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# CHALLENGES AND OPPORTUNITIES FOR LITERACY AND TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

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**Abstract:**
*This study aims to analyze the challenges and opportunities in integrating literacy and technology in English Language Teaching (ELT) among English teachers within the English Teachers' Community (MGMP Bahasa Inggris) in Trenggalek. The main objective is to investigate teachers' perspectives on literacy and its integration with digital tools in ELT. This review includes studies focused on literacy and technology integration in English education, particularly those involving teacher experiences in classroom settings, while excluding research unrelated to technology use or ELT practices. Sources were gathered from ERIC, Google Scholar, and Scopus, with the final search conducted in October 2024. A descriptive qualitative approach was employed to gain an in-depth understanding of the issue. The risk of bias was assessed using methodological quality indicators and participant selection criteria. Thematic synthesis was used to analyze results across studies. The findings reveal that traditional literacy approaches—emphasizing reading and writing—remain dominant; however, there is growing recognition of the need to broaden literacy to include speaking, listening, problem-solving, and digital proficiency. Teachers reported using digital tools such as Google Classroom, Edmodo, Google Forms, WhatsApp, Duolingo, and various AI-based applications. Teachers reported using various digital platforms, including learning management systems, communication*

*applications, and AI-supported tools, to support instruction. These tools present both challenges and opportunities. Challenges include concerns about declining writing skills due to digital communication habits and the complexity of integrating technology effectively into literacy instruction. Opportunities arise from technology's potential to enhance student engagement, creativity, and expression by offering diverse methods for demonstrating understanding. The study concludes that literacy education must adapt to technological advancements, and educators need flexible strategies to foster comprehensive literacy skills aligned with contemporary demands. This adaptation requires ongoing professional development and supportive systems to ensure effective technology integration in ELT.*

**Keywords:** *Challenges, opportunities, literacy, technology, English Language Teaching, teacher perspectives, professional development*

## INTRODUCTION

Literacy competence is fundamental, serving as a critical foundation for not only school-based learning but also for students' psychosocial, moral, and physical development, professional success, and active participation in social and economic activities. In today's digital era, students must go beyond traditional competencies like speaking, reading, and writing to include new literacies, such as data literacy, technological literacy, and human literacy. These competencies can be fostered through multiliteracies or multimodal learning approaches, which integrate diverse communication modes and tools into educational practices (Cope, 2000).

Modern literacy (Gee, 2004) is now seen as a complex and culturally nuanced concept that encompasses multimodal and multifaceted skills, referred to as multiliteracies. Literacy extends beyond the functional abilities of producing and consuming text, involving a broader range of skills that enable individuals to participate fully in both personal and community life. Educationally, literacy includes accessing, comprehending, analyzing, and evaluating information; generating meaning; managing thoughts and emotions; expressing ideas and opinions; interacting with others; and

engaging in various school and daily activities (Street, 1984). Literacy practices evolve based on the literacy types needed in specific contexts and for distinct purposes.

In the context of English Language Teaching (ELT), literacy skills are essential for acquiring subject knowledge. With technological advancements, literacy now includes digital competencies, where literacy encompasses not just reading and writing but also the ability to use technology for researching, finding, evaluating, and communicating information (Leu, 2004). These evolving literacy forms are crucial for 21st-century success, making it imperative to explore how teachers are equipped to support new literacy skills in English language learning.

Reading and writing are foundational in both teaching and learning across all subjects, and they play a key role in curriculum organization. In English learning, students must also develop speaking, listening, vocabulary, and grammar skills, which can be effectively reinforced through technological support. Reading skills enhance writing abilities, but in practice, English teachers sometimes focus solely on these two areas, which may hinder broader language skill development (Cummins, 2000). During the COVID-19 pandemic, English instruction shifted to virtual platforms, where educators used tools such as YouTube, Instagram, and Twitter to support student engagement and learning. This approach encouraged students to create and present assignments in innovative ways, reflecting the demands of 21st-century education (Warschauer, 2000).

An approach to English literacy education that aligns with students' needs promotes creativity in both students and teachers. Teachers are thus challenged to deepen their literacy knowledge, refine their teaching methods, and connect classroom activities to real-world contexts. Additionally, multiliteracies incorporate diverse literacy forms, including oral, audio, spatial, informational, and visual literacy, enabling students to acquire knowledge and skills through varied communication modes (Kress, 2000). Literacy practice encompasses how individuals use written language in daily

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life, involving values, attitudes, emotions, and social relationships beyond mere observable actions (Barton, 1998). Students who are most engaged often prefer on-screen texts and digital devices for their reading and writing tasks, suggesting that integrating digital and multimodal literacies can enhance student interest and engagement (Lankshear, 2003).

The multiliteracies approach, proposed by the New London Group, integrates linguistic, cultural, and scientific perspectives to prepare students for a globalized world. This pedagogical approach employs a variety of modalities and technologies for diverse communication needs, moving beyond traditional text-based learning (The New London Group, 1996). Applying multiliteracies in writing instruction allows educators to leverage digital tools for innovative text creation and presentation, ultimately improving students' writing skills and reducing plagiarism (Kalantzis, 2005).

The rapid advancement of technology since the development of the first web browser, Mosaic, in 1993, has significantly influenced communication practices, including how individuals use email, instant messaging, and social media. Both within and beyond the classroom, these changes are reshaping literacy from traditional reading and writing to encompass "reading the word and the world" in multifaceted ways (Prensky, 2001). This transformation underscores the importance of adapting our literacy approaches to keep pace with technological changes.

As literacy practices increasingly intersect with "technologies, friends, and pop culture," new challenges emerge in how individuals interpret and produce multimodal texts (Lankshear, 2006). Literacy in the early 21st century has become increasingly multimodal, incorporating words, images, icons, and sound, reflecting how youth naturally communicate. Social networks blur the lines between public and private lives, with technology becoming a form of capital that significantly impacts human agency and social engagement (Bungkingham, 2008). Addressing these shifts requires developing new literacy skills that allow individuals to engage more fully in society and continuously improve themselves (Jenkins, 2006).

While numerous studies have examined literacy and technology in recent years, research focusing on EFL education and the intersection of literacy and technology remains limited (Warshauer, 2010). This study aims to analyze the challenges faced by English teachers, particularly within the English Teachers' Community (MGMP Bahasa Inggris) in Trenggalek, in integrating literacy and technology in ELT. It seeks to identify the opportunities provided by technology to enhance literacy within teacher education. Additionally, this research explores how educators utilize technology in English teaching and assesses the impact of digital literacy on teaching efficacy. Ultimately, the study provides recommendations for developing teacher training programs that effectively integrate literacy and technology in ELT contexts.

