

## Teachers' Challenges and Strategies in Using Digital Media in Teaching English

Urai Salam<sup>1</sup>, Wahdini<sup>2</sup>, Surmiyati<sup>3</sup>, Yanti Sri Rezeki<sup>4</sup>, Dwi Riyanti<sup>5</sup>, Payupol Suthathothon<sup>6</sup>

<sup>1</sup>English Education Department, Faculty of Teacher Training and Education, Universitas Tanjungpura, Pontianak, Indonesia

[urai.salam@untan.ac.id](mailto:urai.salam@untan.ac.id)

<sup>2</sup>English Education Department, Faculty of Teacher Training and Education, Universitas Tanjungpura, Pontianak, Indonesia

[wahdini170699@gmail.com](mailto:wahdini170699@gmail.com)

<sup>3</sup>English Education Department, Faculty of Teacher Training and Education, Universitas Tanjungpura, Pontianak, Indonesia

[surmiyati@fkip.untan.ac.id](mailto:surmiyati@fkip.untan.ac.id)

<sup>4</sup>English Education Department, Faculty of Teacher Training and Education, Universitas Tanjungpura, Pontianak, Indonesia

[yanti.sri.rezeki@fkip.untan.ac.id](mailto:yanti.sri.rezeki@fkip.untan.ac.id)

<sup>5</sup>English Education Department, Faculty of Teacher Training and Education, Universitas Tanjungpura, Pontianak, Indonesia

[dwi.riyanti@fkip.untan.ac.id](mailto:dwi.riyanti@fkip.untan.ac.id)

<sup>6</sup>Faculty of Humanity, Chiang Mai University, Thailand

[payupol.s@cmu.ac.th](mailto:payupol.s@cmu.ac.th)

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### Abstract

This study aimed to identify the challenges faced by teachers in integrating digital media in EFL classrooms and explore their innovative solutions to overcome them. Data were derived from interviews with teachers who attempted to incorporate digital media in a variety of situations. Official documents, including local and national government regulations, school websites, school YouTube channels, and lesson plans supplemented the interview data. The results revealed that teachers faced challenges such as lack of competence, deficient teaching materials, and inadequate digital teaching skills when attempting to integrate technology into their classrooms. Limitations of infrastructures, such as low internet bandwidth and a scarcity of devices

available in their schools were also reported as additional contributing challenges. Despite the difficult circumstances, evident in the study were teachers' willingness and efforts to make use of a diverse array of technology devices and applications in their classrooms. These included projectors, laptops, smartphones, audio speakers, as well as software such as word processors, PowerPoint, Google Classroom, Hot Potatoes, search engines, WhatsApp, Zoom, Google Meet, online dictionaries, YouTube, and video editors. This study sheds light on the resilience and resourcefulness of EFL teachers in adapting to digital media and offers insights into ways to support and enhance their efforts.

**Keywords:** digital media; teacher's creativity; teaching challenges; technology

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The current development presents a plethora of opportunities for educators to make learning more engaging and effective with the help of digital media, particularly in teaching and learning English as a foreign language (Yordming, 2017). In today's world, technology plays a critical role in both physical and virtual environments, and mobile phones provide access to a vast array of resources and communities beyond communication. The popularity of social media has given rise to a new digital culture that has transformed the way teachers and students engage with each other (Husna et al., 2022; Perguna et al., 2021). In light of this, educators are strongly encouraged to incorporate digital media as instructional tools in their teaching and learning processes. Ardiç and Çiftçi (2019) found that EFL teachers' professional development should involve the use of ICT, including identifying future opportunities and providing ideas for educational policymaking. The professional development program had a positive impact on teachers' information technology skills and their knowledge of ICT as an educational tool to some degree (Li, Wang, & Lei, 2020; Chou et al., 2019; Wang et al., 2014). Reyna et al. (2018, p. 4) stated that "as educators, we need to foster digital media skills." The skills are not only needed to adopt what emerges today but also to adapt to the new culture of digital natives. This is the reason for teachers to enhance their professionalism, as defined in Chapter 1 of the Indonesian Government Regulation No. 14 of 2005, which describes the

teaching profession as an occupation pursued by individuals to earn their living. It emphasizes the need for teachers to possess specific standards of skills, expertise, and competence. To be professional, an educator is required to develop their abilities to support their work. They are required to enhance their professional quality, particularly in content mastery, knowledge of curriculum, teaching strategies, as well as context and self-awareness (Jhang, 2020).

