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Technology Readiness in English Language Teaching: Analyzing Gaps and Barriers

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Technology preparedness, English language teaching, technology integration, teacher development, educational barriers

ABSTRACT

The integration of technology in education, particularly in English Language Teaching (ELT), has become a crucial element of 21st-century pedagogy. However, significant gaps and barriers impede the effective adoption of technology by teachers. This study investigates the technology preparedness of English language teachers in Indonesia, focusing on the challenges they face in integrating technology into their teaching practices. Using a qualitative research design, data were collected through semi-structured interviews with English language teachers in a rural area. The findings reveal that while teachers perceive technology as an essential tool for enhancing instruction and exhibit confidence in its use, they encounter significant obstacles such as limited access to resources, inadequate infrastructure, and insufficient professional development. These barriers not only affect teaching efficacy but also hinder students' engagement and learning outcomes. The study underscores the necessity of addressing these challenges through targeted professional development and systemic support. By aligning the findings with frameworks such as the Technology Acceptance Model and Constructivist Learning Theory, this research highlights actionable strategies for policymakers and educational institutions to foster a more conducive environment for technology integration. The implications of this study extend to improving the quality of English language instruction and preparing students for the demands of a digitally-driven world.

KATA KUNCI

Kesiapan teknologi, pengajaran bahasa Inggris, integrasi teknologi, pengembangan guru, hambatan pendidikan

ABSTRAK

Integrasi teknologi dalam pendidikan, khususnya dalam Pengajaran Bahasa Inggris (ELT), telah menjadi elemen penting dari pedagogi abad ke-21. Namun, kesenjangan dan hambatan yang signifikan menghambat adopsi teknologi yang efektif oleh guru. Studi ini menyelidiki kesiapan teknologi guru bahasa Inggris di Indonesia, dengan fokus pada tantangan yang mereka hadapi dalam mengintegrasikan teknologi ke dalam praktik pengajaran mereka. Dengan menggunakan desain penelitian kualitatif, data dikumpulkan melalui wawancara semi-terstruktur dengan guru bahasa Inggris di daerah pedesaan. Temuan ini mengungkapkan bahwa sementara guru menganggap teknologi sebagai alat penting untuk meningkatkan pengajaran dan menunjukkan kepercayaan diri dalam penggunaannya, mereka menghadapi hambatan yang signifikan seperti akses terbatas ke sumber daya, infrastruktur yang tidak memadai, dan pengembangan profesional yang tidak memadai. Hambatan ini tidak hanya memengaruhi kemanjuran pengajaran tetapi juga menghambat keterlibatan dan hasil belajar siswa. Studi ini menggarisbawahi perlunya mengatasi tantangan ini melalui pengembangan profesional yang ditargetkan dan dukungan sistemik. Dengan menyelaraskan temuan dengan kerangka kerja seperti Model Penerimaan Teknologi dan Teori Pembelajaran Konstruktivis, penelitian ini menyoroti strategi yang dapat ditindaklanjuti bagi pembuat kebijakan dan lembaga pendidikan untuk menumbuhkan lingkungan yang lebih kondusif untuk integrasi teknologi. Implikasi dari penelitian ini meluas untuk meningkatkan kualitas pengajaran bahasa Inggris dan mempersiapkan siswa untuk tuntutan dunia yang digerakkan secara digital.

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Introduction

A. Background

In the 21st century, integrating technology into education has become paramount, reshaping traditional teaching methodologies and learning environments. The advent of online and hybrid learning models has transformed the educational landscape, making it essential for educators to harness technological tools to enhance student engagement and learning outcomes. As education systems worldwide increasingly emphasize digital literacy, the ability to effectively integrate technology into the curriculum is no longer optional but a necessity. This shift is particularly critical in language education, where technology can facilitate interactive learning experiences, foster collaboration, and provide access to a wealth of resources that can enrich the learning process.