This section examines significant literature relevant to the integration of literacy and technology in English Language Teaching (ELT), focusing on the challenges and opportunities faced by educators. The review discusses a range of studies, scholarly articles, and books that provide insight into literacy development, technological integration, and their implications in ELT. Each work is summarized and critically evaluated to build a comprehensive understanding of existing research in this area.

One of the foundational texts in literacy studies, Cope and Kalantzis's Multiliteracies, introduces the concept of multiliteracies, expanding traditional literacy to include cultural and linguistic diversity as well as multimodal literacy skills (Cope, 2000). This work emphasizes that literacy must encompass diverse modes of communication—visual, audio, and digital—and suggests that ELT should incorporate these modes to equip students for a globally interconnected world. Cope and Kalantzis argue that, by embracing multimodal literacy, educators can foster greater engagement and cultural inclusivity, which is crucial for English learners. Their framework has significantly influenced the integration of multimodal approaches in language education.

James Paul Gee critiques traditional schooling for its lack of real-

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world relevance, emphasizing the need for "situated" literacy practices that reflect actual social and professional contexts (Gee, 2004). Gee's work highlights the gap between classroom learning and students' experiences outside of school, advocating for literacy instruction that includes digital and interactive mediums. His arguments are particularly relevant for ELT, as they underscore the importance of digital literacy in preparing students for real-life communication and problem-solving skills. Gee's research supports the idea that integrating technology in ELT can bridge this gap, making language learning more practical and applicable to students' lives.

Brian introduces the concept of "literacy as a social practice," suggesting that literacy cannot be viewed as merely reading and writing skills but must be understood within its social and cultural context (Street, 1984). Street emphasizes that literacy varies according to different contexts and purposes, a perspective that aligns well with the study's goal to analyze the role of digital tools in enhancing literacy. His work suggests that technology integration in ELT should consider students' cultural backgrounds and real-life applications of literacy, allowing teachers to create more meaningful learning experiences.

The concept of new literacies, as discussed by Donald J. Leu and colleagues in Toward a Theory of New Literacies Emerging from the Internet and Other Information and Communication Technologies (2004), explores how internet-based tools have transformed traditional literacy practices (Leu, 2004). Leu et al. highlight the importance of digital skills, such as online research and evaluation of information, in modern literacy. This study underscores that teachers must adapt to evolving literacy demands, integrating digital tools like Google Forms and Edmodo to develop these skills in students. Leu's work provides a basis for understanding how technology not only supports literacy but also reshapes it, adding new layers of complexity and opportunity to ELT.

Mark Warschauer and Richard Kern delve into the role of networked technologies in language learning, exploring how digital tools can facilitate

collaborative and interactive learning environments (Warschauer, 2000). They discuss how technologies like email, chat rooms, and forums provide platforms for practicing English in more dynamic ways. Warschauer and Kern emphasize that while these tools present opportunities for engagement and immediate feedback, they also pose challenges, such as requiring teachers to develop new instructional strategies. Their work is instrumental in framing the study's examination of how digital platforms like WhatsApp can support or complicate literacy instruction in ELT.

Mary Kalantzis and Bill expands on multiliteracies by presenting a pedagogical framework that integrates diverse modes of meaning-making, including digital, spatial, and visual literacy (Kalantzis, 2005). This approach encourages educators to design literacy activities that incorporate multiple media, fostering creativity and engagement among students. Kalantzis and Cope argue that traditional literacy education must evolve to include digital tools, allowing students to express knowledge in varied formats. Their framework aligns with the study's focus on utilizing technology to support comprehensive literacy skills, providing evidence that digital integration can enhance both student engagement and learning outcomes.

In the context of rapid technological advancements, Marc Prensky's influential concept describes the generational gap between teachers and students in digital proficiency (Prensky, 2001). Prensky asserts that today's students, having grown up with technology, require more interactive and technology-based learning experiences. His work suggests that teachers must not only incorporate digital tools but also adapt their teaching methods to suit digitally native learners. Prensky's insights are relevant to understanding the challenges teachers face in adapting to technology-driven literacy practices and highlight the need for ongoing professional development.

Research by Lankshear and Knobel further explores how digital literacies are reshaping classroom practices and student engagement (Lankshear, 2003). They argue that literacy has become a more participatory and collaborative process, involving multiple modes of communication, from

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visual to textual. Their findings support the view that incorporating digital tools in ELT offers students diverse ways to engage with content, although it requires teachers to develop new instructional strategies that embrace these multimodal literacies.

The New London advocates for a literacy framework that integrates diverse linguistic and cultural perspectives, promoting adaptability in an increasingly globalized world (The New London Group, 1996). The group emphasizes that literacy pedagogy should move beyond text-based learning, incorporating digital and multimodal forms to address students' varied literacy needs. This work underpins the theoretical foundation of the study, supporting the argument that literacy education in ELT must evolve to include new technological tools and multimodal practices.

Studies examining digital literacy during the COVID-19 pandemic, such as Promoting Digital Justice during the COVID-19 Pandemic, highlight teachers' efforts to provide equitable access to digital tools for students in remote learning contexts (Warschauer, 2010). This research sheds light on the challenges of ensuring digital equity and the strategies teachers use to address these disparities, which are relevant to the study's focus on digital literacy challenges. The pandemic accelerated the shift to digital learning, underscoring the importance of professional development to support teachers in integrating technology into their literacy instruction effectively.

Although significant research exists on literacy and technology, limited studies specifically address EFL education within the context of literacy and digital integration. This study builds on the reviewed literature by exploring the challenges and opportunities for English teachers in Trenggalek in using digital tools to enhance literacy. By analyzing teacher perspectives on digital literacy integration, this research aims to contribute to the understanding of how technology can support comprehensive literacy skills in ELT. Despite the valuable insights provided by existing scholarship, a clear research gap remains in understanding how English teachers navigate the practical implementation of digital literacy within real classroom settings,

particularly in rural or developing educational contexts. Previous research has predominantly focused on theoretical frameworks, student perceptions, or technology-based pedagogical models, while limited attention has been given to teachers' direct experiences, constraints, and support systems related to integrating literacy and technology in ELT. Furthermore, few studies have examined teacher professional communities such as MGMP Bahasa Inggris as collaborative spaces for enhancing digital literacy skills. Therefore, this study specifically investigates the challenges, strategies, and digital literacy practices of English teachers in Trenggalek, addressing the need for context-based evidence that can inform policy development, teacher training, and sustainable technology integration in EFL settings.

