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## NARRATIVE STUDY: DIARY OF A DIGITAL IMMIGRANT EFL TEACHER IN MYANMAR

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### ABSTRACT

Teachers, mainly digital immigrants, find challenges to chase technology to integrate digital learning in the classroom. The previous studies revealed that some digital immigrant teachers, the newcomers of the digital age, lacked the confidence to integrate technology during teaching since they were aware of the fact that their students were more proficient than they were. This study depicts the struggles of a digital immigrant EFL teacher-educator to engage with technology that aims at improving the English teaching performance. A digital immigrant EFL teacher from a high-quality education college in Myanmar was invited to be the research participant. Open-ended questionnaires and semi-structured interviews with both the research participant and students were applied to collect the data. The triangulation data revealed that the digital immigrant EFL teacher found difficulties in creating her digital learning media and improving her teaching technology integration competence due to her insufficient knowledge and IT skills. It also revealed that integrating technology improved the teacher's teaching performance; however, it destructed the objectives of the teaching due to technology deviation on students' attention.

**Key Words:** Digital Learner; Digital Immigrant Teacher; EFL Teaching; Technology Integration

### ABSTRAK

Guru, terutama yang imigran digital, mengalami tantangan besar dalam mengejar ketertinggalan mereka terhadap teknologi yang bertujuan mengintegrasikan pembelajaran digital di kelas. Studi sebelumnya mengungkapkan bahwa beberapa guru imigran digital, pendatang baru di era digital, kurang percaya diri untuk mengintegrasikan teknologi selama mengajar karena mereka menyadari fakta bahwa siswanya lebih mahir. Penelitian ini menggambarkan seorang guru-pendidik EFL imigran digital untuk terlibat dengan teknologi yang bertujuan untuk meningkatkan kinerja pengajaran bahasa Inggris. Seorang guru EFL imigran digital dari perguruan tinggi pendidikan berkualitas di Myanmar diundang untuk menjadi peserta penelitian. Kuesioner terbuka dan wawancara semi terstruktur untuk peserta penelitian dan mahasiswa digunakan untuk mengumpulkan data. Triangulasi data mengungkapkan bahwa guru EFL imigran digital mengalami kesulitan dalam media pembelajaran digital dan meningkatkan kompetensi integrasi teknologi karena pengetahuan dan keterampilannya yang kurang di bidang teknologi informasi. Ia juga mengungkapkan bahwa mengintegrasikan teknologi meningkatkan kinerja mengajar guru. Namun, hal itu merusak tujuan pembelajaran karena adanya penyimpangan teknologi yang menjadi perhatian siswa.

**Kata Kunci:** Pembelajaran Digital; Guru Imigran Digital; Pengajaran EFL Integrasi Teknologi

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## INTRODUCTION

Technology plays a vital role in today's everyday life of people. From setting the alarm in the morning to wake up to arranging the work schedule, learning, communicating, travelling to staying up to date with the world's news in the evening, we survive every day with the use of technology. Thus, no one can deny that it is of paramount importance for everyone to use technology in the 21st century, including in the education field. Even the use of technology has been promoted to be integrated into the class functioned as digital teaching media.

The use of technology in Myanmar has become an essential and necessary tool in conducting effective teaching. As an example of the case is English class. English is taught as a compulsory and foreign language from the primary level to the upper secondary level. Teachers who teach English are expected to have more than enough proficiency for their teaching level. That is why teacher-trainees at the education colleges are taught English as a compulsory subject to having a good proficiency in teaching their students once they become teachers. The education colleges must provide time, effort, and resources to teach English that can be taught not as a subject but as a

language. Teacher educators have to use different teaching methodologies in order to cater to different learning styles. Here, technology functions as a significant and beneficial teaching media in conducting an active English Language classroom.

In the term 'technology', communication methods for language teaching in which the personal computer plays a central role is included (Davies & Hewer, 2012; Nomass, 2013). With advancements in technology, we now have many other technological tools like Overhead projectors, electronic whiteboards, and mobile phones besides computers. Using technology to help EFL teaching and learning is not a new practice. Khaerudin (2010) stated in his article that there had been attempts to bring technology into the language classroom since the 1960s.

