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## THE INTEGRATION OF TECHNOLOGY IN ESP CLASSROOM : TEACHERS' PERCEPTION

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**Abstract:** *In recent times, the integration of technology into English for Specific Purposes (ESP) classrooms has gained significant traction, driven by the necessity to equip students with relevant technological skills for their future careers. Warschauer and Healey (1998) assert that educational technology, when applied to language learning, can act as a potent catalyst for pedagogical transformation. This suggests that integrating technology into language classrooms can enhance the overall teaching and learning experience. This study aims to explore teachers' perceptions regarding the integration of technology in ESP classrooms. The researcher employed a descriptive qualitative design, selecting two English Language Education Study Program (ELESP) teachers specializing in ESP subjects at the University of Lambung Mangkurat. The research employed interviews and questionnaires as data collection methods, and the findings were organized into four categories: (1) Performance expectation, (2) Effort expectation, (3) Social expectation, and (4) Facilitating conditions. Each category was described in detail, highlighting how technology enables teachers to foster creativity in their teaching approaches and expand their knowledge of useful apps for online and offline learning. It is crucial for teachers to view technology as a supplementary tool rather than a replacement for traditional teaching methods. Additionally, teachers should ensure that the technology they utilize aligns with the learning objectives and addresses the specific needs of their students.*

**Keywords:** Integration of Technology, Teachers' Perception, ESP

### INTRODUCTION

In recent years, the integration of technology in English for Specific Purposes (ESP) classrooms has become increasingly popular among teachers worldwide. According to John Dewey, "If we teach today's students as we taught yesterday's, we rob them of tomorrow." Therefore, the use of technology in ESP classrooms is necessary to provide students with the skills and knowledge they need to succeed in the modern workforce. Technology has become an essential tool in language teaching and learning. English for Specific Purposes (ESP) classrooms are no exception. As technology continues to evolve, teachers must adapt to its integration to enhance the learning experience for their students. In the field of English for Specific Purposes (ESP), technology integration can provide numerous benefits, including enhancing students' motivation, engagement, and collaboration. According to Wang and Li (2011), "technology can provide a rich and dynamic language environment for language learners, which can help them to acquire language more naturally and effectively" However, the integration of technology in the ESP classroom heavily relies on the teachers' perception

and willingness to adopt technology. As stated by Warschauer and Meskill (2000), "the most important factor in technology integration is the teacher, who must be willing and able to learn to use new tools and methods"

According to Warschauer and Healey (1998), "educational technology, when applied to language learning, can act as a powerful catalyst for pedagogical change". This suggests that the use of technology in language classrooms can improve the teaching and learning experience. In a survey conducted by Li and Ni (2018), 58% of teachers believed that technology enhances the effectiveness of teaching ESP. Additionally, 70% of students stated that they prefer using technology in the classroom (Li & Ni, 2018). These findings indicate that the integration of technology in ESP classrooms is positively perceived by both teachers and students.

One expert who supports the integration of technology in the ESP classroom is Dr. Sugata Mitra. Dr. Mitra's research has shown that technology can enhance the learning experience for students and provide them with access to vast amounts of information that would otherwise be unavailable to them. Many teachers have also reported positive experiences with integrating technology into their ESP classrooms. For example, the use of online resources, such as grammar and vocabulary practice websites, has allowed students to work at their own pace and receive immediate feedback on their progress. Additionally, the use of multimedia, such as videos and podcasts, has allowed students to engage with authentic materials and improve their listening and speaking skills.

However, despite the benefits of technology integration, some teachers have expressed concerns about the potential drawbacks, such as students becoming too reliant on technology and the possibility of technology malfunctions. To address these concerns, it is recommended that teachers carefully select technology tools and resources that align with their teaching goals and objectives. In conclusion, the integration of technology in ESP classrooms has become an essential aspect of modern teaching practices. By utilizing technology tools and resources, teachers can provide students with the skills and knowledge they need to succeed in the modern workforce. As Dr. Mitra has shown, technology can enhance the learning experience for students and provide them with access to vast amounts of information that would otherwise be unavailable to them.