The use of technology in teaching English as a foreign language (EFL) in the twenty-first century has grown extensively. At the same time, teachers encounter challenges in their attempts to incorporate digital literacy into teaching-learning activities (Kurniawati et al., 2018). Since technology use depends on how a teacher employs technology in the classroom, the generation gap and digital divide have become significant issues. In recent years, teachers have struggled to embrace digital technology, particularly new technologies, and are not aware of how technology can affect the quality of teaching and learning (Dudeney & Hockly, 2016).

There have been some obstacles to the use of technology by teachers in EFL classes, including insufficient teacher training, a lack of vision of the affordances of technology to improve teaching and learning; inadequate time to experiment; and insufficient technical support (Mollaei & Riasati, 2013). In Iran, for example, EFL teachers unskilful with technology are required to increase their technical skills including the ability to use the internet to discover relevant resources for their teaching (Ardıç & Çiftçi, 2019). Other challenges relate to little access to digital devices as a result of low infrastructure in schools where they teach (Dashtestani & Hojatpanah, 2020). Similarly, in a survey of Turkish pre-service teachers, it was found that the teachers lacked the skills necessary to effectively use technology tools in their EFL classrooms. Due to a lack of technological expertise, these teachers cannot incorporate modern tools into their lessons (Merç, 2015).

In the case of Indonesia, the situation was similar, if not worse than that of those countries. This in fact is a common phenomenon in developing countries, with wide gaps among the regions and districts. Educational institutions struggle to implement technology effectively due to some factors. One of the causes is the lack of infrastructure, which also includes the inadequate educational and local government support networks. Such inadequate backing seems to deter schools from undertaking similar projects that promote the use of technology in education (Lie et al., 2020). The other reasons seem to be teachers' acceptance and students' skills to use technology for their learning purposes (Hu & AlSaqqaf, 2021; Ifinedo, Rikala, & Hämäläinen, 2020; Lucas, 2020). The teachers' acceptance of technology usually depends on their competence and confidence in using the technology.

The current study examined closely the challenges teachers face in using digital media to teach English. It also investigated teachers' creativities as well as strategies to alleviate the challenges including their willingness to independently resolve these issues by utilizing technology in resources-limited environments.

## **METHOD**

### *Research Design*

This study employed a qualitative research design (Lune & Berg, 2017; Hancock, Algozzine, & Lim, 2021) with a focus on exploring the EFL teachers' experiences, motivation, struggles, and strategies in teaching English using digital media. The study also investigated the availability of facilities and infrastructure in the school, such as Wi-Fi, network access, projectors, audio-speakers, and computer laboratory. Another set of data sought to elicit responses about the types of digital media used, the frequency of use, the level of confidence in using these tools, obstacles faced, and the support needed to overcome these obstacles (Engler & Whitesides, 2022). Specific questions were asked to determine the extent to which these resources were utilized in the participants' teaching practices. Additionally, participants were asked about the documentation of the trainings they held at the school, in order to assess the level of institutional support for their professional development.

### *Participants*

The research project involved four EFL teachers who primarily worked in public junior high schools in West Kalimantan, a less-developed technology infrastructure province in Indonesia. These teachers had more than ten years of teaching experience and were born before or at least in 1985. They were exposed to technology later in life and had to adapt to its use. The four participants, two males and two females, were between 45 to 54 years old, and their teaching experience ranged from 20 to 28 years. To maintain confidentiality, identities of the participants are presented in codes: T1, T2, T3, and T4 to refer to the first to the fourth teacher participants respectively. The study also involved the school's vice principal responsible for facilities and infrastructure to validate findings related to the primary data (Yin, 2018).

### *Data collection*

The data were collected from multiple sources (Creswell, 2015; Yin, 2018) including semi-structured interviews, document review, examination of teachers' lesson plans, administrative documents such as government rules and teachers' training documentations, and school websites. The semi-structured interviews allowed for flexibility and provided data on teachers' experiences with digital media. Document review validated the primary data, while examination of lesson plans focused on learning methods and materials.

Administrative documents analyzed government regulations and teacher training, and school websites provided information on school facilities. The researchers documented all activities in notes to ensure comprehensive data collection.