It is commonly believed that different generations have different capabilities in the use of advanced technology. While the teacher-trainees (as newer generations) in education colleges are well-equipped to use the technological tools, the teacher-educators (as older generations) are more resistant and uncomfortable to use the new forms of technology. With the reform of the curriculum in Myanmar since 2017, teachers,

especially teacher educators, are required to adapt to the new and innovative teaching strategies, including the use of digital equipment in the classroom. Therefore, the Myanmar MoE has asked the EFL teacher-educators to take the courses on the use of technology in respective universities and colleges. However, it is still not very common and convenient to use technology in the classroom for digital immigrant teacher-educators in Myanmar.

Due to this fact, the researchers are interested in scrutinizing the process of a digital immigrant EFL teacher-educator in Myanmar to engage with technology. This study is significant for other Myanmar EFL teacher-educators to get more insights and suggestions on integrating technology into their EFL teaching. Besides, it will also benefit the EFL practitioners and policymakers to understand the real challenges faced by most digital immigrant EFL teacher-educators in Myanmar in implementing technology in the class. Future researchers may also get research inspiration to organize further and more in-depth study involving a lot more teachers to trace the digital immigrant EFL teacher's knowledge and skill.

Therefore, it is essential to research this issue since it can depict the digital

age gap experienced by digital immigrant teachers and digital native students.

Considering the digital age gap, the world today was unlike the world four decades ago. An infant born at this age is familiar with the rapid growth of technology such as smartphones, computers, laptops, and other technological devices. The toddlers are even fluent in using video games and game applications on a smartphone. In contrast, the generation from four decades ago was born in an era of limited access to sophisticated technology. They acknowledged technology in the form of cable phone, television, and facsimile. Even when they grew up to be teenagers, they found a limited number of mobile phones.

Noting the disparity of technological growth between these two generations, Guo and Petrina (2008) state, "There is a gap between young students and their elders, including their teachers, respecting their competencies with technologies." It is noteworthy that technological fluency between the young and the elder instigates the gap. The young born in the rapid growth of sophisticated technology is fluent enough using technology. At the same time, the elders tend to be new learners

struggling to understand technological languages, terms, and functions. Regarding this context, Prensky (2001), therefore, calls these both generations in two different classifications; 'digital native' and 'digital immigrant.' In short, the digital immigrant teachers are those who start learning, using, and engaging with technology when they have already been an adult. In contrast, digital immigrant students are the net-generation who have been familiar with digital tools.

Digital native learners are the generations born into a ubiquitous digital media environment called millennials or net generation, altering the conventional cognitive and information processing to be the digital base (Bittman, Rutherford, & Unsworth, 2011; Prensky, 2001; Howe & Strauss, 2000; Tapscott, 1998). It infers that the generation born within the growth of technology, such as digital media as this current age, is a so-called digital native. Referring to the elaboration mentioned above, it implies that today's youth or students are pondered to pin as digital native since they are fluent enough to function technology to assist their mobilization and communication in their daily activities. Nowadays, some of the digital natives are even familiar with the use of technology as a means of productivity and marketing

purposes for their future career and business.

In terms of education, students are accustomed to signifying technology as the primary tool to complete their learning assignments. For example, to complete a paper, they will, undoubtedly, prefer surfing the Internet, find and download the materials or books they need instead of searching the materials from the paper-book in the library. Some of them have already been acquainted with using interactive applications, such as Kahoot, Edmodo, Smart Draw, Quipper, Star Chart, and Youtube, with understanding the material explained quickly. It implies that digital native students benefit from technology to improve their academic performance and attain their learning goals. It is undeniable that technology contributes to the significance and becomes the primary assisted tool for digital natives to improve their learning performance and achieve their learning objectives.

Digital immigrants indicate a newcomer to the digital age. They are called digital immigrants since they start acquiring, learning, and struggling to engage with technological tools and media when they grow up as adults. In other words, it infers that they are not familiar with the use of technological tools and media since they were born.

According to Prensky (2001) and Guo and Petrina (2008), digital immigrants grow up during the development of digital media. Consequently, when it comes to using technology, they are still learning new technological language and struggle to engage with the new digital devices and explore online.

In the case of education, McNaught et al. (2009) state that digital immigrants are possibly a group that contains most academic teachers and/or teacher educators possessing less digital skill and using less digital tools and media in their teaching-learning activity either inside or outside the class. In their daily teaching-learning, they ponder on applying traditional literacy. Hague and Williamson (2009) elucidate that this literacy emphasizes reading and writing in the shared knowledge and information of culture. Resources used are commonly paper-based. In short, it implies that digital immigrants likely function as conventional teaching materials and tools to develop the students' learning performance.