Chen and Chen (2017) found that teacher views on technology integration are influenced by their beliefs about teaching and learning, their technological competence, and their perceptions of barriers to technology integration. The study found that teachers who believed that technology could enhance teaching and learning were more likely to integrate technology in their classrooms. Similarly, teachers who perceived themselves as technologically competent were more likely to use technology in their teaching. The usage of technology has an influence on ESP pedagogy since ESP teachers. These advantages include the use of computerized assistance language acquisition in ESP training, the construction of ESP materials, and the design of ESP courses. (Butler-Pascoe, 2009; Dashtestani & Stojkovi, 2015). In order to get students more comfortable using the target language outside of the classroom, ESP instructors have begun using a wide range of technological tools, multimedia

applications, and web resources into their lessons. (Arnó-Maca, 2012). Additionally, within the advantages of using technology in the field of ESP are communicative and interactive activities that are unique to a variety of professions, as well as specific input for students' interests in the related industry.

### **Research Objectives**

This study aims to know what teachers' perception in integrating technology in esp classroom.

## **LITERATURE REVIEW**

### **Technology**

Technology refers to the tools, techniques, and systems that are developed through scientific knowledge and used to solve problems or improve conditions. It is a broad term that encompasses everything from simple hand tools to complex computer systems. According to the Oxford English Dictionary, technology is "the application of scientific knowledge for practical purposes, especially in industry." Expert Michael Bess, who is a historian of science and technology at Vanderbilt University, defines technology as "the systematic application of scientific knowledge to practical tasks." He further explains that technology is not just about machines and gadgets, but also includes social and cultural factors that influence how technology is developed and used. In conclusion, technology is a constantly evolving field that plays a crucial role in shaping our world. Accordance to Rosenberg (1994) technology is the application of knowledge and skills for creating, using, and managing artifacts, systems, and processes to solve problems and improve human life."

Integrating technology in ESP allows learners to access authentic and up-to-date materials, such as industry-specific websites, online databases, and multimedia resources. Learners can engage with real-world content, simulations, and case studies related to their fields, providing them with relevant language input and domain-specific knowledge (Chapelle & Hegelheimer, 2004). This authentic exposure enhances learners' comprehension, vocabulary acquisition, and understanding of professional discourse. Integrating technology in ESP fosters communication and collaboration among learners, instructors, and experts within the field. Online discussion forums, video conferencing, and collaborative platforms (free features namely Google Docs, Paddlet and Evernote) enable learners to interact with peers and professionals locally and globally (Sharma & Barret, 2007; Hidayat, 2020). Such interactions provide authentic communication opportunities, promote intercultural understanding, and simulate professional networking and collaboration.

### **ESP (English Specific Purpose)**

ESP stands for "English for Specific Purposes". According to Hutchinson and Waters (1987), ESP is "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." In other words, ESP focuses on

teaching English that is relevant and specific to the learners' needs and goals. ESP has become an important part of the English department curriculum in universities and colleges around the world. With the globalization of the economy, the need for English language proficiency has increased in various professional fields. Therefore, ESP has become a crucial tool for preparing students for future careers.

Key Characteristics of English for Specific Purposes:

1. Needs Analysis: ESP programs begin with a thorough needs analysis to identify the specific language skills, vocabulary, and discourse patterns required by learners in their target domains. This analysis helps teachers design relevant and targeted instructional materials.
2. Authenticity: ESP courses aim to create authentic learning experiences by using real-world materials such as textbooks, articles, case studies, and multimedia resources related to the learners' specific fields. Authenticity enhances learners' engagement and prepares them for real-life communication situations.
3. Focus on Language Skills: ESP instruction focuses on developing the four primary language skills—reading, writing, listening, and speaking—in alignment with the learners' specific purposes. The language skills are taught within the context of the learners' professional or academic domains, enabling them to apply their knowledge effectively.
4. Targeted Vocabulary and Discourse: ESP emphasizes domain-specific vocabulary and discourse patterns to enable learners to understand and produce language relevant to their specialized areas. This includes mastering technical terms, jargon, and the ability to comprehend and produce professional documents or academic papers.

