



Exploring Instructional Technology Tools and Resources for EFL Students

Tommy Hastomo¹, Bimbi Ari Wirandani¹, Yuliyani¹

¹ STKIP PGRI Bandar Lampung

*tomhas182@gmail.com

ABSTRACT

Using instructional technology tools and resources is essential for English language teaching. This study was conducted to know the different instructional technology tools and resources used by English teachers for English language teaching. This paper's research design is a qualitative study. The researchers selected the purposive sampling method to administer the research sample. The research sample consisted of five SMA Negeri 4 Bandar Lampung English teachers. Semi-structured interviews were used in this study's data collection. In the present study, the data were qualitatively examined and summarized thematically. The results showed that English teachers employ a variety of materials and equipment, including a projector, laptop, sound system, digital textbook, and websites like YouTube and Instagram, to teach the English language. This result suggests that policymakers can utilize this study's findings to improve English learning quality by increasing learning tools and technologies.

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INTRODUCTION

Technology and globalization cannot be separated because they are closely related. Technology is most secure when it is used as a tool to solve some problem. For example, teaching and learning using technology is a desirable way to speed up language training because all activities must be completed using English (Kimm et al., 2020). The problem is that teachers and students can not study in a country that uses English in their daily activity. With technology, students can benefit from existing technologies. Each student can reach access to fluent speakers by using the language they are learning at a distance and delivering fundamental language

practices that would be carried out in conventional classrooms. Dynamic resources encourage a sense of unity, and engaging learning experiences allow students to participate in class when comfortable and remove space and time barriers. A technology-enabled learning environment encourages consistent student interaction and can provide access to students to their friends and teachers worldwide. The analysis reveals that technology can boost student engagement and attentiveness because it enables students to interact with one another in a realistic language learning process. The enhanced productivity of the teacher's job is linked to multimedia technology and its beneficial effects on the learning process (Hastomo et al., 2025).

Technology has provided hundreds of resources in real-time to help students solve problems, and students can use simplified dictionaries, create flashcards and visit various internet sites in the language they are learning. Technology can improve the quality of language learning wherever and whenever they want. For example, students can record themselves in the foreign language they are learning and can bring their feedback and comments into the classroom (Mandasari et al., 2025). Students can use technology during class to interact with each other via text chat. It can provide time for students to focus and evaluate themselves. Educators can see how students perform by offering helpful information about what practices students need. Educators must be able to adapt teaching practices and approach their education to students' needs and make the whole process much more efficient and effective (Bacalja, 2020).

In recent years, the main concepts and resources used in language teaching are classrooms, textbooks, and tape recorders. Teaching has now changed and is increasingly different. Interactive whiteboards, mobile devices, computers, and the internet are increasingly considered integral and essential components of a teaching and learning process (Novokreshchennykh et al., 2022). Teachers are challenged to find effective ways to integrate technology into the subject matter they teach students. The classroom is only a tiny part of the learning environment for students because they have more learning time outside the school, namely at home, in the media lab, on trains, planes, or busways. Digital technology is recognized as one of the most important pedagogical tools in that it can facilitate teaching and learning instruction. Findings from various researchers have shown its effectiveness in education in general and positive attitudes toward language teaching and learning.

Instructional technology has been classically described as a systematic way in which the purpose of the system is to design, implement, and evaluate the entire process of teaching and learning with a specific purpose. According to human learning and communication research, "They combine humans rather than regard humans as a resource to produce more effective instructions" (Admiraal et al., 2017). They said if "Instructional technology consists of synchronous technology and asynchronous technology. Synchronized technology allows students and

educators to interact at the same time virtually. In contrast, asynchronous technology allows students to engage in educational activities with special time and time based on course requirements. Technology is a process, method, and knowledge to realize a task. In this sense, technology can be a learning task and has instructional objectives by using processes, methods, and technical knowledge in the context of this research (Alakrash et al., 2021). For example, students can describe an image from the results of their analysis using English using the projector and digital recorder method to be able to answer the questions given. Using classroom technology methods encourages English students to promote their English proficiency.

