an experience in learning English minimum 5 years, (4) being able to answer series of questions raised in the issues, and (5) willingness to participate in the study. The study employs purposive sampling.

Before the study was conducted, the participants were told that they were required to answer series of questions concerning their experiences, advantages, and some challenges of using technology in learning English in face-to-face interview. Interview with participants was conducted based on participants' time availability and some agreement and appointment made between the participants and the researcher. The interview was conducted at a place based on agreement in convenient circumstance. All participants' utterances were recorded using a recording device. The researcher made some important notes to clarify participants' answers. In reporting the results of the study, the names of participant are recorded as Lecturer 1, Lecturer 2, Lecturer 3, Lecturer 4, Lecturer 5, Lecturer 6, and Lecturer 7.

3.2. Research instruments and data collection

Interview forms and recordings are used as research instrument in this study. This is a qualitative study that employs face to face interview in order to collect information, opinions, thoughts, and experiences as well as feelings from targeted respondents. Face-to-face conversation is used because target participants are able to communicate through face-to-face interview better than communication through writing in terms of questionnaire or email, or phone calls. Face-to-face interview is an appropriate way to gather information

since it meets the objective of the study, budget, time, as well as number of potential respondents. This is interviewers' responsibilities to control the quality of the results of the interviews (Kvale, Citation1996). Therefore, interviewers need to be able to understand the narration or the meaning of what the respondents say. It is because the results of an interview are gathered based on what the participants say (Kvale, Citation1996; Keats, Citation1997).

Semi-structured interviews are employed in order that the respondents are able to answer a set of given questions in their own words based on their opinions and experiences. A good interviewer provide a guideline used as a checklist to ensure that different respondents answer questions on the same questions or topics given. Since it is semi-structured interview, supplementary questions can be proposed to respondents for asking for clarification. Semi-structured interviews are conducted in a systematic way to collect in-depth information from a number of participants.

Expert judgment is used to validate the interviews form and test its reliability. A recording device is used to record the process of interviews between lecturers and the researcher. All data obtained are written in the form of transcript, and then the researcher makes some coding, and classified the coding based on themes. The study was carried out for six months, starting from March 2021 to August 2021. All data obtained are explained based on themes and summarized in Table, then reported in research finding and discussion section.

4. RESULTS AND DISCUSSION

Question: What experiences and advantages do you have (if any) in learning English through technology?

The results of the interview recorded in Table 1 provide information on the respondents' experiences and thoughts on using technology to learn English. Respondents reported a variety of possible ways that technology could be used in a language classroom.

4.1. Practicing online quizzes or tests

Online English quizzes can now be found through the internet. Six out of seven respondents commented that there are some exercises provided in the internet that can be accessed freely. The availability of online quizzes, although some are not free, provides more opportunities for the learners of English to practice their ability in four skills of English, Listening, Reading, Writing, and Speaking.

Online quizzes have some advantages for the learner. The learners will experience a different circumstance that is different from what they have in written tests. They need to have some technological tools such as mobile phone, laptop, computer or I-pad, and not paper and pencil. Moreover, this circumstance will be a new experience as a new form of test in addition to paper-based tests. This will keep students up to date with the advance development of technology in education. This type of test is able to attract audiences to join the quizzes no matter where they are as long as they meet the requirement, namely, internet. The scores of the quizzes can be seen within a few minutes after the test conducted.

4.2. Creating online quizzes or tests

Two out of seven respondents reported that the development of technology provides opportunities to make or to create online quizzes in addition to creating paper-based tests.

With the emergence of online quizzes creator, test makers can easily develop another type of test that is designed differently from the characteristics of paper-based tests.

4.3. Improving speed of answering questions

Three respondents reported that familiarity in using technology and opportunities to practice some exercises using technology help the learners of English improve speed of answering questions in online tests. The more the learners practice, the faster they answer the questions.

4.4. Improving scores in English test

Five respondents reported that the level of frequency of using technology for learning English, for doing some exercises in English through technology, and for taking some opportunities to practice free online test help the learners of English to improve their scores in English test. There are some online resources that can be learned for free. If the learners of English take some advantages for maximizing online resources, this helps the learners of English improve their scores. In another word it can be said that learning English through technology improves the learners' proficiency.

4.5. Opportunity to write in English

Five respondents reported that technology such as TV, DVDs, e-mail, Facebook offered students greater opportunities to practise writing in English.

