A NARRATIVE LITERATURE REVIEW ON CHALLENGES FACED BY ENGLISH TEACHERS TO IMPLEMENT TECHNOLOGY-BASED PEDAGOGY IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOMS AROUND THE GLOBE

Shagufta Khurram[1], Zulfiquar Ali Chachar*[2], Sayed Tanweer Ahmed[3]

[1]Ph. D Scholar UTHM Malaysia, Assistant Professor (English) Benazir Bhutto Shaheed University Lyari, Karachi ; *[2] Lecturer, Department of Mathematics and Related Studies, Sukkur IBA University, Sukkur, Pakistan; [3]Lecturer, Department of Education, Sukkur IBA University, Sukkur, Pakistan

shaguftakhurram54@gmail.com; zchachar@iba-suk.edu.pk; Tanweer.ahmed@iba-suk.edu.pk

Corresponding Author: *

ABSTRACT

This review article investigates the literature available on the challenges encountered by English teachers in using technology-based pedagogy in English as a Foreign Language (EFL) classrooms worldwide. Journal research articles were included in the review. The review was carried out through a comprehensive analysis of the literature that was published between 2015 and 2022. The focus of the article is to review the difficulties faced by English as a Foreign Language (EFL) teachers who want to implement technology-based pedagogy in their classrooms around the world. To identify common barriers, the review integrates data from Google Scholar and Science Direct databases. These include challenges with technological availability, teacher training, intolerance to shift, cultural factors, ethnic multilingual considerations, instructional configuration, evaluation, and feedback collectively contributing to these challenges. Collaboration between educational organizations, decision-makers, and programs for teacher preparation is essential to overcoming these challenges. A further area of focus for continuing research is the creation of context-specific solutions for these problems. The review focuses on the necessity of targeted measures to address these problems and increase the effectiveness of technology integration in EFL instruction. It is strongly recommended to conduct more research in the future to identify solutions to the challenges English teachers confront when implementing cutting-edge teaching techniques and technology in EFL classrooms.

Keywords: Technology-based Pedagogy, English Teachers, EFL classroom, Narrative Literature Review

INTRODUCTION

Currently, language learning and education hold global appeal. Over the years, English education has faced various challenges. However, the crucial role of English as a Foreign Language (EFL) educators is underscored by their ability to design effective curriculum initiatives that facilitate success in overcoming these challenges (Zhang, 2022; Jiang, et al., 2019). According to Ansyari, (2015) and Pineidia, (2011), one of the main tenets of several educational reform initiatives in the digital age seems

to be teacher proficiency in educational technology applications. As a reaction to the demand for true learning in the twenty-first century, which necessitates students' capacity for ever-increasing learning, it is thought that such capability can enhance the quality of teaching and student learning results. The way we interact, work, and study has all been altered by technology in today's fast-changing digital environment. Technology in the field of education presents previously unheard-of

possibilities for creative and dynamic teaching methods, particularly in the teaching of English as a Foreign Language (EFL). The incorporation of technology into EFL classrooms promises to increase engagement, interactivity, and accessibility in line with the world's expanding need for people who can speak English as a second language. Although there is no denying the potential advantages of technology-based pedagogy in EFL instruction, there have been obstacles to its successful adoption. According to Naima (2017), it is not surprising that many classes throughout the world have switched from chalk-and-board sessions to technology-based ones because technology has changed how language instruction is currently structured in several ways. In the rapidly evolving landscape of education, the role of teachers has transformed from mere transmitters of knowledge to facilitators of active learning. This transformation is particularly pertinent in the domain of English as a Foreign Language (EFL) teaching, where adopting modern pedagogical approaches is becoming increasingly important. Technology-based pedagogy encompasses innovative strategies that promote critical thinking, collaborative learning, and the integration of technology in Education. However, the implementation of these approaches is often impeded by a myriad of challenges faced by English teachers, particularly in the context of EFL classrooms all over the world. The integration of technology-based pedagogy in education has transformed traditional classroom dynamics. In the context of English as a Foreign Language (EFL) instruction, technology-based pedagogy offers diverse opportunities to enhance language learning experiences. However, English teachers encounter numerous challenges when attempting to implement such pedagogy effectively. This narrative literature review begins a thorough investigation of the difficulties encountered by English teachers everywhere as they attempt to incorporate technology into their EFL lessons. This study attempts to shed light on the multidimensional nature of these issues and to provide insights into potential ways for alleviating them by examining the corpus of existing research and synthesizing the collective experiences of educators. The review aims to shed light on these challenges, drawing insights from the period 2015 to 2022 and utilizing the databases Google Scholar and ScienceDirect.