In addition, technology can offer many learning opportunities. Teachers are the leading resource because they have many resources and teaching plans for lessons for their students (Istiaira & Hastomo, 2023). They explain, "students' increased engagement in technology is more motivated when they work in front of a computer or laptop and then use several modern devices than when working with books filled with text". They often feel undisturbed, and each student and teacher can select private instruction following their needs. Technology has always been the leading and most important factor in an English-speaking education environment. With technology, educators can easily teach and provide various information to students (Joo et al., 2016). They argue that "the use of technology with the latest version of the new generation can provide students with a natural context for student autonomy, student identity, the latest ways to use English, and motivate students to create new opportunities for interaction and collaboration between students and also educators". Moreover, "technology can play an important role in promoting student activities and has a big impact on teaching methods. If only the teacher does not use technology in the teaching and learning process, the educator cannot follow the existing technologies. Therefore educators must have perfect expertise in teaching language skills in that technology" (Abraham et al., 2022).

A potential technological approach that will play an essential role in teaching, most notably in teaching speaking and listening. Nomass said that "students who study English can learn including using web-based learning programs, software, innovative presentations, English dictionaries, and E-Mail as well as language learning programs using computers and laptops (Kim, 2019). Based on previous research, the utilization of supplies, equipment, methods, and power sources to simplify living. Technology has a significant potential to enhance the teaching and learning process in the educational sector—the range of media and technologies available for acquiring knowledge.

Teaching with technology can be more productive and entertaining because the instructor uses numerous methods to design a fun classroom and engage the students in the learning process. To improve traditional teaching and learning methods and keep students more involved in the school, teachers can employ a

variety of applications or reliable internet resources—the software that the instructor can use, such as Skype, Twitter, podcasting, and YouTube (Knight et al., 2020). Many practical skills, such as making presentations, learning to distinguish between trustworthy and untrustworthy sources online, upholding basic online etiquette, and sending emails, can be developed using technology. Technology in the classroom can help students develop these crucial skills. Therefore, technology in education can increase student effectiveness, flexibility, and interest. In addition to giving access to more knowledge about a subject, it also aids in the learning process. The study's findings should influence how educators, parents, parents, and legislators shape their viewpoints.

The findings of this study are thought to act as a manual for integrating technological tools and resources into EFL training. This study creates a framework for subsequent technology and research studies because it covers various research topics. This study can substantially advance the research in educational technology because no other research has extensively examined the tools and resources utilized by English teachers in teaching EFL in Indonesia. To ensure students integrate technology-based activities into their learning actively and collaboratively to succeed. Integration of instructional technology's tools and resources can have a significant impact on technology-based learning techniques in the age of the fourth industrial revolution. A study has been done to understand better how English teachers at SMA N 4 Bandar Lampung use digital educational tools and resources. This current study investigated the types of instructional technology tools and resources available in the school operated by English teachers for English Language Teaching.

METHOD

In this qualitative study, the standard topic analysis method was employed. Finding and examining recurring themes in qualitative data is done using the research approach known as thematic analysis. In traditional thematic analysis, topics in qualitative data are carefully identified, categorized, and arranged (Braun & Clarke, 2006). The coding procedure, which comprises initial coding, connecting coding, detecting themes, and assessing identified themes, is carried out manually by researchers. A thematic analysis aims to identify themes, or exciting or notable patterns in the data and then use them to explain the research or make a point. Instead of simply describing the facts, the robust thematic analysis demonstrates and clarifies them. A standard method is to use the main interview questions as the themes (Braun et al., 2014). This typically means that data summary and organizing have replaced analysis. Because qualitative research is flexible and allows for in-depth reflection on respondents' perspectives, complex subjective assessments, and lengthy descriptions of research objectives, researchers commonly use it. The investigation took place at SMA N 4 in Bandar Lampung. The researchers selected

the study subjects from a deliberate sample of English teachers. Researchers frequently choose intentional sampling because it enables them to concentrate on particular subsets of the population that are highly relevant to their study issue or because they have limited time or resources to devote to the population. Convenience sampling is a method researchers use to choose the sample they will utilize. Table 1 describes the demographic information of the participants.