According to John Swales, one of the leading experts in the field of ESP, "ESP is not a monolithic entity, but a diverse range of activities in which a variety of different language skills can be taught." Swales suggests that ESP courses should be tailored to the needs of the learners and should be based on an analysis of the learners' language needs. There are several key elements to an effective ESP course, including needs analysis, course design and materials development, and evaluation. Needs analysis involves identifying the specific language needs of learners in their field of study or work. Course design and materials development involve creating a curriculum and resources that address those needs. Evaluation involves assessing the effectiveness of the course and making necessary changes

### ***Teachers' Perception***

Perception can be defined as "the process by which individuals select, organize, and interpret sensory information to give meaning and order to the world around them" (Goldstein, 2019). It involves the integration of sensory inputs, such as visual, auditory,

tactile, and olfactory stimuli, with cognitive processes to form subjective experiences and representations of the environment. Teachers' perception is an important aspect of education as it influences teaching practices and student outcomes. Teachers' perception refers to how teachers interpret and make sense of their experiences and surroundings in the educational setting. It involves their beliefs, attitudes, and opinions towards various aspects of teaching and learning, including their students, colleagues, curriculum, and teaching methods. According to the expert, Pajares (1992), teachers' perception shapes their decision-making, instructional strategies, and interactions with students. He further states that teachers' perception is influenced by their previous experiences, personal characteristics, and the social and cultural context in which they operate. In summary, teachers' perception is a critical factor in shaping their teaching practices and ultimately impacting student learning outcomes.

According to a study conducted by Korthagen et al. (2016), teachers' perception of their role as a facilitator of learning has a significant impact on student outcomes. The study found that teachers who viewed themselves as a facilitator of learning rather than a transmitter of knowledge had better student outcomes. This highlights the importance of teachers' perception in shaping teaching practices. In contrast, a study by Brown and Cavanagh (2018) found that teachers' perception of workload and stress had a negative impact on their job satisfaction and teaching practices. Teachers who perceived their workload as high and experienced high levels of stress were less likely to implement effective teaching practices and had lower job satisfaction.

## **METHOD**

In this research, the researcher used a descriptive qualitative design. According to Ary (2010), Qualitative research investigates of relationship, activities, situations, and materials it focuses on understanding the context and attempt to explain the intentionality of behaviour. In this research, the researcher took two ELESP teachers (English Language Education Study Program) from ESP Subject at the Univeristy of Lambung Mangkurat. The research used an interview and questionnaire as an instrument for collecting the data. The Questionnaire, which consisted of 20 items, was adapted from Widyowati et.a. (2021). The researcher used a 4-level Likert Scale to determine participants responses and to describe how the they felt about integration of technology to teach English in ESP classroom. In order to gather more detailed information, an adapted structured interview from Indriani & Wirza (2020) was conducted by the researcher with each of the teachers. In accordance to Ary (2010), interviews are used in gathering data from people about opinions, beliefs and feeling about situations in their own words.

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## FINDINGS AND DISCUSSION

### *Findings*

#### ***Teachers' Perception about the Performance Expectation about the Integration of Technology in ESP Classroom***

Technology revolutionized education by making it more accessible and engaging. Online courses and e-learning platforms have made it possible for people to learn from anywhere in the world. Interactive tools and multimedia content have made education more engaging and effective. In online learning, technology is used to deliver educational content through digital platforms such as learning management systems, online courses, and educational videos. Learners can access these resources on their computers, tablets, or smartphones, making learning more convenient and flexible. Offline learning, on the other hand, refers to traditional classroom-based learning, where technology can be used to enhance the learning experience. Technologies such as educational apps, and multimedia resources can be used to make learning more engaging and interactive. Teachers can also use technology to track student progress and provide personalized feedback.