#### *Data analysis*

The process of data analysis for this research project involved analyzing interview results using techniques such as data transcription, data reduction, data display, and conclusion/verification. Documents were also collected and used to validate and support the findings from the interviews. Content analysis techniques (Vaismoradi, Turunen, & Bondas, 2013; Xu & Zammit, 2020) were used to analyze textual documents such as lesson plans, government policy statements, and school archives. Video clips from YouTube channels were also used as supporting data, and content analysis techniques were applied to identify observable marks in the videos related to the interview data and their compatibility with the created themes. The results of the analysis were cross-checked for validity and credibility sources (Xu & Zammit, 2020).

Specifically, to analyze the interview data, the researchers firstly transcribed all interview data, including the audio recordings and notes taken from the participants during the interview. The researchers also translated the local-language interview transcript into English for smooth flow of information and evidence while maintaining the original messages conveyed by the participants. The second step involves reducing the data by choosing the most relevant themes for the research problem and categorizing comparable themes using interview questions. The third step is data display, where the researchers wrote and formatted the information, compiled relevant data, and presented them in narratives and classification points that become a systematic description of the information. The researchers cross-checked this section's results by studying associated document data. Furthermore, to achieve the credibility of the findings presented for the study, the researchers communicated with the participants again to do member checking and verification (Creswell, 2015; Yin, 2018) prior to making conclusion. Finally, the researchers concluded after assessing the data's sufficiency against the study problem's conceptual meaning. Interview data triangulated with additional data sources produce precise information that addresses each research topic of this case study (Moon, 2020; Noble & Heale, 2019).

## **FINDINGS**

### **Challenges in Using Digital Media**

The study focused on the perception and experience of EFL teachers to use digital technologies, revealing that many of them initially saw digital media as a

new tool to learn and integrate into their everyday teaching practices, rather than a natural teaching aid. This was largely due to government mandates requiring instructors, particularly those in public schools, to be proficient in using digital media for instruction. Specifically, the Minister of Education and Culture Regulation number 16, year 2022 article 7d and Pontianak city regional regulation number 12, year 2009 article 15c outline the requirements for teachers to continuously improve their academic qualifications and competencies in line with technological advancements. As a result, teachers were challenged to upgrade their technological skills and develop new strategies for adapting and adopting technologies in the classroom. Despite being new to digital technology, the teachers worked hard to adapt, and one teacher noted that the main challenge was in finding effective adaptation strategies and implementing digital media in the English class.

Furthermore, the teachers stated that they faced a number of challenges in using digital media in their classrooms, including the fact that they were not as familiar with technology as their students and had to learn new skills independently. One of the biggest challenges they faced was their own digital capabilities, and they recognised that they needed to improve their skills to be able to effectively teach their students using technologies. They expressed that this could be challenging for every teacher regardless of age; to learn and adapt to new technologies. However, they confidently stated that with time and effort, it is definitely possible for them to become proficient in using the technologies. One participant said,

*“... I asked friends who know better about a particular topic, but did not receive any sufficient explanation, so as a teacher I should be responsible for researching and learning how to effectively utilise the technology”.*

The others added,

*“The main challenge with digital media is the current limitations and lack of understanding surrounding its use, there is still much to be learned about technology” (T2, Interview),*

and

*“I am not being particularly proficient in operating digital media, including both equipment and applications” (T3, Interview).*

Staying up-to-date with the latest technology and teaching methods is essential for educators. Seeking professional development opportunities is an excellent way to learn about new technologies and how to integrate them into the classroom. In this regard, it is worth noting the creativity of some teachers in

availing themselves of such opportunities. T3, for instance, attended several workshops provided by the Ministry of Education's "Guru Penggerak" program (i.e., teachers as a driving force program). The program focuses on creating videos and developing related skills. T3 expressed appreciation for the program's accessibility, saying that training programs are available on the Guru Penggerak website. She also mentioned that recorded programs are available, which allows teachers to join relevant trainings at their convenience. (See Figure 1. Guru Penggerak website).