Judson (2006), and Chaaban and Ellili-Cherif (2016) state that educational technology integration means using technology as teaching tools or media to develop students' problem-solving and critical thinking skills. For teachers categorized as

digital immigrants, using technology during the teaching-learning process requires skills, knowledge, efforts, and willingness. Effort and willingness sometimes become the critical factor of digital immigrant EFL teachers integrating technology in their teaching since they are not accustomed to functioning technological devices as a means of teaching-learning purposes. The willingness of digital immigrant EFL teachers to engage with technology is frequently confronted with barriers. Factors emerge: Some potential barriers in educational technology integration in EFL teaching are classified into internal and external factors (Chaaban & Ellili-Cherif, 2016).

Based on the internal factors, the obstacles emerged due to lack of technological, pedagogical, and content knowledge, lack of understanding of the usage of the digital devices, and limited time to prepare the technology-integrated lesson. In terms of lacking technological, pedagogical, and content knowledge, digital immigrant EFL teachers generally have limited knowledge of integrating technology into the teaching and learning activity. Therefore, Angeli and Valanides (2009) suggest first obtaining and deepening knowledge on applying educational technology integration into the teaching and learning of the specific subject matter. To conquer the second internal

factor, Hew and Brush (2006) advise teachers to select appropriate resources, evaluate students' learning, manage their classroom, and resolve a simple technical issue. Regarding the last internal factor, digital immigrant EFL teachers require having proper time management. This challenge generally emerges due to EFL teachers' limited knowledge and skills towards educational technology integration. Therefore, they are obliged to forgo their time to learn and prepare the technology-integration, yet they have many duties and responsibilities out of teaching-learning. This makes them have limited time to learn and prepare the technology-integration; hence, they are infrequent to integrate technology into their EFL teaching-learning activities.

The other factor influencing the barrier in educational technology integration is the so-called external factor. This factor emerges mostly caused by the environment, such as limited access, less training, and support from the surroundings (Mueller et al., 2008; Chaaban & Ellili-Cherif, 2016). It is common to find out that education institutions provide limited technology facilities, such as a limited number of computers, LCD projectors, the Internet, and other technological tools. The other paramount importance factor getting

less attention, either the government or educational institution, is digital training or workshop. It is essential to assist digital immigrant EFL teachers to cope with the challenges and barriers in functioning technological tools and application in their teaching-learning process. Therefore, to conquer this barrier, there must be good collaborative teamwork among EFL teacher-educators, the educational institution, and the government, both local and central, to provide practical training or workshop on how to implement technology effectively in teaching.

## METHOD

### Research design

A qualitative method in terms of narrative study is applied to construct inductive interpretation and analysis in this study. This design allows the researchers to tell the story experienced by the research participant in coping with technology integration challenges in the class. Thus, it is essential to clearly understand the topic/issue and listen carefully to the participant's story so that the researchers can tell the story in both academic and simple narration, which enables the readers to understand the point of the story easily. The psychological approach in this study concentrates on the personal,

including thoughts and motivations (Merriam & Tisdell, 2016), which aims at attaining the research objectives; obtaining a profound understanding of how digital immigrant teacher coping the digital age, uncovering the challenges confronted, interpreting the intended willingness and construing solution towards the obstacles emerged.

### **Research site and participants**

The research participant in this study is a teacher educator lecturing in a well-known education college in Myanmar. She ponders to be the participant in this study since she meets the criteria of digital immigrant proposed by Prensky (2001), Guo and Petrina (2008), and McNaught, Lam, and Ho (2009). In detail, she was born in an era in which digital technology was not developed yet in her country. Therefore, she was growing up at the same time with the development of digital media.

Consequently, when it comes to using technology, she is still learning a new technological language and struggles to engage with the new digital devices and exploring online. It is proven by the participant's statement in the open-ended questionnaire and a series of semi-structured interviews, in which she always convinces that she is not fluent enough in learning new technological devices and applications.

She states that she even gets challenges in making PowerPoint for teaching in the class.

Further criteria make her the most appropriate research participant in this study because she is pondered as a senior teacher educator in Myanmar who has experienced teaching English for years. She joined the IT course to improve her technology integration as mandated by the Myanmar MoE. Also, she became a role model in her college due to her intense willingness to engage with technology. In general, she represented the real portray of EFL digital immigrant teachers in Myanmar today.