There are so many advantages of technology as teacher 1 said “technology in education is that it enhances flexibility and convenience. Technology has enabled students to access educational resources from anywhere and at any time. For instance, students can access online libraries, attend virtual classes and ect. Technology has also improved engagement and participation in the learning process. Interactive learning platforms such as educational games, simulations, and virtual reality have made learning more fun and engaging. Students are more likely to participate in class when they are actively involved in the learning proces.” But there is also disadvantages like teachers 2 said for example like the students prefer to find the answers on the google rather than reading books. But with technology for the example like google teacher 1 said it can access information to find more resources that will then help them provides students a better teaching materials.

To learning process technology has revolutionized the way we learn, and it has significantly impacted the learning process. With the advancements in technology, learners have access to a vast amount of information within seconds, and it has become easier for them to learn at their own pace and convenience. The integration of technology in the learning process has made it more interactive, engaging, and personalized. Students can now have virtual classrooms, online discussion forums, and access to digital learning resources such as e-books, videos. Moreover, technology has made it easier for educators to assess and monitor the progress of their students. With the help of various learning management systems and educational software, teachers can track the performance of their students in real-time and provide personalized feedback and support.

Canva, with the use of canva can encourages teachers to be more creative in learning. With canva the powerpoint will be more interesting, students will pay more attention if the powerpoint is entertaining and the use of quizz allows teachers to create

lessons, short activities, assessments, and have other interactions with students captivating way. Teacher 2 agree that the use of technology can encourages to be more creative in learning because with the help of google classroom it saves time and paper nd makes it easy to create classes, distribute assignments, communicate.

Communication between teachers and students can communicate more effeciently with the help of technology because (1) Faster response time. With technology, teachers can respond to student queries and concerns quickly. They can also give feedback on assignments in a timely manner. This leads to better learning outcomes for students. (2). Better organization technology has made it easier for teachers to organize their course material and assignments. They can use various tools such as learning management systems to keep track of student progress and performance. (3) Improved collaboration. Technology has made it easier for students to collaborate with each other on group projects. They can use various online tools such as Google Drive to share files and work on assignments together.

By using technology can increase the chances of successful learning that has been planned because It has also revolutionized the education sector and made learning more accessible and efficient. The use of technology in learning has increased the chances of successful learning that has been planned. Technology in learning is that it provides students with personalized learning experiences. With the help of technology, teachers can tailor their teaching methods to meet the needs of individual students. This ensures that students receive the attention and guidance they require to succeed in their studies.

That is important provision to be able to ue technology in learning because teachers who possess the necessary skills to use technology in the classroom are better equipped to engage students in interactive and dynamic learning experiences. They are able to provide students with access to a wider range of educational resources, including online research materials, educational games, and multimedia presentations. Moreover, teachers who are proficient in using technology can create personalized learning experiences that cater to the individual needs and preferences of each student.

### ***Teachers' Perception about the Effort Expectations about the Integration of Technology in ESP Classroom***

With the appropriate training and resources, teachers can seamlessly incorporate technology into their lesson plans. Professional development programs play a crucial role in equipping teachers with the necessary skills to become tech-savvy. These programs offer hands-on training in utilizing various forms of technology, including interactive whiteboards, tablets, and educational software. By participating in such programs, teachers gain the confidence and competence to effectively operate technology in the classroom. This enables them to create engaging and interactive learning experiences that enhance student outcomes.