## METHOD

This study follows a descriptive qualitative approach, allowing for an in-depth examination of the challenges and opportunities in integrating literacy and technology in English Language Teaching (ELT) among the English Teachers' Community (MGMP Bahasa Inggris) in Trenggalek. The qualitative approach, chosen for its capacity to provide detailed and contextually rich data, aligns with the study's aims by enabling the exploration of real classroom experiences and teacher perspectives. This methodology also adheres to established research standards, specifically emphasizing systematic data collection, triangulation, and thematic analysis. Qualitative research is designed to provide a deep understanding of complex phenomena through the collection and interpretation of rich, contextual data, and it allows researchers to explore experiences, perceptions, and meanings as understood by participants (Creswell, 2018).

The participants in this study were selected through purposive sampling, as they possess direct experience and relevance to the research focus. The sample consisted of English teachers who are active members of the MGMP Bahasa Inggris in Trenggalek and who have been involved in the implementation of technology-supported literacy practices. This selection

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process ensures that participants can provide informed insights regarding the challenges and opportunities encountered in integrating literacy and technology in ELT.

**Research Design**

Robert K. Yin defines the case study method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. This approach is particularly useful for exploring complex issues that require in-depth understanding, making it suitable for examining the integration of literacy and technology in English Language Teaching (Yin, 2018). A case study method was applied to explore the intricate issues surrounding literacy and technology in a real-world context, particularly within the domain of secondary ELT in Trenggalek. This method enabled the researcher to gain a nuanced understanding of teachers' perspectives on literacy and the implementation of technology in classroom practices.

**Data Collection Techniques**

Multiple data collection techniques in qualitative research enhance the robustness of findings. By using various methods such as interviews, observations, and document reviews, researchers can triangulate data to provide a comprehensive view of the phenomena being studied (Patton, 2015). To gather comprehensive insights, the study employed multiple data collection techniques, including semi-structured questionnaires, interviews, classroom observations, and document reviews. These methods were selected based on recommended qualitative research techniques for ensuring a robust examination of participant experiences and classroom practices.

**Semi-structured Questionnaires and Interviews**

Data were collected from 8 volunteer teachers within the MGMP Bahasa Inggris in Trenggalek, chosen based on their teaching experience and familiarity with the researcher, which helped facilitate a comfortable environment for open discussion.

Here's a table organizing the participants' responses to each question:

Table 1. participants' responses

| No. | Participant | Question | Response |
|---|---|---|---|
| 1. | OFD | Challenges of integrating technology in teaching | Technology eases teaching, especially for millennials; it's attractive and relevant to this era. |
| | | Addressing unequal access | Uses alternative, affordable media. |
| | | Teaching digital literacy | Difficult to enhance students' skills. |
| | | Measuring tool effectiveness | Observes students' interest and enjoyment, which reflects in their test scores. |
| | | Balancing traditional and digital literacy | School regulations and digital resource availability pose challenges. |
| | | Maintaining engagement | Yes. |
| | | Keeping up with technology | Adapting to new tools can be challenging. |
| | | Technology's impact on literacy | It can significantly improve literacy skills. |
| | | Effective digital tools | Edmodo, Duolingo, Beelingual app, etc. |
| | | Changed teaching approach | Significant change, although gradually. |
| 2. | ADF | Challenges of integrating technology in teaching | Technology may lead to distractions, making focus challenging. |
| | | Addressing unequal access | Combines traditional and technological methods to accommodate all students. |
| | | Teaching digital literacy | New technology distracts students, especially with non-educational content. |

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|---|---|---|---|
| | | Measuring tool effectiveness | Collects student feedback. |
| | | Balancing traditional and digital literacy | Finding appropriate resources for both literacies is time-consuming. |
| | | Maintaining engagement | Some tech tools promote passive learning rather than active participation. |
| | | Keeping up with technology | New tools may not meet all student needs. |
| | | Technology's impact on literacy | Platforms like Google Docs and forums enable collaboration. |
| | | Effective digital tools | Writing.com |
| | | Changed teaching approach | Online boards and Google Docs facilitate collaborative learning. |
| 3. | DYS | Challenges of integrating technology in teaching | Technical issues and curriculum alignment challenges. |
| | | Addressing unequal access | Provides alternative materials and fosters peer collaboration. |
| | | Teaching digital literacy | Boarding school students lack access, limiting practice opportunities. |
| | | Measuring tool effectiveness | Uses pre- and post-assessments and observes students. |
| | | Balancing traditional and digital literacy | Limited resources and time make balancing challenging. |
| | | Maintaining engagement | Connectivity issues affect engagement. |
| | | Keeping up with technology | Limited resources, budget, and time make it difficult. |

| | | | |
|---|---|---|---|
| | | Technology's impact on literacy | Fun games, quizzes, and simulations make learning enjoyable. |
| | | Effective digital tools | Edmodo, Gemini.AI |
| | | Changed teaching approach | Technology makes learning more interesting and interactive. |
| 4. | RMW | Challenges of integrating technology in teaching | Pronunciation challenges with English sounds. |
| | | Addressing unequal access | Digital infrastructure issues. |
| | | Teaching digital literacy | Limited time for lessons. |
| | | Measuring tool effectiveness | Uses peer ratings. |
| | | Balancing traditional and digital literacy | Classroom tablets and PowerPoints aid blending both literacies. |
| | | Maintaining engagement | Limited vocabulary and pronunciation issues. |
| | | Keeping up with technology | Requires resources and budget. |
| | | Technology's impact on literacy | Enhances both reading and writing skills. |
| | | Effective digital tools | Personal learning tools. |
| | | Changed teaching approach | Blended learning approach. |
| 5. | YDH | Challenges of integrating technology in teaching | Challenges include minimizing technology's negative impacts on students. |
| | | Addressing unequal access | Students have sufficient technology access. |
| | | Teaching digital literacy | Good internet access in the classroom avoids common digital issues. |
| | | Measuring tool effectiveness | Uses tests aligned with digital literacy skills. |
| | | Balancing traditional and digital literacy | Students are reluctant to read physical books. |