Table 1. The Demographic Information of the Subjects

No	Respondents	Gender	Age	Academic Position	Qualifications	Teaching Experience
1.	Respondent 1	Male	48	English Teacher	S.Pd., M.Pd.	23 years
2.	Respondent 2	Female	53	English Teacher	S.Pd., M.Pd.	28 years
3.	Respondent 3	Female	40	English Teacher	S.Pd.	15 years
4.	Respondent 4	Female	43	English Teacher	S.Pd.	18 years
5.	Respondent 5	Male	30	English Teacher	S.Pd.	5 years

Ethical considerations

When conducting research involving human subjects, ethical considerations are crucial. Therefore, the current study was selected to get informed permission, safeguard participant privacy and confidentiality, reduce potential harm, and consider the study's potential benefits.

Instruments and Procedures

Interviews were conducted as a research instrument in this study. The researcher interviewed English teachers for 150 minutes in May 2023 at SMA Negeri 4 Bandar Lampung. The instruments have passed the reliability and validity test and the experts' suggestions. 20 questions prepared by researchers for respondents

Data Analysis Procedures

When conducting the interview session, the researchers recorded and transcribed the conversation. The following procedure is the coding process. In coding, researchers categorize raw data as phrases, words, or sentences to determine the theme. Researchers employ thematic methods as a form of data analysis for interview-based data. Researchers manually carry out The coding process, which entails initial coding, connecting coding, discovering themes, and assessing and identifying themes. This research uses a type theme based on a study created by Braun et al. (2014).

RESULTS AND DISCUSSION

Results

For examining the data, the researchers used the thematic structure. This pattern was systematically reported in the coded data by the researchers. The design is then rearranged into a thematic structure. The dominant theme in the interview session was discovered. Respondents to the survey discussed how technology tools and resources are used to enhance teaching and student learning and ensure that students are not left behind in today's digital era. The interview sessions revealed the tools and resources used by the English teachers.

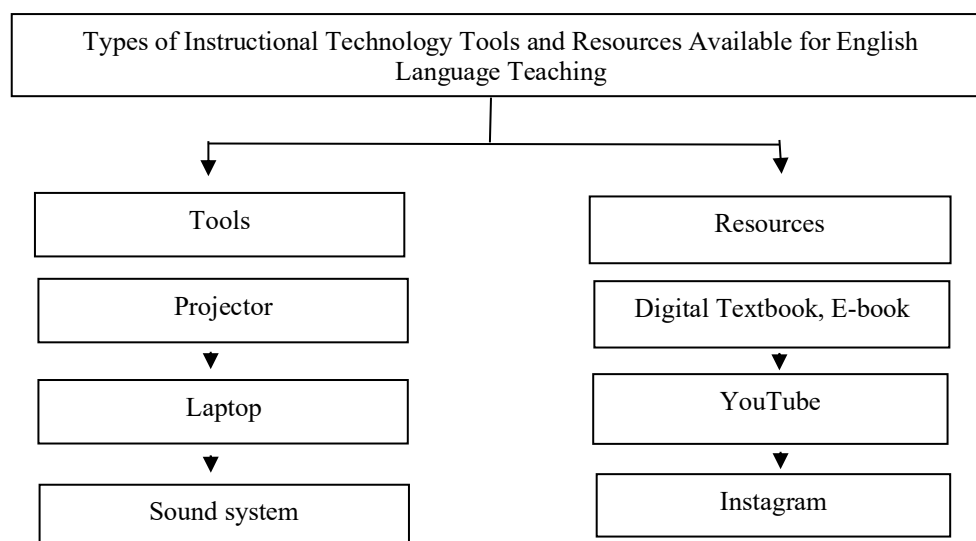


Figure 1. The Types of Instructional Technology Tools and Resources Available for ELT

The researchers analyzed the types of instructional technology tools and resources available for English Language Teaching and how English teachers assist students in incorporating technology into learning activities. There were two sub-themes that researchers discovered based on the analysis of the investigation. The two sub-themes were linked to types of instructional technology tools and resources employed by English Teachers.