### **Data collection and analysis**

There are two instruments applied in this study; they are an open-ended questionnaire and a series of semi-structured interviews. The open-ended questionnaire was given only to the participant (the teacher-educator). At the same time, the semi-structured interviews were done not only with the participant but also with the participant's students. It is of paramount importance to interview the participant's students since it is beneficial to get more insight and information about what the participant had informed. Besides, information taken from the third party is also beneficial for triangulating the data so

that the participants' consistency during the process of answering the open-ended questionnaire and the semi-structured interviews can be checked. It aims to keep the validity of the research result.

Then, to be effectively analyzing the research data, the MAXQDA application was used to assist the researcher in organizing and archiving the data. Besides, it is also very beneficial to help in coding the data before. Finally, the researchers did the analysis. The data collection obtained firstly input into MAXQDA application. Then, the researchers discussed to make the codes related to the focus of the study. After coding the data, the researchers could easily depict the raw portrayal of the open-ended questionnaire results and the interviews. The data gained from the open-ended questionnaire, interviews with the participant, and interviews with the participant's students were triangulated to check and measure the consistency of the participant's responses to obtain a valid result.

## FINDINGS AND DISCUSSION

### Findings

Based on the results of scrutinizing and verifying the aggregate research data gained from the open-ended questionnaire and interviews, there

were three significant points noted from the participant's experience in adapting and integrating ICT in her EFL teaching. The three major points are:

1. EFL Teacher's motives for technology integration.
2. Challenges in acquiring ICT competence.
3. The solution to overcome the challenges.

### Discussion

#### *EFL Teacher's Motive for Technology Integration*

Based on the participant's initial response to the open-ended questionnaire, she said that her father was the one who bought the laptop so that she could also have the chance to engage with computers and the Internet.

"I got my first laptop in 2012 as my father bought me so that I could start learning computer basic and the Internet". (The participant #E-Questionnaire)

It implies that the participant got support from his father to start learning the use of computers and the Internet. This support, then, triggers the participant's willingness to learn more about computer software and the Internet use. The digital facility she got



from her father was her initial external motive to push herself to explore technology use for her EFL teaching. Besides her father, she got additional support from her sister.

“I learned from my sister and colleagues to be able to use a computer.” (The participant #Interview-2)

It shows that she got full support from her family to engage with technology. Her father facilitated her with the technological tool, while her sister guided and taught her to explore and learn the specialized software and application for EFL teaching. In this case, it is noticed that family contribution plays a vital role in the participant's learning technology process.

Besides family, the participant's students and colleagues also play a significant role as an external motivator during her process to engage with technology as a means of teaching purposes. During the interview, she told her students and colleagues at her workplace for some digital terms and languages that she did not know. When she was asked how she could learn and engage with technology, especially for EFL teaching purposes, she explained that the people surrounding her were the best support system. She had students and colleagues who were

helpful to her. They were younger and more fluent in operating technology than she was.

“I sometimes ask my students when I do not understand something or some application in using a computer.” (The participant #E-Questionnaire)

“Whenever I found some difficulties in making PPT, I asked my colleagues or friend for help because some of my colleagues and students are very good at using technology than me.” (The participant #Interview-2)

Then, her students were invited in the interview and asked about the participant's ICT skill in teaching to validate the participant's response.

“I think my teacher ICT skill is just fair because she often asks students in the class to help her with ICT tools during her teaching.” (Student-1 #Interview)

It is noted that the participant had not only a sound support system from family, students, and colleagues but also a strong self-efficacy within herself. It is reflected in her attitude, willingness to learn from her students during the class. As a senior EFL teacher-educator in her college, the participant was not reluctant to ask for help in learning technological tools and applications from her colleges or students who were away younger than

her. She put away her pride as a senior EFL teacher-educator. She did believe that the younger might be more fluent than she was. Through her attitude, she convinced that her pride as a senior EFL teacher-educator would not be dropped down because of learning new things from the juniors. Most Asian people, including Burmese, would consider pride if they have to ask, moreover learn, from the juniors.

Another motive that can be noted from the participant's process in engaging with technology is a positive attitude towards technology use.

"Technology is so much helpful in teaching." (The participant #E-Questionnaire)

"I learned that there are paramount benefits of using it (technology) in the classroom, and I am encouraged by that fact." (The participant #Interview-4)

Regarding the statements as mentioned above, it infers that the participant had a positive attitude towards the use of technology in EFL teaching and a strong belief that technology is beneficial for her EFL teaching improvement. She was willing to learn and experience new things, though she knew that she would face some difficulties. She did not give up on the limitation that she could not readily recognize and memorize the

technological terms. She tried her best to encounter her limitation by asking and learning from her juniors and students. Besides, she has strong motivation within herself to apply ICT tools in the class. The core motive that makes her struggle to use ICT in her teaching is to draw her students' attention on what she explained during the lesson.