Research Problem
Although technology-based pedagogical approaches' advantages are widely recognized, it is still difficult to put them into practice effectively in EFL classes. Many challenges prevent English teachers around the globe from incorporating unconventional teaching techniques. For initiatives to improve EFL education quality and close the gap between conventional teaching methods and current educational needs, it is crucial to recognize and comprehend these obstacles.

Significance of the study
The findings of this study have important ramifications for many stakeholders in the educational systems of many countries around the globe. Understanding tactics and best practices that address the difficulties they confront can help English teachers. The findings can be used by decision-makers in the field of education to guide policies that support technology-based pedagogy implementation and teacher preparation. Additionally, this study adds to the regional conversation about education reform, particularly as it relates to EFL instruction.

Methodology
Journal articles from the online databases Science Direct and Google Scholar served as the main source of data for this study, which evaluates and discusses publications on the difficulties faced by English teachers implementing technology-based pedagogy in EFL classrooms around the world. For the years 2015 to 2022, search terms like "Technology-based pedagogy," "English Teachers," and "EFL Classroom" were used to access the websites and find articles. The "snowballing" method was employed to acquire many of the sources, which involved digging through the reference lists of earlier publications. Because this study aimed to review the most recent and updated literature, research articles from before 2015 were excluded.

The reviewers individually glanced over the titles and abstracts of the chosen studies to determine eligibility. The inclusion criteria were met by studies that looked at the difficulties English teachers had when implementing technology-based pedagogy in EFL classrooms. Studies that focused on different components of learning English were excluded. Discussion and agreement were used to resolve any disputes.

The value and caliber of the entire texts of the chosen studies were then determined. The Mixed Methods Appraisal Tool (MMAT) was used to gauge the efficiency of the investigations. The MMAT is a well-known tool for assessing the methodological worth of various study designs. The relevance of the papers was evaluated based on their contributions to the study issue and the scope of the narrative review. A data extraction form that was created based on the research question and the goals of the narrative review was used to extract the data from the selected papers. A narrative technique was used to organize and synthesize the data, which included summarizing the major findings of the studies and identifying patterns and themes that appeared in all the studies.

Findings

A total of 20 studies that satisfied the inclusion criteria were found through the search approach. The study examined a variety of challenges experienced by English teachers who wanted to apply technology-based pedagogy while instructing students in English as a foreign language. Algeria, Libya, Malaysia, Pakistan, Russia, Indonesia, Saudi Arabia, and China are just a few of the nations where this research has been conducted.

Limitations of the findings include the small sample size and the diversity of the research articles included in the current evaluation, which limit the generalizability of the conclusions. Table 1 below provides additional details about a few research studies, including their research focus, research design, participants, intervention, and findings.

Table 1
Reviewed Research Articles

Study	Research Focus	Research Design	Participants	Findings
Abbasi, et al., (2021)	Challenges encountered by English language educators when incorporating technology into their teaching pedagogy	Mixed-method research approach	Pakistani EFL university teachers	Scarce tech resources and insufficient computer training hinder educators in integrating technology effectively.
Alanazi, and Thompson, (2019)	EFL teachers' beliefs about language socialization (LS) and its use in teaching with social networking technologies (SNTs).	Mixed-method research approach	EFL teachers in Saudi Arabia	Most teachers viewed LS positively and were open to using SNTs in EFL classrooms, even if they lacked experience. However, the study highlights the need for training and access to SNTs for Saudi EFL teachers to improve pedagogical quality.
Almazova, et al., (2020)	COVID-19-induced shift to online learning in Russian higher education and	Mixed-method research approach	Russian EFL university teachers	Primary challenges for university teachers were computer literacy,