Types of Instructional Technology Tools Available for English Language Teaching

Projector

The projector is the first tool often used by English teachers to show the materials in front of the class.

Respondent 1 said, *"For giving materials, we should know what students need. After observing, I found that the students are more interested when materials are displayed in pictures. Therefore, I often used Projector for English teaching. But sometimes I just ask students to use their smartphones to search the internet because there are several classes whose projectors do not work."*

Furthermore, all English teachers believed that improving infrastructure can assist teachers in incorporating technology into teaching-learning activities. They explained there are no Language laboratories with computers, whereas it can get students used to using technology in the classroom. The English teachers are disappointed that some of the classroom projectors have broken. They hope the principal can facilitate the school with technology tools for teaching, such as interactive whiteboards, and speakers.

Laptop

Based on analyzing the data from the interview session, the researcher found that English Teachers always bring their laptop for teaching because the materials are in them.

Respondent 2 said that *"Nowadays, technology is an important tool. Now we can make easy-to-access materials from the internet. I always bring my laptop because all materials are in it, then I connect it to the projector for teaching in class"*.

From the statement of respondent 2, the researchers can say that English teachers integrate technology into English language teaching. The teachers do not need to bring a lot of books because the materials are on their laptops, making it easier to access the material. In addition, the teachers have a problem using a computer for teaching, such as an internet connection, and connecting a laptop to the projector sometimes takes a lot of time.

Sound system

Another tool often used by English teachers is a sound system. It is usually used when the teachers show materials through audio-visual.

Respondent 2 said, *"For audiovisual, I usually bring my speaker for teaching because the class has no sound system. Because that is useful when I teach, for example, listening."*

Based on the interview, respondent 1 does not use audiovisual tools such as a sound system because the teacher thinks more effectively if the teacher's voice directly explains the materials. In another case with respondent 2, the teacher brings her excellent teaching method to make students interested in the materials. In addition, the teachers hope the school has to facilitate all classes with a sound system.

Types of Instructional Resources Available for English Language Teaching

Based on the interview with English Teachers, the researchers found some resources the teachers use for English language teachings, such as Digital textbooks and e-books, and the English language learning platforms such as YouTube and Instagram.

A digital textbook, E-book

Teachers usually use digital textbooks or e-books for teaching in class as a guide. Respondent 3 said, *"Of course, I use Digital textbooks or e-books, which I got from the education government. It makes easier the teachers and students in the learning process. Now students do not need to buy books. They can access the materials with their smartphone."*

It is related to respondent 4, who said, *"We used digital textbooks and e-books, it very gives many benefits for teaching. The students can learn the materials at home before the teachers explain. The materials are good and systematic. The students do not need to spend their money to buy printed books"*.

Based on the interview, the teachers said they usually use a digital textbook and E-book for teaching because all materials are in it. Digital books and e-books have many benefits for teachers and students as the teachers do not have to be confused about what materials they want to give to students in every meeting because they have been systematically arranged in digital textbooks. Another benefit is students can learn the materials at home before the teachers explain it.

YouTube

An online platform that teachers use for teaching English is YouTube to improve students' understanding of the materials.

Respondent 5 said, *"I also used social media as resources, like YouTube for teaching. I have my YouTube, and the content is about English education all about English. Usually, I will ask students to open my YouTube channel. Then they make a summary, and sometimes I only show they the videos so they can easily understand the materials"*.

Based on The teacher's explanation, teachers must make students easily understand the materials. The teacher used videos on YouTube to make the students interested in the materials, and the teacher quickly implemented the materials. The class will not be dull and can make students excited to learn.

Instagram

Another online resource that teachers use for English language teaching is Instagram.

Respondent 4 said, *"Not only YouTube, but I also use Instagram to teach English. Because I often posted information about education on my Instagram, therefore I*

asked them to follow my Instagram. I also asked students to be creative. For example, I asked them to make advertising posters. Then they uploaded to Instagram”.