"I use technology in teaching English, as it can attract students' attention." (The Participant #Open-ended Questionnaire)

"I believe it (technology) will help me. Teaching by using technology can attract students' learning to an extent." (The participant #Interview-1)

"I try (as much as) I can integrate technology into my teaching" (The participant #Interview-1)

Having an internal motive to integrate technology in the EFL class, the participant was willing to spend her leisure time to learn digital terms and application for EFL teaching purposes. The internal motivation within herself empowered her to upgrade her knowledge in using technology in order to be able to implement technology integration in her class.

Besides the abovementioned motives, the participant also informed that the college's policy also triggered

her to apply technology in her teaching. Further, she explained that her department's head mandated all the EFL teacher-educators to integrate technology during a teaching in the class. Due to this regulation, all EFL teacher-educators are facilitated to get computer courses to assist them in engaging with technology for EFL teaching purposes.

"As a teacher in Education College, we have to take a computer course for teachers twice a week. Moreover, the heads of our department also encourage us to use it." (The Participant #Open-ended Questionnaire)

"I took that (ICT) course for four months last year, and I retake it this year." (The Participant #Interview-2)

The college's policy had become influential external factors to all the digital immigrant EFL teacher-educators, primarily the participant to engage easily with technology. In the initial stage, the participant might feel that taking the course was only a compulsory program. However, she felt that she got the beneficial knowledge in terms of technology implementation for her teaching. For example, she learned how to create her blog from the course that can be helpful as one of her digital teaching media. She, therefore, decides to retake the ICT course this year.

Further, the participant explained that the course inspired her to learn more about technology use outside of the class.

"Sometimes, we teachers share some useful apps for teaching English and discuss how to use them effectively." (The Participants #Interview-1)

"I watch some useful teaching techniques or search for videos for my teaching." (The Participant #interview-2)

The interview results infer that the compulsory program of ICT courses provided by the college for the teacher-educators significantly influences the digital immigrant EFL teacher-educators to have more discussion and share a section with their colleagues about digital tools for teaching. It means that college's policy as the external factor has a significant effect on the improvement of digital immigrant teachers' knowledge and competence.

Regarding the above research results, there were two classifications of factors influencing technology integration done by digital immigrant EFL teacher-educator, including internal motive and external motive. Ertmer, Addison, and Lane (1999), Ertmer and Ottenbreit-Lefwich (2010), Hew and Brush (2006), Liu, Lin, &

Zhang (2017), Mumtaz (2000), and Yang and Chun (2018) also state that group of factors influencing technology integration is classified into two categories; external motive and internal motive. While the external motive is support factors that are external to the EFL teacher-educator that commonly are in the form of resources and professional training, the internal motive is support factors that are internal to the teacher-educator. In other words, the internal motive is noted as factors that come out of the teacher-educator's individuality. These factors are generally in the form of knowledge and skills, attitudes, and beliefs.

In conclusion, this narrative found that two powerful motives were encouraging the digital immigrant EFL teacher-educator to engage with technology integration as a means of teaching purposes. The two motives were external and internal motives. The external motives that the participant had to integrate technology into her teaching are; 1) family support, 2) students support, 3) colleague support, and 4) college policy. Then, the internal motives empowering her to engage with technology integration as a means of teaching purposes are; 1) belief, 2) positive attitude toward the use of technology, 3) self-motivation, and 4) self-efficacy. Both the external and

internal motives significantly impact the teacher-educator's technology integration improvement in EFL teaching. These two motives' combined role results in progressive improvement for the teacher-educator's technology integration competence in her EFL teaching practice. Therefore, it notices that internal motives and external motives are paramount essential to encourage a digital immigrant teacher-educator to move on to be a digital native. Considering the balance power of both internal and external motives gives the best results to construct a supportive digital learning environment for the digital immigrant EFL teacher-educator.

#### *Challenges in Acquiring Technology Integration Competence*

During the process of data collection both through open-ended questionnaire and a series of the interview, the participant shared a bunch of crucial information about the obstacles she used to face and should encounter in the process of learning and integrating technology as a means of EFL teaching purposes. One of the challenges she had to encounter all the time is having a lack of time. She informed us that as an EFL teacher-educator, she had to handle many works out teaching responsibilities. Sometimes she also had to deal with her

duty from the college during her break time.