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| | | | |
|---|---|---|---|
| | | Maintaining engagement | Yes. |
| | | Keeping up with technology | Limited time to learn about new technology tools. |
| | | Technology's impact on literacy | Daily use of technology supports learning processes. |
| | | Effective digital tools | Quizizz, Google Classroom. |
| | | Changed teaching approach | Requires adjustment in teaching approaches. |
| 6. | DST | Challenges of integrating technology in teaching | Lack of tech-based media; boarding school rules restrict cell phone use. |
| | | Addressing unequal access | Equipped with a smart TV, uses YouTube and paper materials. |
| | | Teaching digital literacy | Limited student access requires manual completion of materials. |
| | | Measuring tool effectiveness | Notices increased student interest and improved test scores when using smart TV. |
| | | Balancing traditional and digital literacy | Traditional literacy uses textbooks, while digital requires active material sourcing. |
| | | Maintaining engagement | No, except when WiFi signal is weak. |
| | | Keeping up with technology | Creative teaching materials required. |
| | | Technology's impact on literacy | Vocabulary search is easier with Google Translate. |
| | | Effective digital tools | Smart TV for resident students; non-resident students use phones. |

| | | | |
|---|---|---|---|
| | | Changed teaching approach | Students show greater interest; lessons are less boring. |
| 7. | LBD | Challenges of integrating technology in teaching | Limited technology skills. |
| | | Addressing unequal access | Offline technology used. |
| | | Teaching digital literacy | Delays in teaching; students lack focus. |
| | | Measuring tool effectiveness | Increases students' interest in learning. |
| | | Balancing traditional and digital literacy | Lacks technological skills for digital teaching. |
| | | Maintaining engagement | Yes. |
| | | Keeping up with technology | Limited tech access and infrastructure. |
| | | Technology's impact on literacy | Videos and games improve vocabulary. |
| | | Effective digital tools | Google Translate. |
| | | Changed teaching approach | Makes learning more engaging. |
| 8. | WNZ | Challenges of integrating technology in teaching | Needs to improve digital interaction skills and self-learning. |
| | | Addressing unequal access | Differentiated instruction to meet student needs. |
| | | Teaching digital literacy | Motivates and teaches with patience. |
| | | Measuring tool effectiveness | Measures students' improvement in speaking and writing. |
| | | Balancing traditional and digital literacy | Faces access gaps, learning style differences, and teacher tech limitations. |
| | | Maintaining engagement | Depends on teacher's skill level in handling technology. |

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| | | | |
|---|---|---|---|
| | | Keeping up with technology | Lacks skills and infrastructure; struggles with technology knowledge. |
| | | Technology's impact on literacy | Digital tools enhance global communication and support language skills. |
| | | Effective digital tools | Elsa Speak, Duolingo. |
| | | Changed teaching approach | Technology eases teaching, but consistent effort is required to maintain student engagement. |

The semi-structured format allowed for guided yet flexible interviews that addressed key topics, such as literacy perceptions, implementation strategies in EFL classrooms, and challenges and opportunities linked to technology use in ELT. The interviews, conducted on October 1, 2024, served as the primary data source, providing insights directly from the participants.

**Classroom Observations**

Observations were conducted to triangulate data from the interviews, focusing on how teachers integrate literacy and technology in their classrooms. Four observation sessions were conducted from October 2 to October 10, 2024, with detailed field notes recorded. Observational data offered insights into teachers' practical applications and student engagement with literacy and digital tools.

**Document Review**

To supplement the interviews and observations, a document review of teachers' lesson plans was conducted. This helped identify the planned integration of literacy and technology, providing an additional layer of understanding regarding instructional design and the alignment with contemporary literacy practices.

## Data Analysis

Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within qualitative data. This flexible approach enables researchers to derive meaningful insights from data, aligning with the overarching research questions and objectives (Braun, 2006).

Data were analyzed using thematic analysis, following a rigorous six-step process as outlined in qualitative research guidelines. First, the researcher engaged in data familiarization to develop a comprehensive understanding of the content and identify initial patterns. Next, systematic coding was conducted, during which key phrases and meaningful segments were highlighted and assigned descriptive codes that captured their core meanings. These codes were then organized and clustered to generate broader themes representing recurring issues and significant patterns within the data. The identified themes were subsequently reviewed and refined to ensure their consistency and alignment with the original dataset. In the defining and naming phase, each theme was clearly articulated and labeled to enhance conceptual clarity and coherence. Finally, the findings were synthesized and presented in relation to the research questions, with particular emphasis on their practical implications and recommendations for English Language Teaching (ELT) practices.

## Data Validation

To ensure validity and reliability, the study employed triangulation through multiple data sources: interviews, classroom observations, and document reviews. This triangulation approach aligns with qualitative guidelines, helping to minimize bias and verify the accuracy of findings. Triangulation enhances the validity of qualitative research findings by incorporating multiple methods and sources of data. This approach mitigates bias and provides a more holistic understanding of the research context (Denzin, 1978). The combination of these techniques provides a comprehensive view of the literacy and technology integration challenges and opportunities faced by English teachers in Trenggalek.

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## FINDINGS AND DISCUSSION

### Traditional Literacy Approaches vs. Literacy Concepts

The teachers expressed a general understanding of literacy, specifically emphasizing the ability to read and write. OFD explained, "*Literacy is the ability to read and write in performing learning tasks both in and outside of school*". This definition aligns with a traditional view of literacy, focusing primarily on reading and writing skills within the learning process.

Further, ADF defined literacy as "t*he ability and skills of a person in reading, writing, speaking, calculating, and solving problems at a certain skill level*", expanding the concept beyond reading and writing to include other critical skills. DYS also emphasized the importance of literacy in today's digital age, explaining that "*literacy is the ability to read and write, essential for supporting students both in and outside the classroom. In this technological era, without literacy skills, we risk being left behind*". This highlights the need to incorporate technology into the teaching and learning process.

Additionally, the teacher elaborated on multiliteracy, stating that it involves not just reading and writing, but also using media, science, and technology - such as cell phones, computers, and laptops—to aid in students' success. This perspective aligns literacy with the demands of the modern technological landscape.

RMW further explained that "*literacy is the ability to use reading, writing, listening, and speaking to enhance thinking and communication skills*," while multiliteracy encompasses literacy in audio, visual, and other forms. Overall, most teachers conveyed a traditional understanding of literacy, focusing on reading, writing, and basic skills, but also recognized the need to evolve towards a more comprehensive concept of literacy through the lens of multiliteracies, integrating technology and media to meet the needs of the modern era.

Most participants viewed literacy primarily as the ability to read and write. YDH stated, "*the ability to read and write in carrying out learning*

*tasks both at school and outside of school*", emphasizing that these skills are applicable both inside and outside the classroom. DST mentions that literacy also includes "*the ability and skills of a person in reading, writing, speaking, calculating, and solving problems*", suggesting that students should also develop problem-solving abilities. Additionally, LBD highlighted literacy as "*a person's ability to use reading, writing, listening, and speaking to enhance thinking and communication skills*", focusing on how these skills can improve critical thinking and communication.