Figure 1. Guru Penggerak website

In addition to professional development opportunities, many online communities of educators are also available as useful platforms to share knowledge and experience with others. One participant recommended seeking out these resources to gain the necessary skills and confidence to teach digital media effectively. This can be especially helpful for educators who may be struggling with preparing materials for this subject. He said,

*"If you are an educator who is struggling with teaching preparation in digital media, I recommend seeking out some of these resources to help you gain the skills and confidence you need to teach this subject effectively."*

However, another participant mentioned that sometimes they struggled to create new teaching materials due to time constraints and age-related difficulties. They stated that it can be challenging to create materials, especially when using digital media continuously. While textbooks provide pre-existing content, digital media requires more effort to prepare. Nonetheless, the participants recognised the value of using digital media in teaching, despite the additional preparation required.

Creating teaching materials by utilising digital media requires a considerable amount of time and effort, as mentioned by the participants. The

age factor and occasional mood swings can further impede the preparation process. Despite these challenges, educators must create their teaching resources as a guide for their students when using digital materials, as these resources are often not provided with the materials. T1 said,

*“Usually, at my age, we have to create teaching materials in digital form for our students. However, sometimes I struggle with this process due to my mood. If I'm not in a good mood, I tend to rely on existing teaching materials instead of creating new ones. This can be time-consuming, and given my age, it can be difficult to create materials continuously.”*

According to the teachers, they faced difficulties in adapting to using digital technology as a teaching tool, as they were new to it. In interviews, the researchers discovered that the teachers went through different phases of adaptation. T1 mentioned that due to their age, it was challenging to continuously create digital teaching materials. Another teacher, T2 admitted to feeling overwhelmed when discovering new digital tools, such as worksheets, through Google search. To learn how to use digital media, T3 had to rely on self-directed learning and advice from knowledgeable friends. T4 mentioned the challenge of adapting to the implementation of digital media in the English class. These teachers acknowledged that using digital media was a challenge due to their age and the need to learn new skills independently. They recognized that adapting to digital media in teaching required them to apply it effectively in the classroom and prepare relevant teaching materials. The continuous development of digital media presented a challenge for these teachers, but they understood the importance of using it in teaching and learning activities to provide better learning results for their students.

### Technical Issues

The other primary obstacles for the teacher participants were issues with the internet connection and a shortage of devices. This condition created challenges because the availability of networks and internet resources was not equally distributed and was occasionally inconsistent, making it difficult for

Bandwidth Internet Network (Mbps)	others (Optical fiber, Upload: 12 Mbps, Download: 26 Mbps)
Number of Hub and Wifi Switches	5 points, 1 point

Figure 2. Information of Internet Facility from a School Website

instructors to carry out their duties as educators, particularly when it came to online learning. Meanwhile, the data from the school website (Figure 2) and



interviews reveal that every school had provided internet facilities in the form of Wi-Fi available for teachers.

Unfortunately, despite the installation of these amenities at the school, the teachers continue to voice their dissatisfaction over the slow internet connection and low bandwidth, as T3 put it: "internet (wi-fi) is available from this school but it doesn't operate very well." Another issue was that teachers had to set up their own internet while they weren't in the building because they could only use the Wi-Fi network within the building. In addition, the obsolete nature of some of the computer lab's equipment was still another issue. Teacher Participant 1 says,

*"...the issue is with the internet quota. When the network is unstable, students' opportunity to learn during online classes can also be distracted. Therefore, it seems less efficient ..."*

It is obvious that the teachers' and students' difficulties with their devices and internet access in this situation posed serious obstacles to their capacity to participate in online learning. It can be challenging for teachers and students to fully engage in digital learning activities when they lack access to dependable internet connections or functional equipment. These kinds of problems could contribute to a decrease in student discipline and overall satisfaction with online learning. It is important for schools and educational institutions to address these challenges and provide the necessary resources and support to help teachers and students successfully engage in online learning.

The teachers acknowledged the need for flexibility when using technology in the classroom, as some students may not have access to devices or reliable internet connectivity. One participant mentioned that this lack of access could affect students' ability to complete assignments on time, and therefore, they cannot set specific deadlines for their tasks. The teacher emphasised the importance of recognising the differences in students' access to technology and being mindful of these variations when assigning homework. They explained that this was not due to a lack of discipline, but rather a need to appreciate the fact that some students must wait for their parents or share devices with siblings due to financial constraints or data restrictions. These factors necessitate teachers' creativity in finding alternative ways to facilitate learning for all students, including those with limited access to technology.