"I do not have a particular free time, I mean, even on weekends, I can be called upon duty from my department." (The participant #interview-4)

Workloads seemed to be a crucial challenge for the digital immigrant EFL teacher-educator to encounter. On one side, the EFL teacher-educator might be willing to learn and practice technological devices and applications. While on the other side, there is only limited time to cope with the effort to learn the use of digital devices and terms. Kopcha (2012) states that time factor frequently becomes the most cited obstacle discouraging digital immigrant teachers, including teacher-educators, from learning technology integration beyond the low levels. The result of this study also revealed the same thing that time had become a complex challenge for the digital immigrant EFL teacher-educator since the workload seemed to be never-ending. Thus, it took almost most of the working time.

The next challenge faced by the participant in this study is a lack of technological knowledge and skills as she was born in an era of technology that did not grow well. She firstly engaged and immersed herself with

technology in the form of a personal computer (PC) was in 2012 when she got her first laptop from her father. She used to utilize a mobile phone only for a means of communication, texting, and calling. Therefore, during the interview process, the participant convinced her that she had a deficient technology integration standard.

"I am not very good at making PowerPoint and other things on the laptop." (The Participant #Open-Ended Questionnaire)

"I found some difficulties in making PPT." (The Participant #Interview-2)

"I need to ask the ICT teacher, or my colleagues or students and try to memorize them (technological knowledge) again and again." (The Participant #Interview-2)

"I learned from my sister and colleagues to be able to use a computer." (The Participant #Interview-2)

"I am not very familiar with them (technological terms)." (The Participant #Interview-4)

The participant's above statements infer that a digital immigrant EFL teacher-educator finds a hard time coping with technology integration. Besides, the capability to learn the technology is different from the digital

native who has been engaged with technology since childhood. Hew and Brush (2006), Hughes (2005), and Wang et al. (2014) convinced that teacher-educator's knowledge in using technology to facilitate students' EFL learning and their technical skills had been identified as the main barriers of technology integration. This fact made digital immigrant EFL teacher-educator found it challenging to improve their technology integration competence. While Angeli and Valanides (2009), Hughes (2005), Hew and Brush (2006), Wang et al. (2014), and Chaaban and Ellili-Cherif (2016) convince that in order to use technology in class, teachers need to know how to implement technology integration into the teaching and learning of specific subject matter; often referred to as technological, pedagogical, content knowledge. Thus, the lack of technological knowledge and skills in this study revealed a complex challenge to encounter to engage with technology integration for teaching purposes.

The following challenge is the lack of technology integration teaching strategies. Kay (2006), Lambert and Gong (2010), and Chaaban and Ellili-Cherif (2016) stated that advocating full integration strategies, including technology integration, is urgently needed to prepare future teachers adequately. However, the participant

found it challenging to attain effective technology integration teaching strategies in the EFL class. She did not find an efficient formula yet to balance the use of technology and the teaching objectives.

“My weakness in using technology, it is hard for me to achieve the objectives of my teaching.” (The Participant #Open-Ended Questionnaire)

The participant said that if she used technology in her teaching, it was difficult for her to accomplish the learning objective as the students focused more on technological tools. This fact, then, became the reason for the digital immigrant EFL teacher-educator to be stuck on the conventional EFL teaching method. While, Tondeur et al. (2012), and Chaaban and Ellili-Cherif (2016) convinced that pre-service teachers are not adequately prepared to teach with technology, and most of them graduate using technologies they could already use. Hence, this challenge also becomes a crucial factor that needs to be an encounter to find a practical solution to assist the digital immigrant teacher-educator in coping with technology integration in EFL teaching.

Another challenge that profoundly influences digital immigrant EFL teacher-educator's performance in this

study to integrate technology is the lack of access to technology sources. It was noticed that the college mandated a policy that all the EFL teacher-educators must join the ICT course provided by the college. However, it was not in line with the fact that the college provided limited access to technology resources for the EFL teacher-educators.

“In college, we have only two OHP and no computer in the classrooms.” (The Participant #Open-Ended Questionnaire)

The situation in this study is aligned with Chaaban and Ellili-Cherif (2016). They stated that the constant advancement of technological tools and their need for ongoing maintenance change the nature of environmental barriers that teachers may encounter. The same condition the participant experience in having lack of access to technology becomes a typical case found in different context and condition of an educational institution. It means this challenge has become a shared issue in any context of the education situation and condition.