From these responses, the researcher concludes that literacy is predominantly understood as a set of foundational skills, including reading, writing, speaking, listening, counting, communication, and problem-solving. Despite growing exposure to digital tools, the findings reveal that traditional literacy approaches—particularly reading and writing—continue to dominate English language teaching practices. Teachers prioritize these skills because they are perceived as essential for language mastery and are strongly emphasized in curricula, assessments, and instructional materials. Similar trends have been reported in recent ELT research, where print-based literacy remains central despite increasing technological access (Bax, 2018; Zhang & Zou, 2022).

Nevertheless, the findings also indicate a gradual shift in teachers' perceptions of literacy, particularly among members of the MGMP Bahasa Inggris in Trenggalek. Teachers demonstrate growing awareness of the need to expand literacy beyond conventional skills to include speaking, listening, problem-solving, and digital literacy. This evolving understanding reflects contemporary views of literacy as a multidimensional and multimodal practice, shaped by technological, social, and cultural contexts (Cope & Kalantzis, 2015; Walsh, 2017). Teachers' acknowledgment of digital literacy highlights an important opportunity for ELT to respond to learners' real-world communication needs in digitally mediated environments.

This broader conceptualization of literacy aligns closely with 21st-century educational frameworks, which emphasize digital competence,

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critical thinking, communication, and adaptability as essential learning outcomes (OECD, 2019). In ELT contexts, integrating digital and multimodal literacy has been shown to enhance learners' engagement, autonomy, and higher-order thinking skills, while also supporting authentic language use (Godwin-Jones, 2018; Yi et al., 2020). Thus, expanding literacy instruction beyond reading and writing can significantly contribute to students' English proficiency and their readiness to participate in a globalized, technology-driven society.

However, the findings also underscore a key challenge: teachers' concerns about balancing traditional literacy instruction with digital literacy integration within limited instructional time. This tension mirrors findings in recent studies indicating that while teachers value digital literacy, its classroom implementation is often constrained by time limitations, curriculum demands, and insufficient pedagogical training (Kessler & Hubbard, 2017; Tseng, 2020). Consequently, digital literacy is frequently treated as an add-on rather than an integrated component of literacy pedagogy. Addressing this challenge requires targeted professional development and institutional support to help teachers effectively merge traditional and digital literacy practices in English language teaching.

**Integration of Digital Tools: Practical Implementation and Teacher Experiences**

Literacy as a social practice recognizes that it goes beyond technical skills, viewing it as a socially and contextually dependent activity. Literacy involves creating meaning and engaging in cultural and social practices specific to particular communities. This idea was reflected by WNZ, who stated, "*This literacy concept involves students, educators, educational staff, and parents*", indicating that literacy education requires the involvement of all stakeholders, including students, teachers, staff, and parents, working together to enhance student literacy, particularly within the school setting.

OFD added that literacy readiness depends on both teachers and students, mentioning challenges such as confusion over selecting materials

and the importance of parental support. "*Support from parents is very important. The advantage is reducing paperwork; the drawback is that many students do not understand*". This highlights the role of digital technology in literacy, with teachers needing to choose appropriate media and materials. ADF emphasized that "*students were not ready with phones, internet data, signals, and parents who did not understand technology*", showing the need for students to engage with technology and the crucial role of parental support.

Thus, literacy is seen as a complex and dynamic process involving not only reading and writing but also speaking, listening, viewing, and using various modes of communication. It extends beyond decoding and encoding language, requiring an understanding of the social and cultural contexts in which literacy practices occur.

When discussing the relationship between technology and literacy, all participants agreed that technology is here to stay and will continue to shape literacy practices. They acknowledged that the connection between literacy and technology has grown significantly over the past 15 years and will likely keep expanding. The participants highlighted the impact of new technologies such as text messaging, instant messaging, social media, and blogging on both their students' and their own literacy habits. Whether fully embracing or still resisting these changes, all participants recognized that the intersection of literacy and technology is inevitable, and teachers must prepare themselves for it. In line with this, DYS's statement captures the dual nature of technology's impact: "*Technology is dramatically changing things. In some ways for the better, but just because the mechanics are easier doesn't necessarily mean people are writing better*". However, there was no clear consensus among participants about whether technology's role in literacy is ultimately positive or negative, nor how it should be fully integrated into the curriculum. From these discussions, three challenges and two opportunities emerged, reflecting various attempts to use technology constructively while mitigating potential negative effects on literacy practices.

The study highlights the practical realities of using digital tools in

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ELT. Teachers in the MGMP community frequently utilized digital tools such as Edmodo, Google Forms, and WhatsApp to enhance instruction, support communication, and provide feedback to students. These platforms facilitated remote learning, especially during the COVID-19 pandemic, and are now seen as integral to modern language instruction.

Interviews with 8 English teachers revealed a spectrum of experiences with these digital tools. Many reported that Edmodo enhanced classroom interaction by providing a platform for assignment submission and discussion. Google Forms was praised for its ability to streamline assessments and collect feedback efficiently. WhatsApp was particularly useful for fostering communication among students, allowing for collaborative projects and quick clarifications on assignments.

## Challenges for Literacy and Technology in ELT Teacher Education

### *The Impact of Technology on Academic Reading and Writing Quality*

Participants expressed concerns about a decline in the quality of reading and writing over the past 15 years and debated whether technology contributed to this decline. For example, RMW noted, "*There is a lot more writing on the computer, often with abbreviations used in text messages and instant messaging*," and questioned how this abbreviated discourse might harm writing quality. YDH also remarked that only a small number of students produce well-written, detailed work, attributing this to societal influences like Facebook and texting. Recent research supports this concern, suggesting that while digital environments increase opportunities for communication, they may also encourage surface-level writing practices if not accompanied by explicit instruction in academic writing conventions (Hafner & Miller, 2019; Yi et al., 2020). For ELT teacher education, this presents a challenge in equipping future teachers with pedagogical strategies that help students distinguish between informal digital writing and formal academic expression.

Further, DST highlighted how technology has impacted reading, stating, "*There is less reading happening, so reading comprehension must be taught alongside reading appreciation, as people are increasingly turning to*

*other methods for information and entertainment*". The increasing reliance on multimodal and screen-based content—such as videos, images, and short digital texts—has altered students' reading behaviors, often favoring skimming and scanning over sustained comprehension. This shift aligns with recent studies indicating that digital reading environments can fragment attention and reduce deep reading unless learners are explicitly taught digital reading strategies (Baron, 2015; Delgado et al., 2018). Consequently, teachers are now required to teach reading comprehension alongside reading appreciation, emphasizing not only understanding but also sustained engagement and critical reflection.