The teachers participating in this study encountered various challenges in their use of technology in the classroom. One of the primary issues they faced was the unavailability of technology equipment due to power outages, which could occur frequently during the daytime. As reported by a school vice principal, this was a common occurrence. Additionally, the data presented in Table 1 and Table 2 indicate that not all public schools had equal access to digital technology facilities. The data (Table 1 and Table 2) show that facilities were not equally available in every public school.

Table 1. Digital Technology Facilities of SMPN 02 Pontianak

No	Facility	Unit Amount	Availability
1	Projector	7	5
2	Speaker	2	2
3	Wi-fi	1	1
4	Computer Laboratory	2	1
5	Youtube Channel	1	
6	Internet 4G Access (Tsel & Indosat)	2	

Table 2. Digital Technology Facilities of SMPN 20 Pontianak

No	Facility	Unit Amount	Availability
1	Projector	4	3
2	Speaker	2	1
3	Wi-fi	1	1
4	Computer Laboratory	1	1

Tables 1 and 2 showed that not all public schools had equal access to digital technology facilities, indicating that the facilities were still inadequate. The unequal availability of devices such as projectors and loudspeakers made it difficult for teachers to carry out their lessons, as they had to share equipment and were not able to use the necessary tools freely. This resulted in delays in instruction and teaching difficulties for students.

### Teachers' Creativities and Strategies

In this study, the EFL teachers demonstrated their creativity and initiative in addressing the challenges they faced in teaching with technology. They attempted to improve their own knowledge and abilities by researching relevant topics and seeking help from colleagues with more digital skills. Through this process, they were able to enhance the quality and engagement of their lessons by utilising a variety of media and technology tools. The teachers became proficient in using the teaching devices and applications they intended to use for their classes, as well as troubleshooting any issues that arose. They demonstrated a growth mindset by being open to learning and constantly seeking to improve, which ultimately benefited their students' education.

It is apparent that the EFL teachers demonstrated a strong commitment to their students and were willing to improve their teaching practices. Their dedication serves as a positive example for other teachers to follow. T4 said,

*"... if an error occurs while teaching with the media I use, if it is about the electronic device, I usually ask for help from someone who understands IT better at school."*

This shows their willingness to learn and adapt to new challenges in order to provide the best possible education for their students.

Furthermore, as a means of enhancing their expertise, teachers were advised to engage in workshops on the utilisation of digital media as a pedagogical tool. During the interview, they acknowledged their insufficient familiarity with digital media and revealed their participation in training sessions. T1 stated, "I enrolled in the training to expand my knowledge so that I could produce my own instructional videos. The education office organises the training for creating instructional videos" (see Figure 3). T4 commented,

*"By attending workshops or training sessions related to digital media, I gained a wealth of knowledge and learned techniques that I could incorporate into my teaching."*

The researchers also discovered that the teacher participants took part in several training sessions, both sponsored by the government and the group of subject teachers. One example was the statement expressed by T1 that she participated in a training program organised by the Education office, which prioritised teachers with weak digital media skills, "... Some people have no knowledge of materials related to digital media" (T1, Interview).

The researchers repeatedly followed up on these responses to learn more about the kinds of training activities and organisers. "The teacher was instructed to convey the content after the educational institution received instructions to create a learning video. The video will later be broadcast on the Education channel. The Educational Authority has a TV station known as TV Edu. Every



Figure 3. T1 delivers instructions via the school's YouTube channel

teacher is allowed to use it. Students will get access to it later. Additionally," there is instruction for educational institution videos" (T1, Interview). The researchers validated this claim by checking and directly accessing the Pontianak City Education Office's YouTube channel page. It has been confirmed that there were ongoing teacher training programs.

Some participants took part in digital media training programs. T1's training seems to have been organized by the Pontianak City Education Office, whilst T3 and T4's training appears to have been organized by the Pontianak City MGMP and was targeted at junior high school teachers throughout the city of Pontianak. T2, however, claims that she did not take part in any digital media training because it was only open to representative teachers. "It was designated especially for some teachers. There is no relation to our level of specification ..." (T1, Interview).