Technology in learning has both cost-saving and financial implications. While some applications and tools can be used offline for free, others require internet connectivity, which comes with associated costs like data plans or broadband subscriptions. Accessing online educational tools and platforms optimally relies on reliable internet connections. Moreover, the initial investment in devices such as laptops, tablets, or interactive whiteboards, as well as ongoing maintenance and upgrades, contribute to the overall cost of technology integration. Educational institutions must allocate budgetary resources to support the purchase and upkeep of technological infrastructure, ensuring effective teaching and learning. Considering the benefits and costs of technology is crucial for making informed decisions and maximizing its advantages while managing expenses.

### ***Teachers' Perception about the Social Expectations about the Integration of Technology in ESP Classroom***

The agreement between both teachers regarding the use of technology stems from the growing recognition among their fellow educators. As technology becomes increasingly important in the classroom, more and more teachers are integrating it into their teaching practices. They have observed the numerous benefits that technology brings to education and understand the need to keep up with the evolving digital landscape. It is crucial for teachers who have yet to embrace technology to follow suit and leverage its potential in enhancing teaching and learning. By doing so, educators can tap into a wealth of resources, engage students in innovative ways, foster critical thinking skills, and prepare students for the digital world they will face outside of school. The collective efforts of teachers embracing technology will ultimately lead to a more dynamic and effective learning environment for students.

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Curriculum has expected teachers to use technology that is one of the key components of modern curriculum is the integration of technology into the learning process. As such, teachers are expected to use technology in their teaching practices to enhance the learning experience of students. This could range from the use of digital tools and resources to the implementation of online learning platforms. By utilizing technology in

the classroom, teachers can help students develop the necessary skills to succeed in a digital age.

In integrating technology by the support of university. One aspect of this support is evident in the provision of reliable internet connectivity. The universities have taken the initiative to facilitate WiFi networks across their campuses, ensuring seamless internet access for both teachers and students. This support plays a crucial role in enabling the integration of technology into the learning process, as it allows for the integration of online resources, research materials, and interactive platforms. By ensuring consistent and accessible internet connection, the universities demonstrate their commitment to enhancing the educational experience through technology. For the example, like internet connection, university support their internet connection by facilitating wifi around the campus.

### ***Teachers' Perception about the Facilitating Conditions about the Integration of Technology in ESP Classroom***

Teachers feel comfortable with technology that it can be used easily because technology has made learning more engaging and fun. Students can use educational apps and games to supplement their classroom learning and enhance their understanding of complex concepts. With the use of multimedia, learners can also engage in interactive activities such as videos, animations, and simulations that help to reinforce their learning.

E-Learning tools and technology to facilitate learning activities. They possess expertise in various E-Learning platforms and software, enabling them to create and share digital resources, engage in online discussions and collaborative projects, and provide constructive feedback on student work. Recognizing the value of E-Learning as a supplementary method, they actively seek opportunities to enhance their skills and effectiveness as an educator. Similarly, the benefits of integrating E-Learning into teaching practices, emphasizing the importance of training programs and professional development. They highlight the availability of online resources and tutorials for teachers to explore different E-Learning tools and techniques. By embracing E-Learning, teachers can cultivate dynamic and captivating learning experiences for students. This approach allows students to learn at their own pace, while interactive activities like quizzes and games enhance knowledge retention.

Impact of E-Learning, which has revolutionized the teaching and learning landscape. This evolution has made the sharing of audio and video teaching resources incredibly accessible and seamless. With a plethora of tools and platforms at their disposal, educators can swiftly and effectively create, upload, and distribute their materials, thereby enhancing the overall learning experience for both students and teachers. Additionally, both teachers agree on the convenience of internet access available throughout the campus, which is a valuable provision offered by their respective universities. This reliable internet connectivity empowers teachers to leverage a myriad of online resources and engage in digital teaching practices with ease.

## **Discussion**

The integration of technology in the field of ESP brings four categories of teachers' perception, including the Performance Expectation, Effort Expectation, Social Expectation and Facilitating Conditions, that cater to the specific needs of diverse professions. Technology enables the creation of unique learning experiences that simulate real-world scenarios, allowing students to develop their language skills in a contextually relevant manner. By incorporating digital tools and platforms, teachers can provide students with targeted input that aligns with their interests and aspirations in their respective industries.