Despite the growing recognition of technology's importance in modern education, a significant gap exists between the expectations placed on teachers regarding their readiness to utilize these tools and the realities they face in the classroom. Many English language teachers encounter barriers that hinder their ability to integrate technology effectively into their teaching practices. These barriers may include insufficient training opportunities, limited access to technological resources, and cultural resistance to change. For instance, while educational policies may advocate for technology use, the lack of comprehensive professional development programs leaves many teachers feeling unprepared to adopt new methodologies. This disconnect between policy and practice raises concerns about the effectiveness of technology integration and its impact on student learning.

In Indonesia, various reports and studies have highlighted the challenges faced by educators in this regard. According to the Ministry of Education and Culture's 2021 report, only 35% of teachers in Indonesia felt adequately trained to use technology in their teaching. Furthermore, an educational survey conducted by the Indonesian Education Statistics Agency revealed that nearly 60% of schools lacked the necessary infrastructure to support technology-based learning, such as reliable internet access and adequate devices for both teachers and students. These statistics underscore the pressing need to address the gaps in technology preparedness among educators, particularly in the context of English language instruction.

Local conditions in Indonesia further complicate the landscape of technology integration in education. The implementation of the Independent Curriculum policy aims to encourage innovative teaching practices, including the integration of technology in the classroom. However, the success of this initiative is contingent upon the preparedness of teachers to embrace these changes. Many educators may find themselves caught between the demands of the curriculum and their limitations in terms of training and resources. As such, exploring the technology preparedness of English language teachers becomes crucial for identifying the specific gaps and barriers that impede effective teaching and learning.

Understanding these challenges is vital not only for enhancing teacher preparedness but also for ensuring that students are equipped to thrive in an increasingly digital world. Inadequate technology integration can hinder students' learning experiences, limiting their exposure to essential digital skills necessary

for success in the 21st century. As the global job market continues to evolve, students must be prepared to navigate digital tools and platforms. Therefore, addressing the technology preparedness of English language teachers is imperative for fostering an educational environment that promotes student readiness and success in the digital era.

The research gap in technology preparedness among English language teachers, as highlighted in the works of Alharbi (2021) and Smith (2022), reveals critical insights into the challenges and barriers educators face in effectively integrating technology into their teaching practices. Alharbi (2021) emphasizes teachers' perceptions regarding the use of ICT and dialogic teaching in primary science classrooms. While this study provides valuable insights into teachers' attitudes and experiences, it primarily focuses on science education, leaving a gap in understanding how these perceptions translate specifically to English language teaching. The unique challenges faced by language teachers in adopting technology, such as the need for interactive and communicative approaches, require further exploration.

Smith (2022) conducted a qualitative study examining the role of feedback in promoting language acquisition among adult learners. Although their findings shed light on effective teaching strategies, they do not address the technological preparedness of teachers or the barriers they encounter in utilizing technology for feedback and assessment. This oversight highlights a significant gap in the literature, as understanding teachers' readiness to use technology is crucial for implementing effective feedback mechanisms in language learning.

Furthermore, both studies indicate a need for more comprehensive research that encompasses the specific context of English language teaching. The existing literature lacks a focused examination of how technology preparedness impacts language teachers' ability to engage students and facilitate learning in a digital environment.

In summary, the research gap identified in the studies by Alharbi (2021) and Smith (2022) underscores the necessity for further investigation into the technology preparedness of English language teachers. This includes exploring the unique challenges they face, the impact of their readiness on student learning outcomes, and the implications for educational policy and practice in the context of language education. Addressing these gaps will contribute to a more nuanced understanding of how to support teachers in effectively integrating technology into their classrooms.

B. Research Problem

Based on the background of the study and the identified research gaps, the research problem can be formulated as What are the gaps and barriers that English language teachers face in their technology preparedness, and how do these challenges impact their ability to effectively integrate technology into language instruction?

C. Research Objective

The primary objective of this research is to investigate the technology preparedness of English language teachers, identifying specific gaps and barriers that hinder effective integration.