	explores challenges faced by university teachers, assessing their readiness for online education.	with experimental research		university electronic support, faculty readiness, and student readiness.
Ansyari, (2015)	To investigate the features of TPCK programs in enhancing the technological pedagogical content knowledge (TPCK) of English lecturers.	Mixed-method research approach	English lecturers in Indonesia	Evidence suggests that tech-focused professional development enhances English lecturers' TPCK. Key components: TPACK framework, design, engagement, authentic learning, curriculum coherence, intensive schedule, support, and feedback. Should be included
Aziz and Hamzah, (2020)	Challenges and Problems Encountered by English Language Instructors when Utilizing Computer-Assisted Language Instruction	Quantitative research approach	English language teachers in Pakistan	EFL teachers face numerous challenges, including limited access to computers, inadequate electricity supply, insufficient computer training, absence of pedagogically sound coursework, disinterest from senior teachers in adopting computer technology, and time constraints for computer-assisted language instruction.
Balchin and Wild, (2022).	Explores the extent of technology integration in secondary school English classrooms in Malaysia and the	Qualitative research approach	Malaysian English language teachers	Normalization is happening to some extent in the setting, influenced significantly by contextual factors

	impact of context and community on this normalization.			and the teaching community's practices.
Bui, (2022)	To enhance understanding of the influences on digital technology integration among English teachers and their mechanisms.	Systematic review paper	20 different studies	Factors affecting digital technology adoption by teachers include pedagogical attitudes, competence, confidence, resource availability, professional development, and sociocultural context.
Efriana, (2021)	Online learning challenges and solutions for EFL teachers, students, and parents during the Covid-19 pandemic.	Library research with a qualitative approach	Textbooks, articles, online forms, and other sources	The major problems faced by EFL teachers are subject understanding, tech proficiency, and limited control in online learning.
Hakim, (2020)	To examine technology-infused classrooms and tackle the hurdles faced by EFL teachers in Saudi Arabia amid the COVID-19 pandemic.	Exploratory sequential mixed-method research design	English language teachers of Saudi Arab	Frequent challenges encompassed, but were not restricted to, limited access to modern equipment, unreliable internet connections, low learner motivation, and attention deficits.
Hermagustiana, and Rusmawaty, (2017)	Explore how technology aids EFL teachers in teaching vocabulary and identify challenges they encounter in using technology for this purpose.	Exploratory research design	EFL teachers of Indonesia	Major challenges include a lack of digital literacy, limited budgets, and inadequate teacher training
Khan et al., (2018)	Perceptions of English teachers to implement mobile-assisted language learning (MALL)	Mixed-method research design	English Teachers, Saudi Arabia	Most instructors indicated their non-utilization of MALL activities in EFL classes. The

				findings also demonstrated a deficiency in the necessary skills among EFL teachers for utilizing or creating MALL activities.
Khatoony, and Nezhadmehr, (2020)	Examine the difficulties faced by educators in the realm of online instruction and assess the effectiveness of virtual classrooms.	Exploratory Mixed-method research design	Iranian EFL Teachers	The study revealed that Iranian EFL teachers are proficient with online tools but face challenges such as limited materials, student disengagement, and inadequate financial and institutional support for language education.
MacIntyre, et al., (2022)	Analyze the stressors and coping mechanisms employed by international educators.	Quantitative research design	English teachers from different countries of the world	Stress and coping responses during online teaching were highlighted by EFL teachers
Meirovitz et al., (2022)	Perceptions of English Teachers to Use the Application of pedagogical-technological Expertise in Distance Learning During COVID-19	Mixed-method research approach	English Teachers from different countries particularly from Israel	Most EFL instructors do not use mobile phones or MALL activities in their classes due to a lack of skills, knowledge, and training for using MALL activities.
Naima, (2017)	English teachers' perspectives on using technology in EFL classes	Quantitative	English Teachers Chadli Bendjedid University, Algeria	All participants exhibit a positive disposition toward technology-based pedagogy, although each of them faces unique barriers when attempting to incorporate it into their teaching practices.