Table 3. Digital Media Used by EFL Teachers during 1 semester

No	Type of Media Digital	User frequency
1	Projector	4
2	Laptop	4
3	Smartphone	3
4	Audio Speaker	3
5	Audio Player	3
6	Google Classroom	4
7	Google Form	2
8	Online Meeting Apps	4
9	WhatsApp	3
10	Mobile Video Editor App (Kinemaster)	1
11	Mobile-based Dictionary Apps	1
12	Search Engines	4
13	English Videos	4
14	You-tube	3
15	Online Dictionaries	4
16	Computer-based dictionary	1
17	Microsoft Office PowerPoint	4
18	Microsoft Office Word	4
19	Hot Potatoes	1
20	Digital Pictures	4

The data also show the solutions employed by teachers to deal with issues connected to the lack of facilities, such as internet connection, digital equipment like computers, and speakers. Although the school had offered various amenities like internet connection, digital devices like computers, and speakers, their availability was insufficient to adequately support these teachers' instructional

activities. Utilizing the proper media for their educational activities came next in the teachers' strategy. They used any available media to overcome challenges while adjusting their capacity to teach by utilising digital media.

Table 3 above displays different media used in EFL teachers' digital instructional activities. On average, they acknowledged that one of the key causes for using the previous points media was that they were readily available and accessible in their educational setting.

## **DISCUSSION**

The study reveals that initially, teachers considered that incorporating technology into the learning process was a requirement imposed by government regulations rather than a vital element of learning quality. This is a prevalent issue encountered by many instructors and teachers who lack technological expertise (La Torre et al., 2019; Setyawan & Agung, 2019). Technology in the classroom has the potential to significantly improve students' learning experiences, but if teachers are not proficient with it, they may spend a significant amount of time troubleshooting technical issues, rather than focusing on the core aspects of teaching.

The issue of teachers' need for more skills and knowledge regarding the use of digital technology was the biggest challenge experienced by most teachers in remote schools (Hennessy et al., 2022; Champa et al., 2019). The competence of teachers to fully embrace technology like organising, creating, and carrying out successful educational activities is just as important as having the right hardware or software for given teaching and learning sessions. The repetitive and less diverse media utilised by teachers for teaching activities showed that their awareness of the usage of ICT remained inadequate (Abbasova & Mammadova, 2019).

Additional training opportunities were still required. The training activities made it evident that some of the EFL teachers needed the opportunity to actively participate and learn new abilities while being guided by subject-matter specialists. As a result, it was challenging for the EFL teachers at Pontianak's junior high schools to increase their understanding of digital media. According to Wu et al. (2019) and Dogan, Dogan, and Celik (2021), many teachers are aware that using technology to increase educational opportunities is a good strategy. The main barrier to the successful integration of technology into classroom practices, nevertheless, is teachers' lack of experience and expertise in doing so, as well as their inability to comprehend its capabilities. In other words, the major obstacles to incorporating Internet technology into teaching activities are misconceptions and phobias related to technology. For instance, administrators and educators frequently hold the view that computer use is dangerous and ineffective.

Therefore, it is essential to familiarize technology with the classroom learning process in order to foresee the aforementioned issues. Teachers who are still new to using technology can benefit from this endeavor by receiving digital media training. Salam (2020) contends that a persuasive argument is necessary to drive teachers who are still considered digital immigrants and those who are uncomfortable integrating technology into their teaching scenarios (Mehrvarz et al., 2021). The current study indicates that EFL teachers faced additional difficulties due to their restricted teaching capabilities. Because they were unfamiliar with technology tools and with teaching English online, they found incorporating digital media into their classrooms to be challenging (Merç, 2015). A similar study was conducted by Trabelsi et al. (2021) who found that PE teachers were overwhelmed with technical requirements for their daily teaching practices. Because of these problems, the teachers encountered challenges including a lack of engagement between teachers and students, a lack of student discipline in engaging in learning activities, and occasionally, teachers felt overburdened since they were pressed for time while working (Ramane, 2021).

These teachers' experiences were also inextricably linked to technical challenges, such as internet connection issues that caused difficulties for them while teaching. Teaching and learning activities did not go as well as teachers had hoped due to the restricted internet facilities availability and the unpredictable network discrepancy (Karmila & Rezeki, 2021). Obstacles in teachers' experiences include the issue of the devices caused by flaws in the media they used and the lack of supporting devices for these teachers to employ in their teaching and learning activities (Supriyanto et al., 2020). In connection with those problems, their students encountered difficulties completing and gathering digitally delivered or gathered assignments (Noor et al., 2020). The reason these problems arose was that they not only interfered with teachers' ability to accomplish their teaching duties, but also with the performance of their pupils, which disrupted teaching and learning activities in the classroom.