Technology destruction is, then, to be another issue that should be encountered by the digital immigrant EFL teacher-educator in this study. The participant said that most students got destructed by the technology. They did

not focus on the material, and they just paid more on the technology used in the class. In the end, they still did not catch what was explained to them.

“Students’ attention is paid more to the technology than to the lesson.” (The Participant #Open-Ended Questionnaire)

The other challenge found is the lack of standardized technology integration training and workshop. Though the college's digital immigrant EFL teacher-educators got ICT courses, they never got such training or workshop about technology integration for EFL teaching purposes. The ICT course they got in the college only assisted how to use and operate some applications and websites, such as PowerPoint, BlogSpot, and the others.

“Before the course, I only know how to use Microsoft, and now (after the course) I have learned how to make slides very well in PowerPoint and search for the teaching material not only from Google but also from other useful websites too.” (The Participant #Interview-1)

It infers that the digital immigrant EFL teacher-educator's technological knowledge and skill in this study learn from the ICT course provided by her college is the basic or low level. Therefore, she did not have significant

improvement in integrating technology for her EFL teaching purposes. Mueller et al. (2008) explained that environmental factors, including access, training, and support, had been extensively investigated as they represent initial concerns towards any form of technology use in schools. Li (2014), and Salleh and Laxman (2014) explained that numerous challenges are determining the complexity of integrating technology in teaching. The same thing also revealed in this study that there were many challenging issues experienced by the digital immigrant EFL teacher-educator.

To sum up, the digital immigrant EFL teacher-educator has two categories of challenges in this study. The categories are external and internal challenges. In the internal challenges, the participant had to encounter some issues, such as a lack of time, a lack of technological knowledge and skills, and a lack of technology integration teaching strategies. Meanwhile, the external challenges revealed in this study are a lack of access to technology resources, technology destruction, and a lack of standardized technology integration training and workshop.

#### *The Proposed Solution to Overcome the Challenges*

The above discussion about challenges revealed that some issues

emerged in the process of the digital immigrant EFL teacher-educator engaged with technology for teaching purposes. The participant shared that she could encounter only a few of the challenges, while she could not handle the others and let it be without being solved. Thus, this section discusses the proposed solution applied by the digital immigrant EFL teacher-educator in this study. The possible solution taken the previous studies for the unsolved solution this study. The first proposed solution taken from the digital immigrant EFL teacher-educator experience is encountering technology destruction in teaching. The researcher asked the participant how she got the students' attention back when the students' attention destructed. To reduce the destruction of students' technology integration in her teaching, the participant said that drawing the students' attention back by asking questions is helpful. When asking a question does not work to get the students' attention back, asking some students to demonstrate the lesson they have just discussed is quietly effective.

Participant: I try to draw their attention back by asking questions or asking some students to do some demonstration about the lesson I have been teaching." (Interview with the participant #Phase-2)



The second proposed solution is to combat a lack of technological knowledge and skills and the lack of technology integration teaching strategies. To overcome these two internal challenges, the participant in this narrative study convinced that she encouraged and forced herself to engage with technology as much as possible.

“Whenever I found some difficulties in making ppt, I asked my college or friend for help because some of my colleagues and students are very good at using technology than me.” (The Participant #Interview-2)

“Mainly, I learned (technology use) from my colleagues and social media. Then I try to practice by myself in my free time.” (The Participant #Interview-2)

“I need to ask the ICT teacher, or my colleagues or students and try to memorize them again and again.” (The Participant #Interview-2)

“I understand that teaching nowadays cannot be apart from technology. I want to be an effective teacher, and I need technology to conduct effective teaching in the classroom. Therefore, I always encourage and force myself to follow the trends of technology as much as I can.” (The Participant #Interview-2)

Due to all the participant's responses, belief in technology use, positive attitude toward the use of technology, self-motivation, and self-efficacy play a crucial role in conquering the two challenges; the lack of technological knowledge and skills and the lack of technology integration teaching strategies. Without having those four internal motives, it would be very challenging for digital immigrant EFL teacher-educator to cope with technology integration in EFL teaching. So, the following proposed solution is that digital immigrant EFL teacher-educators should grow motivation, self-efficacy, belief, and positive attitude towards technology integration for EFL teaching purposes inside of themselves.

The complicated issue about a lack of time seems impossible to conquer due to the workload and tight teaching schedule. Moreover, most digital immigrant EFL teacher-educators are seniors; hence, they highly possible have a vital position in their workplace.