D. Research Significant

This study is significant for two main reasons: first, it aims to contribute to the existing body of literature by providing qualitative insights into the experiences of teachers; second, the findings informed educational stakeholders, including policymakers and administrators, about the necessary support and resources required to enhance technology integration in language education.

Theoretical Framework

1. Theory of Technology Acceptance Model (TAM)

The adoption of technology in education is strongly influenced by teachers' perceptions of its usefulness and ease of use. Perceived usefulness refers to the extent to which teachers believe that using a particular technology will enhance their teaching effectiveness, improve student engagement, or streamline administrative tasks. When teachers recognize tangible benefits, such as time savings or improved learning outcomes, they are more likely to integrate technology into their classrooms. Similarly, perceived ease of use is critical, as it determines whether teachers feel confident in navigating new digital tools without excessive effort. If a technology is perceived as complicated or requires extensive training, teachers may resist its adoption despite acknowledging its potential benefits. Therefore, both factors play a crucial role in shaping teachers' intentions and actual behaviors regarding technology use.

The Technology Acceptance Model (TAM), developed by Davis (1989), provides a theoretical foundation for understanding how perceived usefulness and ease of use influence technology adoption. According to TAM, individuals are more likely to adopt a technology when they believe it will improve their performance and is easy to operate. This model has been widely applied in educational technology research to explain teachers' acceptance of digital tools, online learning platforms, and classroom management software. Studies based on TAM consistently show that when educators perceive technology as beneficial and user-friendly, they are more inclined to integrate it into their teaching practices. Thus, perceived usefulness and ease of use significantly influence teachers' intentions to adopt technology in their classrooms (Al-Maroof et al. 2021).

In the context of English language teaching, the TAM can help identify the factors that influence teachers' willingness to adopt technology in their classrooms. For instance, if teachers perceive that using technology will enhance their teaching effectiveness and student engagement, they are more likely to embrace these tools. A study by Alharbi and Alshammari (2021) found that English language teachers who perceived technology as beneficial for language acquisition were more inclined to integrate digital tools into their instruction. Conversely, if teachers view technology as complex or difficult to use, their acceptance will be hindered, resulting in limited technology integration.

In conclusion, the Technology Acceptance Model provides a valuable lens through which to examine the factors influencing English language teachers' readiness to adopt technology. By understanding the interplay between perceived ease of use, perceived usefulness, and other contextual factors, educational stakeholders can develop targeted professional development programs that address these perceptions and foster a more technology-friendly teaching environment.

2. Theory of Constructivist Learning Theory

Constructivist learning theory, rooted in the works of Piaget (1970) and Vygotsky (1978), posits that learners construct knowledge through experiences and interactions with their environment. This theory emphasizes the importance of active engagement, collaboration, and social interaction in the learning process. In the context of language education, constructivism advocates for student-centered approaches that encourage learners to explore, experiment, and negotiate meaning through authentic communication. According to Jonassen (1999) in Poudel (2020), technology can facilitate constructivist learning by providing tools that enable collaboration, critical thinking, and problem-solving, thereby enhancing the language acquisition process.

Recent research has highlighted the role of technology in supporting constructivist principles in language teaching. For example, a study by Chen et al. (2021) demonstrated that integrating digital tools such as collaborative platforms and multimedia resources fostered a more interactive and engaging learning environment for English language learners. The findings indicated that students who participated in technology-enhanced constructivist activities showed improved language skills and greater motivation to learn. This underscores the alignment between constructivist learning theory and the effective use of technology in language education.

For English language learners (ELLs), including digital tools like multimedia resources and collaboration platforms has greatly improved the learning process. With the help of collaborative tools like Google Classroom, Padlet, and Microsoft Teams, students can share ideas, participate in dynamic discussions, and get prompt responses from teachers and peers. These resources foster peer learning, active engagement, and a friendly online community where students can hone their language abilities without feeling rushed. Furthermore, students can collaborate on group assignments, co-edit documents, and engage in real-time debates through digital collaboration, which improves their communication abilities and gives them more self-assurance while speaking English in natural settings.

