

CHALLENGES OF TECHNOLOGY INTEGRATION IN ENGLISH LANGUAGE TEACHING: A NARRATIVE LITERATURE REVIEW

THESIS

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The integration of technology into English Language Teaching (ELT) has become a central issue as digital tools increasingly shape educational practices. While technology has the potential to improve interactivity, access, and learning outcomes, its implementation continues to face significant barriers such as limited teacher competence, inadequate training, infrastructure gaps, and institutional constraints. This study employs a qualitative narrative literature review to synthesize recent findings and critically analyze the core challenges in integrating technology into ELT. The novelty of this research lies in its comprehensive focus on both pedagogical and institutional dimensions, offering a broader perspective compared to previous studies that emphasized only technological benefits. The findings highlight that effective technology integration requires alignment between teachers' Technological Pedagogical Content Knowledge (TPACK), contextual adaptation, and sustainable institutional support. This study provides theoretical insights and practical implications that can guide educators, researchers, and policymakers in optimizing technology use for enhancing teaching quality and learning outcomes in the digital era.

Keywords: Technology Integration, English Language Teaching, Narrative Literature Review, Digital Challenges

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The writer realize that this thesis is far from perfect; therefore, constructive feedback and suggestions are most welcome for its improvement. It is sincerely hoped that this thesis will provide valuable contributions to the advancement of knowledge and the practice of English language teaching, particularly in relation to technology integration.

Banda Aceh, 2025

Khairun Nisa

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CHAPTER I

INTRODUCTION

A. Background of the Study

The rapid growth of digital technology has influenced almost every aspect of human life, including the field of education. In English Language Teaching (ELT), technology is no longer seen as a complementary tool, but rather as an important component that has the potential to enrich learning through authentic resources, interactive media, and flexible learning spaces. Ideally, technology can help teachers improve the quality of instruction, increase student motivation, and provide wider opportunities for independent learning.

However, in practice, the integration of technology in ELT has not always been smooth. Many schools and universities, both in developed and developing countries, still face serious challenges. Technical barriers such as limited infrastructure, weak internet connection, and lack of access to digital devices are still frequently reported. These issues make the use of digital platforms unstable and inconsistent, especially in rural or less-developed areas.

Besides technical issues, there are also pedagogical barriers. Many teachers acknowledge the benefits of technology but struggle to design learning activities that truly match language teaching principles. Problems such as choosing appropriate digital tools, preparing interactive online materials, and conducting fair assessments remain a concern. This shows that having access to technology does not automatically lead to effective use in the classroom.

Another challenge is psychological readiness. Both teachers and students often experience digital fatigue, low confidence in using new platforms, or even technophobia. After the COVID-19 pandemic accelerated digital learning, many educators reported feeling exhausted and less motivated to continue using online platforms. This psychological aspect is as important as technical and pedagogical readiness in determining the success of technology integration.

Institutional and policy factors also play a role. Many educational institutions still treat technology integration as an optional program rather than a core part of the curriculum. Without continuous training, clear policies, and strong support systems, teachers are left to struggle alone in adapting to new digital demands. As a result, technology use in classrooms often appears temporary and fragmented.

Sociocultural factors add further complexity. In some contexts, students' economic background limits their access to devices and stable internet, creating a digital divide. In addition, traditional learning cultures that prioritize face-to-face interaction sometimes clash with the adoption of online or hybrid models. These conditions illustrate that challenges in technology integration are not only technical but also deeply connected to social and cultural realities.

Although previous studies have discussed these problems, many of them only focus on single aspects, such as infrastructure or teacher skills. There is still a lack of comprehensive studies that bring together the different layers of challenges faced in ELT. This research offers novelty by synthesizing literature from 2021–2025 to provide a clear and up-to-date overview of the various

barriers reported. The focus is not only on technical and pedagogical issues but also includes psychological, institutional, and sociocultural dimensions.

The novelty of this study lies in its holistic mapping of the challenges faced by teachers and students in integrating technology into ELT. Unlike earlier research that tended to be fragmented, this study aims to present a more complete and contextual understanding of why technology integration often falls short of expectations. By highlighting challenges across multiple dimensions, this research provides new insights that can serve as a foundation for future strategies in developing more effective, inclusive, and sustainable technology integration in English language teaching.

B. Research Question

According to the background that has been mentioned, this research formulates the following research questions:

1. What challenges have been identified in the integration of technology in English Language Teaching (ELT) based on the existing literature between 2021 and 2025?