A respondent commented that

For example, watching a movie provided students with the opportunity to summarize what they had watched by writing it in English. Moreover, the emergence of the internet in the form of e-mail provided students with more opportunities to write in English for communicating with people from different countries and different cultures. The popularity of Facebook offered people the opportunity to make pen pals with people around the world. This encouraged them to write their thoughts in English in order that their ideas could be commented on by somebody else in English. (Lecturer 7)

This statement shows that a variety of technologies provide learners of English some opportunities to write in English.

4.6. Practising speaking in English

Four respondents reported that students could discuss what they had watched with their friends in English in the form of a small group discussion. The respondents commented that they chatted on the internet in English.

One respondent commented that

Movies that we watched in a class provided us opportunity to speak in English. My lecturer usually asked students to discuss what movies were about. (Lecturer 6)

This statement indicates that technology provides students with opportunities to listen and write as well as to speak in English.

4.7. Practising listening

One respondent reported that technologies helped the learners of English to practise their listening. By listening to news, movies, an interview, music or concert, the learners of English were expected to become very familiar to what native-speakers of English said.

One respondent commented that

Technologies such as CDs, DVDs, radios, tape recorders, televisions, computers and mobile phones provided the opportunity to listen to the music, conversation and news in English. (Lecturer 5)

This statement clearly indicates the benefit of learning English for helping students to practise listening.

4.8. Practising reading

One respondent reported that internet such as “yahoo messaging website” provided news in English. This website was frequently updated with the latest news. This provided people with the opportunity to read the news in English as well as to update the latest news in English.

One respondent commented that

I read news in English through “yahoo messaging web site”. (Lecturer 1)

This statement indicates that technology such as the internet provides an opportunity to practise reading in English.

4.9. The use of e-mail

Three respondents reported that submitting an assignment by e-mail to a lecturer was the most obvious form of using e-mail for English teaching. E-mail offered students an opportunity to have dialogue with their lecturers.

One respondent commented that

I learned English through technology by using e-mail. I sent my assignment through e-mail. I had an opportunity to use English by writing an e-mail to my lecturer. (Lecturer 3)

This statement indicates a learner of English has an opportunity to use English by writing e-mail in English.

4.10. Multi-media presentation

One respondent indicated that computer technology provided students and lecturers with opportunities to use PowerPoint and other media presentation software. The availability of PowerPoint presentation software also provided the opportunity for the users to talk in English when presenting a topic.

One respondent commented that

Student, individually or in a group, could present the results of the discussion of a specific topic. Lecturers could also use PowerPoint presentation slides for delivering their lesson in English. In this way, a lecture could be designed interactively by using technology as the medium for teaching and learning. (Lecturer 3)

This statement indicates the use of technology for knowledge transmission and as a multi-media presentation for learning.

4.11. On-line learning

Four out of seven respondents reported that the availability of technology provides opportunity to undertake on-line learning in addition to face to face meeting. Materials, references, as well as quizzes can be put altogether in a specific template that students have opportunities to learn it independently.

4.12. On-line references

Four out of seven respondents reported that with the advancement of technology a large number of on-line references can be accessed easily. Although some of them are not free, there are a lot of references both books, journal articles, paper conference proceeding,

monograph, executive reports, thesis, and magazines that can freely be accessed. The availability of on-line references helps lecturers, teachers, instructors, researchers as well as students to complete their task.

4.13. Technology literacy

Two respondents reported that in addition to be used to learn English, technology can also be used to help people literate with technology itself. People are more familiar with the use of technology and are able to help other people. People are able to get two things at the same time, English literacy and technology literacy.

4.14. The use of computer applications

One respondent reported that the learners of English could learn English through some computer applications since the instructions available for the computer application were written in English. Automatically, the users learn to English through the computer applications.

One respondent added that

Computer applications such as AutoCAD were used by students from the Department of Product Design. AutoCAD used English as the programming language. The users of AutoCAD automatically learnt English. (Lecturer 1)

This statement indicates that students learn English through technology using software.

4.15. Learning another language

A respondent reported that the advent of computer technology and its application provided greater opportunities to learn not only the English language but also other foreign languages such as Japanese, Spanish, Arabic, French as well as Germany.

One respondent commented that

Although the manual instruction of software was mostly written in English, there were some other languages provided in the instruction manual such as French, German and the Arabic language. This provided people with the opportunity to learn another language. (Lecturer 3)

This statement indicates an opportunity to learn other languages through technology.

4.16. Uploading and downloading materials

One respondent reported that technology, such as “Facebook” could be used to upload teaching materials. According to a respondent Facebook could also be used as a medium for learning English.