In summary, constructivist learning theory provides a foundational framework for understanding how technology can enhance language learning through active engagement and collaboration. By leveraging technology in line with constructivist principles, English language teachers can create dynamic learning environments that promote deeper understanding and skill development among their students.

3. Theory of Barriers to Technology Integration

The theory of barriers to technology integration identifies the various obstacles educators face when attempting to incorporate technology into their teaching practices. According to Ertmer (1999), these barriers can be categorized into two main types: external barriers, such as lack of access to resources and inadequate training, and internal barriers, which include teachers' attitudes, beliefs, and perceived self-efficacy regarding technology use. This distinction is crucial for understanding the multifaceted nature of the challenges that educators encounter in their efforts to integrate technology effectively, Miao (2016).

Recent studies have further explored these barriers in the context of language education. For instance, English language teachers faced significant

external barriers, including limited access to technological resources and insufficient institutional support for professional development. Additionally, the internal barriers, such as teachers' anxiety about using technology and their lack of confidence in their digital skills, also significantly hindered technology integration. These findings highlight the need for comprehensive support systems that address both external and internal barriers to enhance teachers' technology preparedness.

Mustafa et al. (2024) found that at the macro level, the challenges faced in rural technology integration include:

1. Inadequate Government Funding: Many rural schools do not receive sufficient government funding to support the necessary infrastructure for technology integration, leading to a lack of computers and digital learning resources.
2. Lack of Qualified Teachers: Teachers appointed to rural schools often lack adequate qualifications and training for integrating technology into their teaching practices.
3. Limited Teacher Collaboration: Policies from government or educational departments frequently do not promote collaboration between teachers across different schools, hindering opportunities for professional development and sharing of best practices.
4. Poor Internet Connectivity: Many rural schools either lack an internet connection entirely or struggle with slow and unstable internet services, which severely limits the use of online resources and tools.

These macro-level challenges are significant barriers that affect the overall effectiveness of technology integration in rural educational contexts.

While in the micro level, the challenges faced in rural technology integration primarily involve teacher-related and student-related issues, including:

1. Lack of Technology Literacy Among Teachers: Many teachers in rural areas do not possess the necessary skills or knowledge to effectively use technology in their classrooms. This includes a limited understanding of how to use multimedia resources to enhance teaching.
2. Inadequate Assessment Techniques: Teachers are often unable to accurately assess students' online learning achievements due to a lack of familiarity with technology-assisted assessment methods.
3. Student Challenges with Technological Devices: Students in rural areas frequently face issues such as a lack of compatible devices for digital learning, unaffordable data costs, and limited access to supportive study environments.
4. Limited Motivation and Engagement: The technical challenges faced by students, such as internet addiction and cyberbullying, can lead to decreased motivation to learn, negatively impacting their engagement with educational content.
5. Classroom Environment Limitations: The classroom conditions and available resources may also restrict how technology can be integrated effectively into teaching practices, requiring teachers to adjust their methods accordingly.

These micro-level challenges highlight the complex interactions between teachers' abilities, students' access to technology, and the overall learning environment that impact the successful integration of technology in rural education.

In conclusion, the theory of barriers to technology integration provides valuable insights into the challenges faced by English language teachers in adopting technology in their classrooms. By identifying and addressing these barriers, educational institutions can create a more supportive environment that empowers teachers to effectively integrate technology into their teaching practices, ultimately benefiting student learning outcomes.

Methodology

A. Research Design

This study employed a qualitative research design, utilizing semi-structured interviews to gather in-depth insights from English language teachers. This approach allows for flexibility in exploring participants' experiences and perceptions regarding technology preparedness.