C. Research Aims

The purpose of this study is to examine and describe the challenges encountered in the integration of technology within English language teaching, drawing upon studies that have been published between 2021 and 2025. By reviewing the findings of recent literature, this research seeks to provide a clearer

understanding of the obstacles teachers and learners face when applying digital tools in the teaching and learning process.

D. Significance of the Study

This study is expected to provide useful insights for several parties. For teachers, the findings may help them understand the common challenges of integrating technology into English language teaching and prepare better strategies to deal with these obstacles. For institutions and policymakers, the study can offer an overview of the barriers that need attention in order to improve facilities, training, and support systems for teachers. For researchers, this review may serve as a reference to identify gaps in the current literature and encourage further investigations on more specific aspects of technology use in language education. Overall, the study is significant because it highlights the practical and institutional difficulties in technology integration while also pointing to areas that require improvement for the development of more effective English teaching practices.

E. Terminologies

1. Technology Integration

Technology integration in ELT refers to the meaningful and purposeful use of digital tools, platforms, and resources to support English teaching and learning. It does not simply mean inserting technology into lessons, but ensuring that the use of technology enhances pedagogical practices and learning outcomes (Mishra & Koehler, 2006). In the 20 Indonesian studies reviewed (e.g., Putriana

et al., 2024; Rintaningrum, 2023; Riyadi et al., 2025), technology integration was often attempted through online platforms such as Google Classroom, Zoom, Moodle, or locally developed Learning Management Systems. However, these studies consistently reported challenges such as weak connectivity, limited devices, and lack of training, showing that integration remains partial rather than fully embedded.

2. English Language Teaching (ELT)

ELT is the practice of teaching English as a second or foreign language, focusing on developing learners' skills in listening, speaking, reading, and writing. In Indonesia, ELT takes place in schools, universities, and non-formal education contexts. Many of the reviewed articles (e.g., Insani et al., 2024; Hambali et al., 2023) emphasize that teachers in Indonesia still face difficulties aligning technology with ELT goals, such as fostering communicative competence and authentic language use. Thus, ELT in Indonesia is not only influenced by global trends in digital education but also shaped by local realities such as curriculum design, institutional policies, and students' socio-economic backgrounds.

3. Challenges

Challenges refer to the barriers or obstacles that hinder effective adoption of technology in ELT. Based on the 20 reviewed articles, these challenges can be categorized into:

- a. Technical challenges (unstable internet, device limitations).

- b. Pedagogical challenges (difficulty in creating interactive learning activities).
- c. Psychological challenges (teacher stress, student digital fatigue).
- d. Institutional challenges (lack of training, weak support systems).
- e. Sociocultural challenges (economic inequality, preference for traditional learning).

These categories were consistently reported in both Indonesian and international studies, confirming that the problems are not isolated but shared across contexts.

4. Narrative Literature Review (NLR)

NLR is the primary method used in this research. It is a qualitative review method that synthesizes findings from multiple studies into themes and categories, allowing the researcher to construct a coherent narrative of the challenges faced (Snyder, 2019). NLR was chosen because it is suitable for exploring complex issues such as technology integration in ELT, where factors are multidimensional and cannot be fully captured through statistical analysis.

5. Other Research Methods in Previous Studies

While this study applies NLR, the 20 reviewed articles also demonstrate that different methods have been used in Indonesia to study technology integration in ELT:

- a. Case Studies – several researchers observed a single school or class to examine specific practices of digital learning (e.g., Hambali et al., 2023).

- b. Surveys – some studies used questionnaires to explore teachers’ or students’ perceptions of online learning platforms (Insani et al., 2024).
- c. Mixed Methods – a few studies combined surveys with interviews to provide both statistical and descriptive insights (Rintaningrum, 2023).
- d. Experimental Studies – some tested the effectiveness of particular tools, such as Quizizz or Kahoot, in improving specific language skills (Riyadi et al., 2025).

The variety of methods shows that challenges in ELT technology integration can be approached from multiple perspectives, but all converge on similar findings: technology has potential but faces significant barriers in practice.

6. Digital Divide

The digital divide refers to the unequal access to devices, internet, and digital resources among learners and institutions (Warschauer, 2011). In the Indonesian context, this was repeatedly identified in the reviewed articles, particularly in rural schools, where students often share one device or rely on unstable internet connections. This divide creates inequality not only in access but also in learning outcomes.

7. Teacher Professional Development

Teacher professional development refers to continuous training and support programs that equip teachers with digital literacy and pedagogical strategies for integrating technology. Many of the reviewed studies criticized the

limited training offered to teachers in Indonesia, which often focused only on basic technical skills rather than pedagogical integration. This shows that without systematic professional development, technology adoption remains superficial and unsustainable.