A respondent commented that

Lecturers and their students could make a Facebook group for each class. The face book group could be designed for academic discussion between the students in a class group and between lecturers and their students. Therefore, classroom materials could be uploaded through Facebook so that everybody could download and read the material before the next lesson. (Lecturer 1)

This statement indicates the function and use of Facebook for academics purposes.

4.17. Watching movies

Two respondents indicated that Western movies were one of the media that could be used to learn English. Students could watch the movies together in the class.

One respondent commented that

Some movies or DVDs provided sub-titles that students could use to learn the written-language input as well as oral language at the same time. Students could read the sub-titles provided. At the same time students could practise their listening skills. Sometimes, students were unaware of opportunities to rehearse or practice their skills or speeches to improve both their listening and speaking skills. (Lecturer 7)

This statement indicates that the function of watching Western movies or DVDs is not only for entertainment but also for learning English.

Two respondents reported that opportunities to use technology help the learners of English to be more familiar how technology can be used and be operated. The more frequently the learners use technology to learn English, the more familiar the learners with some menus available in technology.

4.18. Obtaining the latest information

One respondent reported that people found it easy to obtain information because of the advancement of computer technology such as the internet. Moreover the respondent commented that through using the internet people could obtain information quickly and share information with other people.

A respondent added that

I got the latest information and news by listening to a TV Channel or just breaking news from national TV Channel. (Lecturer 2)

This statement indicates the importance of technology to obtain the latest information.

4.19. Translation

Three respondents reported that they used technology for translation.

A respondent commented that

Because English was not my first or second language, I used technology to help me translate difficult words in an article from the Indonesian language to English. (Lecturer 5)

This statement indicates the use of technology in translating from one language to another language.

4.20. Coding

A respondent indicated that the users of technology, in particular Information Technology (IT) experts, could make a program by coding.

One respondent commented that

Since the programming language was written in English, the IT experts had to have a certain level of English Language Proficiency in order that they were able to make a program. This was because the code for making a program was written in English. Moreover, they had to be able to read a code written in English. (Lecturer 7)

This statement indicates the close relationship between technology and opportunity to learn English.

4.21. Demonstrating new method of teaching

The results of interview indicated that computer technology could be used to demonstrate new teaching methods. The integration and use of technology in language teaching could be accepted as a new method for language teaching.

A respondent reported that

The computer provided lecturers with the opportunities to use its facilities for demonstrating new teaching methods. (Lecturer 1)

This statement indicates the use of technology for developing new teaching methods.

4.22. Encouraging independent learning

Three respondents indicated that technology encourages the learners of English to study and do their work independently. Some education applications available in the internet are able to attract the learners of English to study independently. These applications provides various lessons starting from audio-visual such as texts, videos in a variety of context such as a movie, conversation, a talk, some quizzes to audio in terms of listening. Since these applications can be accessed by everyone no matter where they are, this opportunity will encourage students to learn independently.

4.23. Encouraging collaborative learning

Two respondents reported that in addition to encouraging independent study, educational technology is able to encourage the learners of English to perform collaborative learning. Students have opportunities to work in groups or peer-learning.

4.24. Efficiency

The results of interview indicated that e-learning was a time efficient and effective way of learning English. E-learning enabled students to learn without having to meet lecturers in the classroom. One respondent commented that

For some people, e-learning was much more efficient in terms of time. Lecturers were able to upload materials without having to come to the class. Students were given access to materials that can be downloaded quickly; therefore, they were able to learn independently.
(Lecturer 1)

This statement indicates that under certain conditions technology is an efficient tool for learning.

4.25. Becoming a member of a community or forum

Four respondents reported that the availability of the internet enabled students to join some communities or forums such as a Computer Forum or a Community of Learning. One respondent commented that

I had an opportunity to interact with other people around the world when I joined Computer Forum. Automatically, I had to write in English in order that I could involve in the forum.
(Lecturer 2)

This statement indicates that technology provides students with an opportunity to interact with people around the world by joining a forum. People can interact “virtually” with other people from different countries and different cultures.

4.26. Improving vocabulary

Technology could be used to enrich the students’ vocabularies. Three respondents reported that they used online dictionaries for looking for the meaning of difficult words in English. The learners of English tried to improve their vocabularies by searching for new words through the internet. Moreover, browsing some articles through the internet provided learners with the opportunity to use new words and to enlarge their vocabularies.

A respondent commented that

I used online dictionary to look for a difficult word. (Lecturer 1)

This statement indicates the use of technology as an online dictionary.