B. Research Instrument

The primary research instrument was an interview guide consisting of open-ended questions designed to elicit detailed responses from participants. Questions focused on their experiences with technology, perceived barriers, and support received for technology integration.

C. Data Collection

Data was collected through individual interviews conducted with a purposive sample of English language teachers from 2 different schools. Each interview was audio-recorded (with participants' consent) and transcribed for analysis.

D. Data Analysis

Thematic analysis was employed to analyze the interview data. This process involved coding the data to identify recurring themes and patterns related to technology preparedness, gaps, and barriers. The findings were presented in a narrative format, highlighting the voices of the participants and providing rich insights into their experiences.

Findings And Discussion

A. Findings

Perception of the Role of Technology in Teaching English

The interview revealed that teachers perceive technology as an integral component of English language instruction. They believe that technology significantly enhances the learning process by making it more accessible and engaging for students. In today's digital age, where technology permeates every aspect of life, teachers recognize its potential to facilitate both teaching and learning. They expressed that technology serves as a vital tool for providing instruction and supporting students in their language acquisition journey, ultimately contributing to a more effective educational experience.

Confidence in Using Technology

Teachers expressed high levels of confidence in their ability to effectively use technology for instructional purposes in their English language classrooms. This confidence stems from their prior experiences and the training they have received, which have equipped them with the necessary skills to utilize various technological tools. The teachers' self-assurance reflects a positive attitude

towards technology integration, suggesting that they are willing to embrace digital tools to enhance their teaching practices and support student learning outcomes.

Training and Professional Development

The interviews highlighted the significance of training and professional development in enhancing teachers' technology skills. Teachers reported participating in both in-school training sessions and external seminars focused on technology use in education. One notable example was the training on using Canva for creating teaching media, which teachers found particularly impactful. Such professional development opportunities not only improve teachers' technical skills but also empower them to apply these skills effectively in the classroom, thereby enriching the learning experience for their students.

Integration of Technology in Instruction

Teachers provided concrete examples of how they have integrated technology into their English language instruction. A prominent example mentioned was the use of Canva to create engaging teaching materials, which they have utilized multiple times in their classrooms. Additionally, teachers encouraged students to download the Kamusku application as a digital substitute for traditional dictionaries, thereby facilitating access to language resources. These examples illustrate the practical application of technology in enhancing instructional methods and supporting students' learning needs.

Enhancement of Teaching and Learning through Technology

Teachers believe that technology can significantly enhance English language teaching and learning by providing diverse resources and materials. They frequently create teaching media and search for instructional materials online, utilizing smartphones and laptops to access a wealth of information. This proactive approach demonstrates their understanding of technology's potential to enrich the learning environment and engage students in meaningful ways. Teachers feel prepared to leverage these benefits, indicating a readiness to incorporate technology into their teaching practices.

Gaps in Technology Skills

Despite their confidence, teachers acknowledged specific gaps in their technology skills that hinder their ability to teach English effectively. They expressed concerns about the rapid pace of technological advancements, which can make it challenging to stay updated with the latest tools and applications. This recognition of skill gaps indicates a need for continuous professional development to ensure that teachers can adapt to evolving technologies and maintain effective instructional practices in their classrooms.

Influence of Gaps on Teaching Methods and Student Outcomes

The identified gaps in technology skills have a direct impact on teachers' teaching methods and, consequently, on student outcomes. Teachers noted that if they cannot keep up with technological developments, their teaching methods may become outdated, potentially leading to a less engaging learning experience for students. This concern highlights the importance of ongoing training and support to help teachers remain current with technology, ensuring that they can provide relevant and effective instruction.

Barriers to Technology Integration

Teachers identified several barriers to integrating technology into their English classrooms. The most significant obstacles included students lacking

internet access, unstable internet connections, and occasional power outages. These external barriers can disrupt the learning process and hinder the effective use of technology in instruction. Recognizing these challenges is crucial for developing strategies to mitigate their impact and create a more conducive environment for technology integration.