Nugroho and Mutiaraningrum, (2020)	Indonesian EFL teachers' attitudes and methods for teaching English online.	Qualitative research	EFL teachers of Indonesia	The main difficulties in learning digital English are lack of preparation, confidence, resources, and institutional support for efficient online facilitation.
Pratolo and Solikhati, (2021)	Teachers' stance on digital literacy within the EFL classroom.	Qualitative Research design	Indonesian English teachers	Lack of digital literacy, low budget, and no training for teachers are the major challenges.
Saleh, (2019)	Examine the concepts, execution, and obstacles of critical thinking in the foreign language classroom.	Qualitative research approach	EFL teachers of Libya	Most EFL teachers apply critical thinking in their teaching but encounter social, cultural, and administrative barriers to technology-based pedagogy.
Teng, (2017)	Exploring Technological Knowledge Challenges Faced by EFL Teachers in China	Review Paper	EFL teachers in China	Inadequate Technological Proficiency, Resource Shortages, and Limited Tailored Support for EFL Educators are the key challenges.
Zhang, (2022)	Technology-based education and teachers development program	Review Paper	EFL teachers in China	Insufficient knowledge of applications of modern technology and no programs for the development of EFL teachers are key challenges

This study, conducted by Abbasi et al. (2021) examined the difficulties Pakistani English language teachers encounter while integrating technology into their pedagogy. The researchers discovered that poor computer training and a lack of tech resources prevented educators from successfully incorporating technology. According to Alanazi and Thompson (2019) in Saudi Arabia, language socialization and its integration with social networking technology are important topics. Despite their lack of expertise,

most of the teachers were supportive of language socialization and open to implementing these tools in their EFL classes. The study stressed the importance of access to such tools and appropriate training by using mixed method research design. Almazova and colleagues (2020). This Russian study examined the transition to online learning in higher education and the difficulties faced by EFL university lecturers during the COVID-19 pandemic. The main issues were found using a mixed-methods research technique with experimental research, and they were student preparedness, teacher readiness, and electronic support. Ansyari (2015) conducted mixed-methods research in Indonesia and revealed that English lecturers' TPCK was improved through tech-focused professional development that included crucial elements including the TPACK framework, design, engagement, and support. Using a quantitative research methodology, Aziz and Hamzah (2020) investigated English language teachers in Pakistan to determine the difficulties associated with using computer-assisted language education. Other difficulties included a lack of pedagogically acceptable curriculum, inadequate training, and limited computer access.

This qualitative study was conducted by Balchin and Wild (2022) and the study examined how technology was used in Malaysian secondary school English classes. The results showed that the practices of the teaching community and the context had an impact on the normalization of technology integration. Bui (2022) did a systematic review using data from 20 separate research studies and synthesized the elements influencing English teachers' adoption of digital technology. Pedagogical attitudes, competence, confidence, access to resources, professional advancement, and sociocultural setting were all factors. Another library research was done by Efriana (2021) with a qualitative viewpoint to emphasize issues faced by EFL teachers, including subject understanding, tech competency, and restricted control in online learning. This study was conducted in the context of online learning during the COVID-19 epidemic. Hakim, (2020) carried out an exploratory mixed-method research design and looked at technology-infused classrooms and the difficulties EFL teachers faced during the COVID-19 pandemic in Saudi Arabia. The lack of availability of contemporary technology, erratic internet

connections, low learner motivation, and attention deficiencies were common problems. Another study was done by Hermagustiana and Rusmawaty (2017). This exploratory research design investigated the use of technology in teaching vocabulary among EFL teachers in Indonesia. It highlighted significant obstacles, including a lack of digital literacy, constrained funding, and insufficient teacher training.