These teachers adopted the technique of autonomous learning by doing their own research or studying from peers who had already mastered what they wished to learn as an expression of professionalism as teachers, boosting their abilities and understanding of digital media. Another way that teachers investigated developing their abilities was by taking part in various courses on the use of digital media for instruction that suggested the urgency of the need for teachers to receive training on the delivery of digital instruction because it was crucial to develop teachers' abilities in digital instruction (Li, Wang, & Lei, 2020; Noor et al., 2020).

Unfortunately, even though frequent training increases teachers' theoretical and practical ability, research data revealed that the distribution of training in the field is still uneven (Popova et al., 2022). By independently providing the devices

or other facilities they required, the teachers were able to implement technology using both digital devices and software media appropriate to their conditions and other circumstances (Reinhardt, 2020). Even though they were unable to strike a balance between the level of student discipline in online learning, these teachers still made it easier for their students to access the learning resources whenever they wanted, especially when it came to collecting assignments. As a result, both teachers and students were still able to meet the learning objectives (Ramane, 2021).

As digital media became a common teaching tool, teachers realized its numerous advantages and how much it facilitated the delivery of lesson materials in the classroom. Teachers believed that using digital media in their teaching could enhance student learning outcomes. In order to attain learning objectives more successfully, this strategy promoted students' motivation and became more appealing when learning face-to-face occurs (Ardıç & Çiftçi, 2019). These EFL teachers continued to feel that using digital media produced beneficial outcomes despite the fact that it was still uncommon in the classroom a number of constraints exist. In addition, since understanding how to utilize digital media was a requirement for instructors who worked for the government, it was imperative for all teachers to consistently improve their digital skills (Reyna et al., 2018).

## **CONCLUSION**

This study indicated that teachers who had previously utilized digital media to teach English encountered several obstacles and issues. These included inadequate technological expertise, difficulties with designing lesson plans, a lack of proficiency in operating digital media, and insufficient technical skills. The lack of technological proficiency among EFL teachers in this study who had prior experience using digital media to teach English resulted in various challenges such as insufficient time and student discipline in online digital learning activities. These challenges were further compounded by the inadequate distribution of supporting facilities, including digital devices, training, and related learning resources, as well as the availability and stability of internet connections. However, the teachers demonstrated their ingenuity by utilizing their creativity to improve their digital media capabilities, providing necessary digital facilities, and creating alternative learning resources for their students. They also sought assistance from their more skilled colleagues and attended training sessions independently to overcome the challenges they faced.

This study provides rich evidence of teachers' uses, challenges, and strategies regarding the integration of technology into EFL teaching and learning. Nevertheless, further research that involves more participants with various

contextual characteristics and background will add insights necessary for more practical and pedagogical implications in the area of ELT.

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### **Authors' Brief CV**

**Urai Salam** is a senior lecturer in English Education Department in Universitas Tanjungpura, Pontianak. He received his ME in computer assisted language learning from Melbourne University. His PhD research was the use of ICT in learning endeavors. His research interests include ICT and teacher development, technology enhanced learning, and action research for teachers.

**Wahdini** is an undergraduate student in English Education Department in Universitas Tanjungpura. She just completed her B.Ed.

**Surmiyati** is a senior lecturer in English Education Department in Universitas Tanjungpura, Pontianak. She earned her Master's and PhD in Education in the US and the UK respectively.

**Dwi Riyanti** earned her doctoral degree from the University of Nebraska-Lincoln in 2017. She is currently teaching in the English study program at Teacher Training and Education Faculty, Universitas Tanjungpura, West Kalimantan. Her research interests are in teacher education, English language teaching and learning, and English language teacher identity.

**Yanti Sri Rezeki** is a faculty member of the English Education Department of Universitas Tanjungpura, Indonesia. She earned her Master's in Adult Education and Training from Monash University, Australia. She pursued her doctoral degree in the US and received her PhD in Education: Teaching, Curriculum, and Change from the University of Rochester, NY, USA. Her research interests include EFL writing, curriculum design and development, and ELT methodology.

**Payupol Suthathothon** is an assistant professor at the Department of English, Faculty of Humanities, Chiang Mai University, Thailand. He is currently teaching Research Writing, English in Business Communication, and Cooperative Education. His research interests include English for specific purposes, task-based language teaching, and e-learning.