Impact of Barriers on Teaching Practice

The barriers faced by teachers have a noticeable effect on their teaching practices. They reported that these challenges often result in suboptimal learning experiences for students, as the disruptions caused by inadequate resources can limit the effectiveness of technology integration. Consequently, teachers expressed a desire for improved infrastructure and support to enhance their teaching practice and ensure that students can fully benefit from the technological tools available.

B. Discussion

The findings of this study reveal that teachers perceive technology as an essential tool in English language instruction, aligning with the Technology Acceptance Model (TAM). According to TAM, teachers' willingness to integrate technology is influenced by perceived usefulness and perceived ease of use (Davis, 1989). The study found that teachers believe technology enhances student engagement and facilitates the learning process, supporting the notion that perceived usefulness plays a key role in technology adoption. Teachers also demonstrated confidence in using digital tools, suggesting that their perceived ease of use positively affects their attitudes toward technology integration (Al-Maroof et al., 2021). However, while many teachers felt comfortable using certain applications like Canva and Kamusku, gaps in technology skills were still evident, indicating that ongoing professional development is necessary for sustained adoption.

Professional development and training opportunities significantly impact teachers' confidence in integrating technology. The findings indicate that teachers who have participated in training sessions are more likely to adopt digital tools effectively. This supports the Constructivist Learning Theory, which emphasizes active engagement and collaboration (Vygotsky, 1978). Teachers in this study reported that using digital tools encouraged interactive learning and student-centered approaches, mirroring the constructivist principles that suggest students learn best through exploration and social interaction (Jonassen, 1999). The use of applications like Canva to create engaging materials and Kamusku as a digital dictionary aligns with studies that highlight how technology facilitates authentic learning experiences and self-directed exploration (Chen et al., 2021).

However, despite the positive perceptions and willingness to use technology, teachers acknowledged the barriers to technology integration. This aligns with Ertmer's (1999) categorization of barriers into external and internal factors. External barriers identified in this study included unstable internet connections, lack of student access to devices, and power outages, all of which hinder effective technology use in classrooms. These findings are consistent with Mustafa et al. (2024), who highlighted that inadequate government funding, poor infrastructure, and limited digital literacy among educators contribute to the slow adoption of technology in rural schools. Teachers in this study echoed similar concerns,

emphasizing the need for institutional support in improving internet access and providing better technological infrastructure.

At the micro level, teacher-related challenges also played a role in limiting technology adoption. Many teachers expressed concerns about keeping up with technological advancements, indicating a gap in their digital literacy. This supports findings from prior studies that suggest internal barriers, such as lack of confidence and anxiety about technology use, significantly impact teachers' ability to integrate digital tools into their pedagogy (Miao, 2016). Additionally, student-related challenges such as limited motivation, technical difficulties, and unfamiliarity with digital learning tools were also reported, further complicating the integration process. These factors align with Mustafa et al. (2024), who noted that students' access to devices, affordability of internet data, and lack of parental support often create obstacles in technology-enhanced learning.

Despite these challenges, teachers in this study actively sought ways to integrate technology into their instruction, which aligns with the TAM framework's emphasis on behavioral intention. Teachers who had positive experiences using technology were more likely to persist in using it despite difficulties, reinforcing findings by Alharbi and Alshammari (2021) that perceived benefits can outweigh technological difficulties if teachers believe in the value of digital tools. Moreover, the study found that teachers who received institutional support, such as training workshops, exhibited higher confidence in using technology, further validating the relationship between perceived ease of use and adoption rates.

The study also provides evidence supporting the Constructivist Learning Theory, as teachers noted that digital tools encouraged student interaction and engagement. Platforms like Google Classroom and Microsoft Teams were particularly useful for collaborative learning, enabling students to participate in discussions, share resources, and engage in peer feedback. This confirms the findings of Poudel (2020), who suggested that constructivist digital environments enhance student motivation and foster deeper learning. By leveraging technology, teachers can create more interactive lessons that support student-centered learning approaches, allowing students to construct knowledge through active participation.