4.27. Searching new words

Four respondents reported that technology helps the learners of English for searching new words that they haven't recognized before for their meaning in English. For example, when the learners are writing an article or reading an article in English, and they do not know the meaning of new words they are writing or reading, they can go to the search engine to seek not only the meaning but the engine also provides the synonym. Technology makes the learners' live easier to help them improve their English.

4.28. Default setting

A respondent reported that in order to learn English through technology such as face book, he set the default of Facebook language in English. Therefore, the instructions were written in English. It was a way of learning English in the context of a foreign language. One respondent commented that

In order that I could learn English, I set the default setting of Facebook in English (Lecturer 3)

This statement indicates an opportunity to learn English through technology since the default setting of technology is in English.

4.29. Playing online game

A respondent reported that he learned English by playing online games.

One respondent commented that

Since this was an online game, sometimes the character in a game talked to the user game. Consequently, the user had to reply orally in English. At the same time, the user practised speaking, using tenses and appropriate verbs, with questioning, as well as listening. (Lecturer 1)

This statement indicates the positive side of playing online games.

Question: b) What are Some of Challenges of Using Technology for Learning English?

Although using technology provides many benefits for learning English, there are some obstacles that hinder the use of technology as the medium for learning English. Table 2 records some challenges in using technology for learning English that are derived from the interviews. The results are recorded in terms of eight themes, they are: (a) type of technology, (b) class size, (c) cost, (d) access, (e) time, (f) age, (g) ability, (h) availability, (i) lecturers' load, (j) number of classes taught, and (k) the rapid development of technology. These themes indicate the strong views of the lecturers and are not necessarily those of their students.

Table 2. Challenges of using technology

Table 2 also provides some information concerning the obstacles to using technology for learning English. In terms of cost, five out of six respondents said that technology is still very expensive and not all people are able to afford it. Moreover, there is limited access provided and it is difficult to access. Because the teaching load is heavy, there is not enough time to use the technology in class. Age also hinders lecturers in using technology in teaching. Three respondents feel too old to learn. Furthermore, not all lecturers are able to operate the new technology. The limited availability of facilities also contributes to the difficulties encountered in using technology as a medium of learning. One of six respondents reported that time and class size are viewed as factors that inhibit opportunities to use technology for teaching and learning English. Although the use of technology is initially promising, the opportunities to learn English that are required with regard to the time provided for learning English is not sufficient.

A respondent reported that

But finally, I felt very tired because I had to visit their blogs and gave feedback. I spent too much time checking my students' blogs. I stopped using blog as a media of learning. I had never used blog anymore as a media of learning English. (Lecturer 1)

This statement shows that the type of technology involved, such as blog, inhibits a lecturer in using this technology for learning English. This is because a lecturer has to spend too much time visiting and giving comments on each student's blog. Moreover, the opportunity to use technology becomes less when the teaching load is heavy and the opportunity to learn English provided by the University is very brief. Consequently, lecturers need to be careful in deciding which technology they can use in teaching English.

Question: c) How can challenges in integrating technology in English language teaching and learning be overcome?

The adoption of digital transformation in education in general, and in English language teaching and learning in particular, cannot be avoided. This transformation is not shocking news since the advancement of technological tools in reality causes a shift in some teaching and learning activities. Although the COVID-19 pandemic has forced people to integrate technology in their working activities, this is only an acceleration in digital transformation that changes people's mind sets and practices that have started a long time ago. Modern education requires some adoption of new technology and makes students as well as teachers integral to their demand. In addition to some benefits and challenges in integrating technology in English language teaching and learning, there are some barriers that need to be addressed. This section explains how challenges in technology integration in teaching and learning of English can be overcome. Table 3 provides information concerning strategies that can be used to overcome challenges in using technology in teaching and learning of English.

Table 3. Overcoming challenges in using technology

Table 3 indicates that some strategies that can be used to overcome challenges in integrating technology in teaching and learning of English are providing training for teachers in technology integration, promoting values of using technology for working activities such as some potential benefits of using technology, using technology helps teachers keep up to date, promote their future carrier, improve knowledge and skills as well as improve their confidence. Moreover, in order that people are attracted to use technology, establishing a clear goal is important. An institution or organization needs to emphasize what institution would like to gain after using technology. Moreover, it is necessary to change the mind sets of technology users. Teachers, lecturers, employers need to think that using technology in their working activities is a need, and not something frightening. Using technology in teaching and learning process is a demand otherwise teachers will be behind. Furthermore, integrating technology in working activities is a part of lifelong learning. Teachers are required to not stop learning, particularly, learning a new thing. Finally, it is said that employing technology for working activities promotes a new culture of learning. People are getting used to promoting a new thing that is not done previously. Examples of how challenges in using technology can be overcome are as follows.