According to the interview above, the teacher's online resources, such as Instagram, can be used to improve students' creativity. Furthermore, teachers can more accessible share educational information with their students. Therefore, students must use instructional technology tools and resources in learning.

Discussion

This study discovered that English teachers in SMA N 4 Bandar Lampung employed a variety of instructional technology tools and resources for teaching English. Students' motivation to use educational technology to accomplish learning goals can be increased by encouraging and raising awareness of the value of employing technology in the learning environment. This assertion is consistent with the earlier finding that technology has increasingly become a crucial component of learning both in and outside of the classroom, that it has been used to support and enhance language learning, and that it is becoming an increasingly important tool for teachers to use to facilitate language learning for their students (Zhang, 2022).

The results mentioned above show that teachers employ various technology tools and resources to enhance the teaching of English, including a projector, laptop, sound system, and resources like YouTube, Instagram, and digital textbooks like e-books. It is expected that students who are engaged and interested in the material they are learning will retain it better. As was previously noted, technology can assist teachers and their instructional methods in promoting active involvement in the classroom, which is also a significant aspect of improving knowledge retention. It is possible to experiment with various forms of technology to determine which ones help students retain their knowledge the best (Choi & Chung, 2021). Because each student has a unique learning style and set of skills, we can safely say that no students can learn similarly. Technology dramatically increases the likelihood that learning activities will benefit everyone, regardless of their needs. For instance, students can study independently, review challenging ideas, or move on if necessary. Additionally, technology may give some underachieving or even impaired students' extra possibilities. Students who have access to the Internet can conduct research in a variety of methods and have access to a wide range of materials. It can boost student engagement. By engaging in various online activities using technology and the internet, students can practice their teamwork abilities. Technology may significantly aid in improving the teaching and learning process because so many online resources are available. As a result, teachers can augment traditional teaching methods and maintain student engagement by using various apps or reliable internet resources.

The best materials and tools that might support students' learning activities are always considered by teachers. However, there seem to be virtually unlimited alternatives because of technological advancements and accessibility (Hastomo et al., 2024). Integrating technology properly is crucial rather than using it for its own sake. Teachers use their knowledge of what to teach and how to teach it in this situation. When creating learning experiences for students, a teacher must consider various factors, and the effective use of technology is only one of them. Teachers stay up to date with the technology resources available to them in the same way that they stay current with changes in curricula, new educational regulations, and advancements in the art and science of teaching practice. It means that experimentation and trial-and-error are sometimes just as significant as experience when analyzing what influences teachers' lesson ideas. Using technology, teachers can help students turn their knowledge and abilities into products, solutions, and new information.

Digital learning resources improve information processing. Content and occasionally learning activities are included in digital learning resources. They integrate text, image, video, and audio multimedia elements to deliver information. According to research on multimedia learning, students can learn more efficiently from materials that successfully blend words and visuals than those that only contain words. Working memory development is aided by students' focus and engagement with these resources. When students engage with multimedia content meaningfully, they store it in their long-term memory (Mayer, 2024). This meaningful interaction might involve learning activities within the digital resource as a lesson the teacher creates. Nevertheless, not all of the material offered in a multimedia format is educational. The materials themselves must be completed with solid educational ideas in mind, and the teacher must actively incorporate them into the learning process for learning to take place. Both the efficient design of the tools and the most effective ways a teacher might use those resources with students are guided by educational theory.

CONCLUSION

The results of this study demonstrate how English teachers use instructional technology tools, including a projector, laptop, sound system, and online resources like Instagram, YouTube, and digital textbooks to teach English. This research suggests that improving the school's infrastructure can create a plan for EFL education. The number of schools used as research participants is one of the drawbacks of this study. As a result, the researcher recommends that a broader range of topics be included in future research. Additionally, the researchers recommended that future studies include data from other respondents such as students and policy makers because this study only included data from English teachers. In this research, the researcher only discusses several types of tools and

resources that English teachers use for learning English. Last, it is recommended that future researchers think about using this as a topic for more research and looking into the significance of the tools and resources available for English language teaching in enhancing language learning abilities among EFL students.

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