Khan et al. (2018) conducted a mixed methods research design and examined English teachers' perspectives on mobile-assisted language learning (MALL) with a focus on Saudi Arabia. Most of the teachers reported not using MALL activities in EFL lessons, indicating a lack of the abilities required to apply MALL. Khatoony and Nezhadmehr (2020) performed an exploratory mixed methods research design and evaluated the effectiveness of virtual classrooms among EFL teachers in Iran as well as the challenges of online instruction. Iranian EFL teachers demonstrated competence using online resources, although they encountered issues including a lack of resources and disinterested students. The stressors and coping strategies used by foreign English teachers from different nations when teaching online were examined in this study by MacIntyre et al. (2022), which shed light on the difficulties English teachers encounter in this setting. Meirovitz et al., (2022) examined English teachers' perceptions of applying pedagogical-technological competence in distance learning during the COVID-19 epidemic using a mixed-methods research design. Due to a lack of training, knowledge, and skills, most EFL instructors do not employ mobile devices or mobile-assisted language learning (MALL) activities in their lessons, according to research.

In a quantitative study conducted in Algeria, Naima (2017) investigated the opinions of English teachers towards the use of technology in EFL classes. Despite confronting different obstacles while seeking to incorporate technology-based pedagogy into their teaching practices, the study indicated that all participants had a positive attitude toward it. In this qualitative research study conducted by Nugroho and Mutiaraningrum (2020), the attitudes and approaches of Indonesian EFL instructors who teach English online were examined. Lack of preparation, confidence, resources, and institutional support for effective online facilitation were the key issues in

digital English learning. In their qualitative study, Pratolo and Solikhati (2021) investigated teachers' perspectives on digital literacy in Indonesian EFL classrooms. According to the survey, the biggest problems in this situation were a lack of digital literacy, tight funds, and inadequate teacher preparation. Saleh (2019) did a qualitative study and EFL teachers in Libya were asked about the ideas, practices, and challenges of critical thinking in the classroom. The majority of EFL teachers used critical thinking in their instruction, although they encountered administrative, social, and cultural difficulties when implementing technology-based pedagogy. Teng (2017) reviewed different research studies and investigated the difficulties EFL teachers in China confront in terms of technological proficiency. The main issues mentioned were a lack of technological know-how, a lack of resources, and a lack of specialized assistance for EFL educators. Another systematic review was done by Zhang (2022). This review study concentrated on teacher development initiatives and technology-based education in China. It highlighted issues including the lack of programs for the development of EFL teachers and the lack of awareness of applications of new technology.

Collectively, these studies advance our knowledge of the opportunities and problems associated with integrating technology in English language education across a range of geographic regions and educational contexts. They also shed light on the complexities of doing so and offer important considerations for educators and policymakers working in a variety of contexts.

Discussion

This review emphasizes the ongoing difficulties English teachers encounter when attempting to apply technology-based pedagogy in EFL classrooms around the world. The key factors involved in the implementation of technology-based pedagogy in English as a foreign language classroom are extracted from different studies discussed below.

Inadequate accessibility to technology: The availability of technology varies greatly between various institutions and geographical areas. According to Balanskat (2006), teachers and students in underprivileged communities might not have access to the tools they need or stable internet connections. A digital divide can result from limited access to technology, with some EFL students having access to technologically advanced learning opportunities while others do not. To ensure that all EFL learners have the chance to benefit from technology-enhanced language teaching, addressing this difficulty frequently calls for a mix of policy changes, investment in educational technology, teacher preparation, and equitable resource allocation.

Teacher Training and Professional Development: Adequate teacher training and ongoing professional development are necessary for the successful incorporation of technology. Teachers frequently lack the knowledge and self-assurance necessary to integrate technology into their instructional practices (Hu, et al., 2021). To provide instructors with fundamental digital literacy abilities, thorough training programs are required. It takes dedication to continual training and professional development to successfully integrate technology into the EFL classroom. Such initiatives help teachers as well as students, who are better engaged and achieve more, preparing them for success in the digital age.