4.30. Providing training

Seven out of seven respondents commented that in order that they are able to use technology in their teaching and learning process, training must be provided.

A respondent reported that

Training is needed in order that we are able to operate a new technology during we are teaching our students. Without training, how can we use technology in the classroom? Training is important since this does not only demonstrate our ability to use technology, but this also helps us to keep our knowledge and skills up to date and to improve our confidence in front of our students. (Lecturer 3)

This statement shows that it is necessary to conduct training in order that new technology in teaching and learning of English can be adopted well. In addition to that training helps lecturers of English keep up to date and improve their confidence.

4.31. Valuing new technology

Four out of seven respondents commented that one way to reduce some barriers in integrating technology in English language teaching and learning is valuing new technology. People need to understand that a new technology they are going to use is valuable for both their institution and their future carrier. Using technology in their working activities provides some benefits such as getting the job done better and more efficient.

One respondent reported that

Some people feel reluctant to use technology because they have to learn a new thing, and this will take their time and energy. However, we can start educating them by telling them some potential benefits that do not only influence their organization but also the users at the individual level. (Lecturer 6)

This statement indicates that one way to overcome challenges in using technology is starting educating people with the values of technology that benefits both their future carrier and their institution or organization.

[5] CONCLUSION

In conclusion, it is clear that some efforts in modernizing traditional methods of teaching English have been advanced by integrating technology in English language teaching and learning. Technology in industrial era has given several impacts in some aspects of life including in the field of education, in general, and the learning of English as a foreign language, in particular. The advancement of technological tools causes a shift in some learning activities. When dependency on textbook is not enough to address students' need, technology is coming to address the advancement of modern education. This study underscores some benefits of technology integration in English language classroom and some challenges faced by the lecturers of English, and encourages those lecturers to overcome those obstacles around employing technology in their classroom. Acknowledging the aims of both traditional and innovative teaching and learning of English is maximizing English skills for the learners of English; therefore, providing another experience and space for the learners is important.

Of course, the principle of modern technology integration in the classroom does not mainly giving the learners some chances to experience another method of learning, but rather the ultimate goal is encouraging and motivating the learners to actively engage in the process of learning. As such the learners of English are facilitated to be responsible for their learning for employing student-centred learning since there are some benefits of technology integration in language learning that can be maximized to improve the learners' proficiency in English.

There is a large amount of interesting information obtained from the results of the interview concerning the learning of English in the context of a foreign language that is different from

the learning of English as a second language in English speaking countries. The results of the interview indicate that technology provides a variety of ways that can be used by learners of English to improve their proficiency in English. There are a series of answers on some benefits of learning English through technology. Moreover, different respondents reveal different experiences on using technology for learning English. Therefore, this study provides a lot of new references that can be added into the body of knowledge.

The results of interview provides some new insights concerning the benefit of using technology in learning English such as Practicing Online Quizzes or Tests, Creating Online Quizzes or Tests, Improving Speed of Answering Questions, Improving Scores in English Test, Practicing Writing, Speaking, Listening, Reading in English, The Use of Email, Multi-Media Presentation, On-line learning, On-line References, The Use of Computer Application, Learning Another Language, Uploading and Downloading Materials, Western Movies, Obtaining the Latest Information, Translation, Coding, Demonstrating New Method of Teaching, Encouraging Independent Learning, Collaborative Learning, Efficiency, Becoming Community Member or Forum, Technology Literacy, Improving Vocabulary, Searching New Words, Default Setting, and Playing online game.

Despite some benefits of modern technology integration in English language teaching and learning, some challenges or obstacles concerning learning English through technology are stated as follows. These are Type of technology, Class size, Cost, Access, Time, Lecturer's Load, Age, Ability, Availability, Number of Classes Taught, and Rapid Development of Technology.

Moreover, there are some strategies to overcome challenges in using technology for working activities such as providing training, valuing technology, providing a clear objective, changing mind sets, promoting lifelong learning as well as promoting a new culture of learning.

It is recommended that the learners and teachers of English are continuously encouraged to use technology as a part of their learning and teaching since this is able to help students to be independent learners both in the classroom and outside classroom. Moreover, the learners of English can be introduced more on using a variety of modern technology that can be used to improve their English proficiency in order that the learners keep up to date and become proficient English users. Maximizing some potent beneficial use of technology integration in teaching and learning of English must be promoted in order to minimize some challenges.

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