While technology plays a significant role in enhancing instruction, the study highlights the importance of addressing barriers to ensure successful implementation. Teachers expressed a strong desire for improved infrastructure, access to digital devices, and ongoing professional development. This aligns with Ertmer's (1999) framework, which suggests that removing external barriers such as poor internet connectivity and lack of resources is critical in supporting technology adoption. Additionally, targeted training programs can help teachers overcome internal barriers, such as low confidence and resistance to new digital tools.

In conclusion, this study reinforces the interplay between teachers' perceptions, skill levels, and systemic challenges in technology adoption. The findings indicate that while teachers recognize the benefits of digital tools and demonstrate a willingness to integrate them into their instruction, several barriers hinder full adoption. The Technology Acceptance Model, Constructivist Learning Theory, and Barriers to Technology Integration Theory provide a comprehensive

framework for understanding these challenges. Addressing both external and internal barriers through institutional support, professional development, and infrastructure improvements is essential for fostering a more technology-driven learning environment in English language teaching.

Conclusion And Recommendation

A. Conclusion

The findings from the interviews with English language teachers underscore the critical role that technology plays in enhancing teaching and learning processes. Teachers perceive technology as an essential tool that not only facilitates instruction but also engages students in their language acquisition journey. Their confidence in using technology, bolstered by professional training and development, reflects a positive attitude toward integrating digital tools into their classrooms. However, despite this confidence, teachers also acknowledge significant gaps in their technology skills and face various barriers, such as inadequate internet access and unstable networks, which hinder optimal technology integration. These insights highlight the need for continuous support and resources to enable teachers to effectively leverage technology in their instructional practices.

The integration of technology into English language teaching is further supported by the principles of the Technology Acceptance Model and Constructivist Learning Theory. Teachers' proactive approach to utilizing tools like Canva and mobile applications demonstrates their understanding of technology's potential to enhance student engagement and learning outcomes. However, the recognition of skill gaps and external barriers indicates that teachers may struggle to keep pace with rapid technological advancements, which can lead to outdated teaching methods. This situation emphasizes the importance of addressing these challenges through targeted professional development initiatives and institutional support to ensure that teachers can adapt to evolving technologies and continue to provide relevant and effective instruction.

In conclusion, while teachers recognize the importance of technology in English language instruction and exhibit confidence in their abilities, significant barriers remain that impede optimal integration. Addressing these challenges requires a collaborative effort among educators, educational institutions, and policymakers to create an environment that supports technology use in teaching. By investing in infrastructure, providing ongoing professional development, and fostering a culture of innovation, stakeholders can enhance the quality of English language education and improve student learning outcomes.

B. Recommendations

Based on the findings of this study, it is recommended that teachers engage in continuous professional development focused on emerging technologies and instructional strategies. Regular training sessions should be organized to help teachers stay updated on the latest tools and applications that can enhance their teaching practices. Additionally, fostering a collaborative environment among teachers can facilitate knowledge sharing and support, allowing them to learn from each other's experiences and best practices in technology integration.

For government and educational institutions, it is crucial to invest in improving technological infrastructure, particularly in areas where internet access is limited or unstable. Providing reliable internet connectivity and access to digital resources will empower teachers to effectively integrate technology into their classrooms. Furthermore, policymakers should prioritize funding for professional development programs that equip teachers with the skills needed to navigate technological advancements. By doing so, they can create a supportive environment that enhances the overall quality of education and prepares students for success in a technology-driven world.

For readers and future researchers, this study highlights the importance of understanding the challenges and opportunities associated with technology integration in education. Future research could explore the impact of specific technological tools on student learning outcomes and investigate the effectiveness of various professional development models in equipping teachers with the necessary skills. By examining these areas, researchers can contribute valuable insights that inform best practices in technology integration and support the ongoing development of educators in the field.

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