### ***Perception about Performance Expectation in ESP Classroom***

The teachers' perceptions regarding the use of technology in English teaching were reflected in their belief that technology would be beneficial for their instructional practices. Table I provided evidence to support this, as both participants agreed that technology enabled them to be more creative in their teaching methods and facilitated their own learning as well. Bruce and Levin (2001) also supported this notion by highlighting the various ways technology can be advantageous in the classroom, such as promoting research, facilitating communication, creating instructional materials, and enhancing students' self-expression

It is revealed that teachers had positive expectations regarding the integration of technology in English language instruction. Teachers believed that technology could enhance their creativity when designing and delivering lessons, while also supporting their own professional development. Furthermore, teachers acknowledged that specific applications and tools had a significant impact on students' motivation and interest in learning. For instance, the use of presentation software visually stimulating approach enhanced students' engagement and comprehension of the content. Basic examples include utilizing PowerPoint or Canva to create visually appealing slide presentations and incorporating e-learning platforms to assign interactive tasks to students. Similarly, the integration of e-learning platforms provides students with interactive tasks and assignments, making the learning process more dynamic and engaging.

By leveraging technology, teachers were able to tap into innovative teaching methods that went beyond traditional approaches. They embraced the potential of digital resources to make the learning experience more dynamic, interactive, and tailored to students' needs. This not only fostered a conducive learning environment but also created opportunities for students to actively participate, collaborate, and express themselves.

In summary, teachers' expectations about "performance expectation" of using technology in ESP class were optimistic. They recognized technology as a valuable tool that enhanced their instructional strategies and facilitated their own professional growth. The integration of specific applications and tools allowed for greater student engagement and

interest in learning, providing a more interactive and personalized learning experience. However, it is important to note that technology offers a wide range of possibilities and applications that can further enhance language learning and instruction.

### ***Perception about Effort Expectation in ESP Classroom***

The category of "effort expectations" revealed positive responses regarding the teachers' perceived ability to use technology in their teaching practices. The use of various online platforms, such as Quiziz and E-Learning, for assigning tasks received favorable feedback and was considered highly effective. According to a study conducted by Liu, Lin, Zhang, and Zheng (2017), in order to enhance teachers' perception of technology's usefulness, it is essential to provide better access to technological support.

As technology continues to advance, it becomes necessary for teachers to adapt and continually expand their knowledge and skills. For instance, if teachers intend to present a text recap on a school YouTube channel, they must acquire video editing skills and learn how to add subtitles. This necessitates a continuous learning process to keep up with the evolving technological landscape. Therefore, a commitment to ongoing learning is necessary in order to keep up with these changes.

However, it is important to note that there were concerns regarding the potential cost implications for both teachers and students. This primarily stems from the requirement of a reliable and efficient internet connection, which may incur additional expenses. These concerns sparked a debate among teachers regarding the financial implications of technology integration in the classroom.

In summary, the teachers' "efforts" to utilize technology in teaching English were met with positive responses. They embraced various online platforms and acknowledged the need for continuous learning to effectively incorporate technology into their teaching practices. While there were concerns about the potential costs associated with reliable internet access, the overall perception was that technology offers valuable opportunities for enhancing teaching and learning experiences in the English language classroom.

### ***Perception about Social Expectation in ESP Classroom***

The third category, referred to as "social expectations," revealed the impact of the surrounding environment on individuals' utilization of technology. In the study conducted by Lee and Tsai (2005), they investigated the perspectives of secondary school teachers regarding the adoption of constructivist Internet-based learning environments.

Among the participants, there were different motivations that drove teachers to embrace technology. Some teachers displayed an intrinsic motivation, meaning they were personally driven to explore and discover new ways of integrating technology into their lessons. These individuals were genuinely interested in leveraging technology to enhance their teaching effectiveness and student learning outcomes.