These findings suggest that technology's impact on literacy is not inherently negative but pedagogically mediated. While digital tools offer diverse modes of expression and access to information, they also demand new forms of literacy instruction. From a teacher education perspective, the challenge lies in helping teachers critically evaluate how technology reshapes language use and to design instruction that maintains academic rigor while acknowledging students' digital literacy practices. Scholars argue that without systematic preparation in digital and academic literacies, teachers may struggle to counterbalance the informal norms of digital communication in classroom contexts (Kessler & Hubbard, 2017; Tseng, 2020).

Moreover, the findings highlight the need for ELT teacher education programs to adopt a critical digital literacy framework, which emphasizes not only the use of technology but also reflection on how digital tools influence meaning-making, identity, and language standards. Such frameworks encourage teachers to guide students in navigating multiple registers, genres, and modes of communication, ensuring that technological affordances support rather than undermine literacy development (Lankshear & Knobel, 2015; Cope & Kalantzis, 2015).

Overall, the participants' concerns point to a central challenge for literacy and technology in ELT teacher education: how to preserve and strengthen the quality of expression in an increasingly digital world.

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Addressing this challenge requires teacher education programs to move beyond technical training and focus on developing teachers' pedagogical and critical capacities to integrate technology in ways that promote deep reading, coherent writing, and academically appropriate language use.

***Insufficient Technological Literacy in Maximizing Pedagogical Potential***

Participants acknowledged their ongoing efforts to comprehend technology and its implications for classroom use. LBD provided an illustrative example of this reflection, noting his preference for reading on paper over screens and questioning the real impact of technology on reading and writing. Similarly, WNZ emphasized the importance of carefully considering why we discuss literacy or literacies as we integrate technology. Although this question is not new—scholars like Street and Lankshear and Knobel have long debated it—it remains essential to closely examine how literacy is reflected upon in the context of technology within classrooms.

This argue that literacy must be examined as a socially situated practice rather than a neutral skill set (Street, 2003). Similarly, Lankshear and Knobel (2015) stress that digital literacy is not simply about using tools, but about understanding how technology transforms meaning-making, identity, and communication norms. Without this conceptual grounding, teachers may struggle to leverage technology's full pedagogical potential, resulting in superficial or ineffective integration.

***The challenge revolves around the impact of technology on reading and writing.***

An intriguing finding emerged from the participants' feedback, challenging the common assumption that reading is more affected by technology than writing. It became apparent that participants believed technology has a greater influence on altering writing practices. Although they experimented with various online technologies for different writing forms and genres, they expressed concern that they did not perceive significant differences between reading on paper and reading on a screen. This presents

a major challenge: as the medium changes, so does our interpretation of it. There is a need for further research on how to adapt reading comprehension to digital screens and how to assist students in navigating a reading style that is increasingly vertical, multimodal, and offers a different perspective on what it means to be a reader.

This result indicates that digital reading requires distinct cognitive and navigational strategies, as digital texts tend to be non-linear, multimodal, and vertically structured (Delgado et al., 2018; Salmerón et al., 2020). The challenge, therefore, lies not only in recognizing these differences but also in adapting reading instruction to support comprehension, critical evaluation, and sustained attention in digital environments. As the medium changes, so does the nature of reading, requiring teachers to reconceptualize what it means to be a competent reader in the digital age.

***The challenge in ensuring students maintained academic rigor***

In their digital interactions, noting that students' writing quality, for instance, had declined with the prevalence of informal, quick-response messaging apps. Teachers observed that while students were adept at using digital tools, their ability to produce formal written texts suffered, raising concerns about their preparedness for academic and professional writing.

This finding aligns with recent research suggesting that informal digital writing practices often blur genre boundaries, leading students to transfer conversational styles into academic contexts (Hafner & Miller, 2019; Yi et al., 2020). From an ELT perspective, this poses a serious concern regarding students' preparedness for higher education and professional communication, where formal literacy remains essential. The challenge for teachers is to help students develop register awareness, enabling them to distinguish between informal digital communication and academically appropriate writing.

***The challenge of integrating technology into literacy instruction***

One significant challenge reported by teachers is the tendency for students to adopt casual communication styles in academic writing, influenced by the informal nature of many digital platforms. Teachers expressed concern

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that this habit could affect students' formal writing skills, an essential component of literacy in academic and professional contexts.

Technology integration may unintentionally reinforce surface-level literacy practices rather than promote critical and academic literacy (Kessler & Hubbard, 2017). Effective integration requires teachers to design tasks that harness digital tools for higher-order thinking, critical reading, and extended writing, rather than merely for information sharing or task submission. This challenge highlights the need for pedagogically driven technology use, where tools are aligned with literacy objectives rather than used for convenience alone.

***The challenge of the technological gap among teachers themselves***

With varying levels of digital proficiency affecting their confidence and effectiveness in using technology. Teachers with limited experience in digital literacy faced difficulties in incorporating these tools meaningfully into their teaching practices, highlighting the need for targeted professional development programs to bridge these gaps.

This gap reflects broader concerns in ELT teacher education, where professional development often focuses on technical skills rather than pedagogical and critical digital literacy (Koehler & Mishra, 2009; Tseng, 2020). Without sustained and targeted training, teachers may feel overwhelmed by rapid technological change, leading to resistance or minimal adoption. Addressing this challenge requires ongoing professional development programs that support teachers not only in learning how to use technology, but also in understanding why, when, and how it should be used to enhance literacy learning.

***Instructional Challenges in Technology-Enhanced ELT***

Teachers often expressed that the integration of new technologies requires adapting lesson plans, assessments, and pedagogical approaches—tasks that demand time and resources. For many teachers, the additional workload associated with digital integration posed a practical barrier, especially given the existing curriculum demands.

This challenge reflects what recent studies describe as the hidden labor of technology integration. Teachers are expected not only to master digital tools but also to ensure that these tools meaningfully support language learning objectives rather than distract from them. Research indicates that without sufficient planning time, institutional support, and professional development, technology use tends to remain functional rather than pedagogically transformative (Bond et al., 2020; Howard et al., 2021). As a result, teachers may rely on technology for administrative efficiency—such as distributing materials or collecting assignments—rather than for developing higher-order literacy skills, critical thinking, or communicative competence.

**Opportunities for Literacy and Technology in ELT**

Despite these challenges, teachers recognized the considerable opportunities that technology brings to ELT, such as:

***Technology fosters greater expression***

While concerns were noted, the findings also highlighted numerous opportunities. One such opportunity arises from how teachers integrate technology with literacy. OFD noted, "*It's a common argument that students' texting and use of AIM and instant messaging has reduced their proficiency in writing essays and letters*," but ADF offered a less critical perspective. She argued, *"It's popular to think that kids write less because they're accustomed to small screens, but blaming technology is not entirely fair.*" ADF also suggested that technology actually provides students with more reasons to write due to the broader audience available.