“I do not have a particular free time, I mean, even on weekends, I can be called upon duty from my department.” (The participant #interview-4)

There must be a wise solution from the college or institution to give spare time for the digital immigrant EFL teacher-educators to learn technology

integration. Demanding the digital immigrant EFL teacher-educators to be fluent in applying technology integration in EFL teaching without giving them space and time to learn is inept. Though the college mandates a policy regarding technology integration as a compulsory teaching program, it will be unworkable if the digital immigrant EFL teacher-educators do not get a chance in terms of spare time to learn technology intensively. The workloads will always destruct their focus and ignore the importance of sharpening their technology integration competence. Therefore, the only recommended solution is that giving them a reliable teaching schedule and lessen their workload so that they can focus a while on sharpening and developing their technology integration competence.

Then solution for the external challenge, a lack of access to technology resources, needs further material support from the college where the participant works, and the government to provide sufficient technology facilities for technology integration as a means of EFL teaching purposes.

“In college, we have only two OHP and no computer in the classrooms.”  
(The Participant #Open-Ended Questionnaire)

In this highly technological era, it is quite surprising to find the fact that a well-known education college in a developing country does not have an adequate standard of technological devices to support the teaching and learning in the college. Besides, the use of OHP now is patchy since most education institutions; moreover, a college has already used at least a computer and LCD projector in the class. The urgent proposed solution towards this issue is asking the college to finance the technology-facilities in the college. If the college could not afford it, there must be excellent communication to the government to provide national funding to provide digital facilities since the college is one of the most well-known colleges in the country. Good collaborative work between the college and the government in financing the digital facilities in Education College will relieve digital immigrant EFL teacher-educators in Education College to integrate technology in EFL teaching to develop a better national education.

Regarding the college's ICT course, the participant said that during the course, she got knowledge and skill on how to make slides very well in PowerPoint and search for the teaching material from digital platforms and websites. Ertmer and Ottenbreit-Leftwich (2010), and Chaaban and

Cherif (2016) state that Technology integration that supports conventional teaching, teacher-directed instruction (such as using presentation tools, searching the Internet for information), is so-called low-level. In contrast, high-level use to engage students in the construction of in-depth and connected knowledge. During the ICT course that the participant attended, she did not get knowledge and skill for teaching strategy on how to integrate technology in EFL teaching. Besides, the ICT course attended by the digital immigrant EFL teacher-educator gave only basic knowledge of using technology. Therefore, completing the course, the digital immigrant EFL teacher-educators got only low-level technology integration for EFL teaching purposes.

To encounter this issue, thus, the final proposed solution to encounter the technology destruction and the lack of standardized technology integration training and workshop is TPACK (Technological Pedagogical And Content Knowledge). Mishra and Koehler (2006) and Kivunja (2013) recommend TPACK as a helpful tool to assist the digital immigrant EFL teacher to understand how digital immigrant EFL teachers can be effective teachers in a digital classroom. This strategy can help encounter the participant's challenges in adapting and integrating ICT in her teaching.

## CONCLUSION AND SUGGESTION

In struggling to engage with technology, the digital immigrant EFL teacher in this study showed that she has two powerful motives; external and internal motives. The external motives include family support, students support, colleague support, and college policy. In contrast, the internal motives cover belief, a positive attitude towards the use of technology, self-motivation, and self-efficacy. Both the external and internal motives have an essential role in technology integration improvement for her EFL teaching. The digital immigrant EFL teacher faced two categories of challenges: external and internal challenges. Internal challenges cover lack of time, lack of technological knowledge and skills, and lack of technology integration teaching strategies. The external challenges include lack of access to technology resources, technology destruction, and lack of standardized technology integration training and workshop. The challenges emerged; it is noticed that digital immigrant EFL teachers need an organized tool to provide guidelines on integrating technology in teaching. Thus, it is highly proposed to apply TPACK (Technological Pedagogical and Content Knowledge) to encounter technology destruction and the lack of standardized technology integration training and workshop.

Regarding the study results, the researchers would recommend that having positive attitudes and supporting systems are the most essential factors to engage with the digital age. A positive attitude will lead digital immigrant teachers to be curious and never give up on learning new things related to technology integration. It will also keep our internal motivation and self-efficacy to overcome resistance and to cope with challenges. A support system from surroundings, family, colleague, students, college, and government, will help digital immigrant teachers learn technology integration. Furthermore, the government, on the other hand, needs to organize better access to technology equipment in the classrooms and implement effective training on integrating technology into teaching for teachers.

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