However, there were also teachers who felt compelled to adopt technology due to external pressures. These pressures primarily arose from institutional requirements set by their universities or educational authorities. In these cases, the teachers did not necessarily have an inherent desire to incorporate technology, but they felt obligated to do so in order to comply with the mandated rules or guidelines.

Moreover, in the present era, teachers perceive a societal expectation for them to continuously learn and improve their technological proficiency. This expectation stems from the recognition that technology has become an integral part of modern education. Teachers believe they are required to stay updated with technological advancements and acquire the necessary skills to effectively incorporate various tools and programs into their teaching practices. By meeting these expectations, teachers strive to ensure they are employing the appropriate instructional methods that align with contemporary learning needs and maximize educational outcomes for their students

In summary, the category of "social expectations" highlights how the surrounding environment, including institutional requirements and societal norms, influences the utilization of technology among teachers. While some teachers are internally driven to explore and incorporate technology, others feel compelled to do so due to external pressures. Regardless of the motivation, teachers recognize the importance of continuous learning and improvement in order to integrate technology effectively and enhance their teaching practices.

### ***Perception about Facilitating Conditions in ESP Classroom***

In the category of "facilitating conditions," the focus was on the availability of resources and facilities that are necessary to effectively integrate technology into the classroom. The questionnaire results provided a highly positive outlook, with a majority of participants expressing that their universities has sufficient technological equipment to support teaching activities. This indicates a favorable environment where educators have access to the necessary tools for incorporating technology into their instructional practices.

A study conducted by Margaryan et al. (2011) further explored the usage of technology among university students. Their findings indicated that when technology is integrated into university courses, it can have an influence on students' own technology usage patterns. Additionally, the study revealed a complex interplay of factors such as age, subject area, individual technology usage, and the level of support provided by the university for integrating technology in the learning process.

Thus, the availability of appropriate resources and facilities is essential for creating an enabling environment where technology can be effectively utilized in the classroom, benefiting both educators and students.

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## CONCLUSION AND SUGGESTION

The teachers' perspective on technology's application in English language instruction is undeniably positive, as evidenced by the impressive ratings obtained in overall performance expectation, effort expectation, social expectation, and facilitating condition factors. Integrating technology into the teaching process serves as a powerful catalyst for enhancing students learning experiences. By incorporating technology into their teaching practices, teachers acquire a deeper understanding of various applications that prove invaluable for both online and offline learning environments. This newfound expertise equips them with the proficiency to navigate digital resources effectively, enriching their instructional repertoire.

An undeniable benefit of integrating technology is the heightened interest, motivation, and focus it generates among students. The use of technology in English language instruction captivates learners, fostering a genuine enthusiasm for acquiring knowledge. Consequently, students become more invested in their educational journey, displaying enhanced motivation and a heightened concentration on their studies. Nevertheless, it is crucial to address the challenge posed by limited technology devices and available spaces in certain educational institutions, particularly universities. To overcome this obstacle, relevant stakeholders, such as the school board, must engage in thoughtful deliberations and devise strategies to tackle this issue effectively. The findings of this study serve as a valuable resource for individuals seeking guidance on teaching English using technology, as well as for understanding how technology can be seamlessly integrated into the classroom setting.

The integration of technology in the ESP classroom can be beneficial if it is used appropriately. Technology can provide students with access to authentic materials, such as videos, podcasts, and online articles, that can help them develop their language skills in a meaningful way. Technology can also provide students with opportunities to practice their language skills in a variety of contexts, such as through online discussions, debates, and presentations. However, it is important to note that technology should not be used as a substitute for traditional teaching methods. Teachers should use technology as a supplement to their teaching, rather than a replacement. Teachers should also ensure that the technology they use is appropriate for the learning objectives and the needs of their students.

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