Data from the study indicated that teachers are observing an increased sense of agency among students regarding their writing—what they write, why they write, and to whom. With the advent of tools like blogs, Twitter, and other writing platforms, students' work can reach a wider, sometimes global, audience. DYS highlighted some positive aspects, noting that students are discovering diverse methods of expression beyond traditional five-paragraph essays or thesis papers, allowing them to demonstrate their knowledge in various ways.

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Similarly, RMW recognized the positive impact of technology on literacy, "*Technology has transformed everything, leading people to read and write more than before, and in different forms such as emails, blogging, and Facebook. These mediums have been beneficial, increasing overall writing activity*."

The previous research suggest that digital writing environments—such as blogs, social media platforms, and online forums—enable learners to exercise greater agency over their writing by allowing them to choose topics, modes, and audiences (Kessler & Hafner, 2019). Unlike traditional essay-based tasks, digital literacy practices encourage multimodal composition, combining text, images, hyperlinks, and videos, which broadens students' expressive repertoires (Smith, Pacheco, & de Almeida, 2017). As DYS and RMW observed, students are increasingly able to demonstrate knowledge through diverse genres, moving beyond rigid academic formats toward more flexible and meaningful forms of expression.

Moreover, studies in ELT contexts show that increased writing frequency—even in informal digital forms—can positively influence overall writing fluency and confidence when guided appropriately by teachers (Elola & Oskoz, 2017). Thus, technology presents an opportunity not only to increase the quantity of student writing but also to diversify how meaning is constructed and communicated.

***Digital "natives" and "immigrants"***

The interviewed teachers came from diverse age groups and educational backgrounds, yet all experienced success with blogs and online technologies. Their discussions emphasized the importance of innovating and adapting to new technologies in literacy education. Participants also challenged traditional beliefs about technology adoption, suggesting that older teachers are just as capable and willing to experiment with literacy and technology. For example, YDH shared her efforts to integrate technology by joining research groups, which, along with insights from other participants, challenges the stereotype that older educators are less open to technological innovation. Some research

has increasingly criticized the digital native–digital immigrant dichotomy as overly simplistic and empirically unsupported. Studies demonstrate that teachers' willingness to adopt technology is more strongly influenced by professional motivation, access to support, and pedagogical beliefs than by age alone (Scherer, Siddiq, & Tondeur, 2019).

***Digital Tools as New Spaces for Interaction and Engagement***

The findings also indicate that digital tools provide students with new and meaningful ways to interact with language and express ideas. Platforms like Google Forms allow students to participate in assessments interactively, while apps like WhatsApp enable real-time communication, encouraging collaboration beyond the classroom. Additionally, classroom observations indicated that when multimedia elements, such as videos and interactive quizzes, were incorporated into lessons, students showed heightened interest and participation. Teachers noted that students were generally more responsive and engaged when lessons integrated multimedia and digital interactivity, suggesting that technology can cater to diverse learning styles.

Another insight from the findings is the need for teachers to continuously acknowledge that "*their students have changed radically*." Participants recognized that literacy and technology landscapes have evolved significantly, and they have adapted their beliefs and practices accordingly. They understand that technology is deeply integrated into the lives of younger generations and have even restructured their own literacy practices to reflect this shift.

This aligns with recent research showing that technology-enhanced ELT environments can support learner-centered instruction by accommodating diverse learning styles and promoting active participation (Hockly, 2018). Digital tools enable learners to engage with language through multiple modes—listening, viewing, responding, and creating—thus supporting multimodal literacy development. Interactive technologies also foster social interaction, which is central to language acquisition, particularly in communicative and task-based approaches (Lin & Warschauer, 2015).

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## Strategies for Addressing Challenges and Opportunities

### *Integration of Multimodality in Media Use*

Most teachers reported incorporating various forms of multimodal media in their teaching, including PowerPoint (PPT), audiovisual materials like YouTube videos or audio recordings from the teacher, and images. DST noted, "*We can access learning videos from district-level MGMP or create them ourselves*". They further explained, "*We select appropriate basic competencies, prepare lesson plans, create learning videos, and include students' worksheets for core, opening, and closing activities*". This statement highlights how the integration of multimodality involves using videos, images, and text provided by the teacher during the learning process. The study emphasizes the effectiveness of visual aids in fostering engagement and understanding of texts. By integrating picture series into the curriculum, the author argues that students can better relate to the material, leading to improved comprehension and retention. This approach highlights the importance of innovative teaching strategies in language education (Astuti, 2020).

WNZ added, "*Yes, we still provide readings, and we also use media such as YouTube and specified, for the material, I use PowerPoint and YouTube*", Observations showed that the teacher provided students with stimulus materials before class began. After presenting content via PowerPoint, the students were given videos to enhance their understanding.

OFD described, "*On Wednesdays, I usually present material through PowerPoint, text, and videos. I provide a video link, and then my students are asked to download, understand, and study it*". This approach allows students time for independent study. Additionally, another teacher mentioned, "There are three components: text, audio, and video", indicating the use of text, audio, and YouTube videos in their lessons.

Overall, most teachers utilized multimodal approaches in their teaching, incorporating sound, audiovisual elements, and images to enrich the learning experience and engage students, particularly in English subjects.

***Use of Technology in Teaching and Learning Activities***

Most English teachers reported using Edmodo, Google Forms, and WhatsApp groups due to their ease of use and convenience. DYS explained, "*In online learning, each school may differ. Here, we use Edmodo, and for tests, we use Google Forms and WhatsApp chat*". These technologies were preferred because they were user-friendly for both teachers and students, allowing students to access and download materials before class.

RMW mentioned, "*We use WhatsApp to share videos and provide example questions. For assessments, we create Google Forms, and sometimes use Edmodo*". This teacher described how they used videos as teaching materials, followed by discussions on WhatsApp, and then assigned tasks via Google Forms to be submitted the next day. Similar sentiments were expressed by YDH who noted, "*Many teachers use Edmodo for online learning, but generally, WhatsApp is more common. Edmodo and Google Classroom are appropriate examples*". This teacher found Edmodo and Google Classroom to be well-suited for online learning. This relevant with what is found by Rahmawati (2019) found that students enrolled in a phonology course perceived Edmodo as a beneficial learning platform, describing it as time-efficient, user-friendly, and effective in simplifying complex course materials. The study further reported that Edmodo facilitated interaction, supported independent learning, and improved students' engagement with course content. This alignment suggests that teachers' current practices in utilizing Edmodo, WhatsApp, and Google Forms not only reflect contextual needs but also correspond with empirical evidence supporting the effectiveness of such platforms in ELT contexts. Consequently, the integration of these technologies presents a significant opportunity to enhance digital literacy and instructional efficiency, provided that their use is pedagogically structured and aligned with learning objectives.