Intolerance to Shift: The use of technology in the classroom marks a break from conventional teaching techniques and dealing with resistance to change is a frequent problem. Due to uncertainties about their competence, the disturbance of regular routines, or worry about student disengagement, teachers may be reluctant to utilize technology (Ertmer et al., 2012). A supportive setting and transition-easing techniques are needed to overcome this reluctance.

Ethnic and multilingual considerations: A wide variety of cultures and languages are present in EFL classes. It might be challenging to modify technology to match these various circumstances. To achieve successful engagement and learning, teachers must carefully choose culturally relevant content and resources. When trying to adopt technology-based pedagogy in EFL classes, English teachers may encounter obstacles related to their ethnicity and multilingualism. These difficulties might be overcome by adjusting technology tools to different linguistic systems, addressing potential cultural sensitivities in digital content, and assuring equitable access and inclusivity in technology integration. For all kids to learn effectively and inclusively, it is essential to remove these obstacles.

Instructional Configuration: The instructional objectives of language training should not be compromised by technological integration. To avoid superficial integration, it is crucial to make sure that technological instruments match language learning goals (Dai, & Wu, 2023). To successfully deploy, meticulous preparation is necessary to establish a balance between technology and language learning. Careful preparation for continued professional development and a dedication to tackling the difficulties that arise when incorporating technology into EFL classrooms are necessary to navigate various obstacles.

Evaluation and Feedback: EFL (English as a Foreign Language) teachers face a lot of difficulties when it comes to evaluation and feedback in the classroom. It might be difficult to effectively gauge students' language abilities and give helpful criticism promptly, especially in bigger classes. A sophisticated strategy is also necessary when responding to the needs of individual pupils and correcting their linguistic deficiencies. To promote language growth, EFL teachers must strike a balance between effective evaluation strategies and giving insightful feedback, all while considering the various linguistic backgrounds and learning preferences of their students. To accommodate digital learning activities, evaluation procedures in EFL classrooms with technology-enhanced instruction must change. Technology-mediated skills may not be sufficiently measured by conventional evaluation techniques. Innovative assessment methods are required for teachers to support technology-based pedagogical practices.

Conclusion

It is indisputable that technology has the power to revolutionize EFL (English as a Foreign Language) training. It provides a wealth of cutting-edge tools and resources that can considerably improve language learning experiences. Yet there are challenges in its proper integration. The wide variety of digital resources at their disposal is one major challenge for English teachers. It can be difficult to choose the tools and information that will best serve your students' different competency levels while still supporting certain teaching objectives. To solve this problem, educators can be equipped with the knowledge and abilities necessary to make wise decisions and successfully incorporate these digital resources into their curricula through continual professional development opportunities. Collaboration among educators, where experienced teachers share best practices and suggestions, can be quite helpful in navigating this digital environment.

The difficulty of ensuring equitable access to technology cannot be understated. To prevent educational inequities, it is essential to make sure that all teachers and students have equitable access to digital tools and resources. By giving underserved learners access to devices and internet connectivity, schools and institutions can take proactive action. In addition, teachers can create classes that allow for both online and offline access, guaranteeing that even students with spotty internet access can participate fully. Digital literacy is a further area that requires focus. The requisite digital literacy abilities may not be possessed by many EFL students, and occasionally even by teachers. Student and teacher navigation of digital tools and resources can be improved by including digital literacy training as part of the curriculum or professional development programs.

Additionally, as technology use rises, worries about data security and privacy surface. Teachers need to be aware of the best procedures for protecting student information and making sure they are secure online. To solve these issues and safeguard the privacy of both students and teachers, schools and organizations should adopt explicit policies and standards.

For EFL students across the world, educators may improve engaging, efficient, and inclusive language learning experiences by recognizing and actively addressing these difficulties. This method guarantees that no one is left behind while preparing learners for success in a globalized, digitally connected world.

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