Edmodo encouraged interactive and expressive learning, reduced cheating, and improved class management. However, challenges included limited vocabulary in content courses, differences in competency, motivation,

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learning environments, and prior experience. Other disadvantages were inadequate internet access and the tendency to use gadgets for entertainment rather than learning (Nurhayati, 2019).

Observations and analysis of lesson plans revealed that teachers frequently used Edmodo to enhance their teaching. DST commented, "*I use Edmodo for communication, PowerPoint for presentations, YouTube for videos, and Google Forms for assessments, depending on the material*". This teacher saw Edmodo and Google Forms as ideal tools for online collaboration. Overall, all teachers employed technology such as Learning Management Systems (LMS), Google Forms, and WhatsApp groups in their teaching. These tools were used to enhance language skills and facilitate effective communication in English.

***Variety of Literacy Instructions***

Literacy instruction in EFL classrooms encompasses various teaching and learning strategies designed to enhance students' English literacy skills. Most teachers reported utilizing diverse literacy strategies. LBD highlighted, "*Elaboration and working together are crucial for success. Cooperation is key to achieving our goals*". This teacher emphasized the importance of collaboration between students and teachers to ensure a successful learning experience and actively implemented collaborative learning in the classroom. Additionally, WNZ mentioned, "*We review the results of students' tasks, such as theirtry. We provide feedback on their written work*". This indicates that the teacher regularly reviewed and gave feedback on students' assignments.

Furthermore, OFD also practiced guided reading, noting, "*If students read before starting their tasks, they complete assignments more effectively*". This approach focused on activities that improved students' reading comprehension skills. Overall, most teachers employed a range of purposeful and engaging literacy instructions to help students develop the necessary reading, writing, and digital literacy skills to succeed in English.

To sum up, the table below summarize the challenges and opportunities for literacy and technology in English Language Teaching (ELT):

Table 2. Key Challenges and Opportunities in Integrating Literacy and Technology in English Language Teaching

| Key Findings | Details |
|---|---|
| Traditional Literacy Definitions | • Most teachers define literacy as the ability to read and write, primarily for academic tasks.<br>• One teacher emphasized literacy as reading and writing necessary for school and outside tasks. |
| Broader Literacy Definitions | • Some teachers broadened the definition to include speaking, listening, problem-solving, and digital literacy.<br>• Importance of literacy in the digital age is acknowledged, highlighting the need for tech integration. |
| Multiliteracies Concept | • Multiliteracies involve various skills, including using technology and media for effective communication.<br>• Literacy is viewed as a social practice requiring community involvement (students, educators, and parents). |
| Challenges with Digital Literacy | • Teachers reported concerns over students' reading and writing quality due to technology (e.g., use of abbreviations in text messages).<br>• Technology's role in declining formal writing skills and casual communication styles was noted as a significant challenge.<br>• Varying digital proficiency among teachers impacts their ability to integrate technology effectively. |
| Integration of Digital Tools | • Teachers used tools like Edmodo, Google Forms, Gemini, AI, Elsa Speak, Google Classroom, Duolingo, Quizziz and WhatsApp to enhance instruction, communication, and feedback.<br>• Observations showed increased engagement and interaction when multimedia and digital interactivity were included in lessons. |
| Opportunities from Technology | • Technology offers new avenues for expression and a broader audience for student writing (e.g., blogs, social media).<br>• Digital tools provide innovative ways for students to engage with language and enhance collaboration. |

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| | |
|---|---|
| Literacy Instruction Strategies | • Diverse strategies reported, including collaborative learning, guided reading, and regular feedback on assignments.<br>• Teachers emphasized the importance of cooperation and active participation in enhancing students' literacy skills. |
| Reflection on Changing Literacy Practices | • Teachers acknowledged the shift in literacy and technology landscapes and adapted their practices accordingly.<br>• Continuous reflection on the integration of literacy and technology is necessary to align with students' changing needs. |

## CONCLUSION

The integration of technology in English language teaching presents both challenges and opportunities that significantly affect literacy development. A major barrier is the disparity in access to technology among students, particularly in low-income areas. This digital divide limits opportunities. Many educators lack adequate training in technology integration, which hinders their ability to effectively use digital tools in teaching. This gap in Technological Pedagogical Content Knowledge (TPACK) is critical, as teachers' familiarity with technology directly impacts student engagement and learning outcomes. Although technology can enhance learning, it can also lead to distractions. Research shows that excessive screen time can diminish student motivation and focus, making it difficult to achieve desired educational outcomes.

Digital tools such as multimedia resources and interactive platforms can make lessons more engaging, helping students connect more deeply with the material. This is particularly evident in the use of picture series and other visual aids that facilitate comprehension. Technology allows for differentiated instruction, enabling educators to tailor lessons to meet individual students' needs. This personalization can enhance learning experiences and improve literacy outcomes. Digital platforms foster collaborative learning environments where students can work together, share ideas, and engage

in peer learning. This not only enriches the educational experience but also exposes students to diverse perspectives.

The study reveals that while teachers predominantly view literacy as the ability to read and write, there is an increasing recognition of the need to broaden this understanding to include other essential skills such as speaking, listening, and problem-solving, as well as incorporating technology into literacy education. Teachers acknowledge the importance of adapting to technological advancements and integrating multimedia tools to enhance learning experiences. Despite concerns about the impact of technology on the quality of literacy skills, the use of digital tools is seen as offering significant opportunities for increased student engagement and expression. Overall, literacy is recognized as a complex, evolving practice that extends beyond traditional reading and writing to include a broader range of skills and technological competencies, requiring continuous adaptation to meet the demands of the modern era.

In conclusion, while challenges exist in integrating technology into English language teaching, the potential benefits for literacy development are substantial. Addressing these challenges through targeted teacher training and equitable access to technology can enhance the learning experience for all students. However, this study acknowledges certain limitations. The research is contextually limited to English teachers within the MGMP Bahasa Inggris community in Trenggalek, which may restrict the generalizability of the findings to broader educational settings. Additionally, the use of a qualitative descriptive approach relies heavily on participant self-reporting, which may introduce subjective bias. The study also focuses primarily on teacher perspectives and does not include direct classroom observation or student feedback, which could provide additional insights into the effectiveness of technology-integrated literacy practices. Future research should therefore incorporate multiple data sources and broader participant groups to strengthen validity and offer a more comprehensive understanding of technology integration in ELT.

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