

# **EFL Teaching Experience With Technology: Portraying Higher Education Institutions in Suburban During the Post-Pandemic**

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*The portrait of the teaching experience of EFL lecturers of using technology in distance learning for interaction in post-pandemic. The purpose of the study is to capture experiences in the lecturers' engagement and support students' learning pedagogically using technology and the impact of the learning platform shift from face-to-face to distance learning with technology in their professional lives. The participants in this study are three general English course lecturers from three higher educations in the suburban. One-to-one interview sheets are given to lecturers after employing technology in the distance learning process to get the data. Data are analyzed using descriptive phenomenological steps. The result reveals that all lecturers actively engage and support using technology in distance learning. Most lecturers feel compelled to adapt to the use of technology because the ability, facilities, and support from the school community still do not contribute to the learning process. It is crucial during the post-pandemic to have respect for lecturers to implement distance learning using technology they are comfortable with.*

*Keywords: teaching experience, distance learning, digital inequality, lecturers' engagement and support, phenomenology steps*

## **INTRODUCTION**

Since its fast global expansion, technology has played an increasingly important role in people's lives, including education. It has also played a key role in education, allowing for extensive collaboration between lecturers in some higher education in the suburban in Post-pandemics. Moreover, Technology offers enormous and numerous benefits for more productive, effective, efficient, and successful practices, mainly when dealing with a 21st-century education. Most sectors of social work have integrated technology. This experience has a tremendous impact on the teaching and learning process. Since the internet has become a part of life, the teaching and learning process has evolved from a book-based to a paperless era. Knowledge was not restricted and could be expanded through various devices, including digital technology. Despite several difficulties, technology was effective in the classroom (Karimah & Muslim, 2019). In terms of

relevance, implementation, competence, and context, lecturers expressed positive perspectives on the use of digital technology in EFL classrooms (Hol & Aydın, 2020). In many nations, including rural and urban schools, information and communication technology (ICT) had been implemented for the dual purposes of educational modernization and equity (Li et al., 2018).

Education is one of the many regions and disciplines that has been and will continue to be influenced by technology. In Post- Pandemic, one of these sectors, teaching and learning English as a foreign language, has seen the introduction and use of many forms of technologies. In education, technology has long been seen as the primary focus. During the pandemic, the use of digital tools in the educational process reached an all-time maximum (Vlasova et al., 2020). Digital teaching tools provided a feasible option for many people, including students of all levels. The present educational landscape had shifted, and online education was widely accepted at the university level (S. A. Bhat, 2021). The education sector should adopt an innovative approach that integrates face-to-face with virtual interaction (Feldman, 2021). Internet technology could be leveraged during a pandemic to provide online learning (Mokliuk et al., 2022). Educational technology was exceptionally significant in education since it might make the learning process easier (Ihsan et al., 2021). Digital technology assisted students in continuing their studies during the current new coronavirus outbreak (Zenkov, 2020). Transitioning from traditional classrooms to online systems was essential in education (Careaga-Butter et al., 2020). The current pandemic had brought the usage of technology and media's influence to the center of our actual activities (Iacob, 2020). For the benefit of more active, flexible, and meaningful learning, the 'forced' experience of teaching using digital technology as part of emergency remote teaching might gradually give way to a harmonious combination of physical and online tools and approaches (Rapanta et al., 2021).

Educators' roles as active and creative communicators, negotiators, and integrators of digital and pedagogical resources into effective teaching-learning processes were highlighted by the Covid-19 outbreak and its subsequent lockdown phases (Damsa et al., 2021). In the last year dozens of new studies had looked at how lecturers reacted to the pressing need to move from face-to-face to online education and whether this shift has resulted in beneficial changes in their implicit and explicit pedagogical models and techniques (Peters et al., 2020). During the first month of teaching remotely due to the Covid-19 lockout, Damsa et al. delivered an online survey to 171 university lecturers, asking about their experiences, obstacles, and perceived consequences of the online transfer on learners. The quantitative research revealed three teacher profiles based on whether lecturers used new online teaching methods, software, and support from others in a low (Profile 1), medium (Profile 2), or high (Profile 3) way. Profile 1 lecturers (36.7 per cent of the participants) tended to have a tendency toward repetitive, non-transformative agency, where the action in developing situations replicated current practices, according to the qualitative study. Lecturers in Profile 2 (55.2 per cent of participants) were more likely to demonstrate a functional form of activity, in which they acknowledged the use (fulness) of technologies as alternatives to their usual practice, but not their potential as accelerators for new practices. Finally, just 8% of the participants in Profile 3 demonstrated characteristics of the future-projective, transformative action (Damsa et al., 2021).

Daumiller et al. from Germany also employed online surveys but integrated results from lecturers and students. A total of 80 academics responded to the survey, with the vast majority (more than 80%) having no or limited experience with online instruction. In addition, 703 students enrolled in their classes completed a survey. The survey asked lecturers about their instructional achievement goals, which were a learning approach. Faculty perceptions of the quick move to online education were categorized as a threatening situation, a perceived positive challenge, or a perceived opportunity for competency growth. Generally, the results indicated higher means for considered positive challenges and perceived benefits for competence development than for threatening situations, implying that participating instructors' opinions toward the change were more positive than negative. Furthermore, instructors' learning approach goals were favorably linked to their perception of the move to online teaching as a positive challenge and opportunity. They perceived this change as frightening and were linked to performance (appearance) rejection and work avoidance goals. This latter attitude, associated with higher tiredness and lower student perceptions of teaching quality, was also linked to higher burnout levels (Daumiller et al., 2021). Many faculty members were forced to switch from face-to-face to online teaching to respond to the COVID-19

pandemic. As a result, some struggled and faced challenges and high-stress levels. In contrast, others saw this instant change as a beautiful opportunity, adapted well, and supported positive learning activities for their learners (R. Bhat et al., 2020).

Over the last few decades, digital technology for education had significantly altered teaching practices in higher education. As a result, educational practitioners in higher education should be knowledgeable about digital technologies. Before COVID-19, however, higher education instruction was primarily done in face-to-face formats, with digital technology being used only sporadic at best. While a smooth shift from face-to-face to blended, online, or flipped classroom instruction required careful planning, this was not achievable at the beginning of the COVID-19 crisis due to extraordinary physical closures of universities and institutions in most nations (Sailer et al., 2021). The physical closure of educational institutions accelerated the digitalization of instruction by forcing a quick shift. As a result, faculty—who played a critical role in online teaching and students’ learning activities—and the administrative/university environment were all affected. Political decisions, learning and technical advancements, educational program inequity, or funding termination might all be factors in such shifts (Sălceanu, 2020).

Lack of (access to) digital help may increase digital inequality during the COVID-19 outbreak as the world’s usage of digital technologies for communication grows. More than ever, those who are less tech-savvy may require assistance. People generally rely on family and peer networks for digital assistance. Lack of access to computers, the internet, and other contemporary technology was called digital inequity (du Plessis, 2014). Schools used ICT in different ways, resulting in digital inequality. Their usage might fluctuate depending on their socioeconomic condition. Children from low-income families were less likely to interact with digital devices at home (Dolan, 2016). Distinctive uses of technology could happen among students in the contexts they learnt at home and school, in the ways that different socioeconomic makeups of schools led to students being consumers rather than producers of technology, and in the ways that their lecturers’ use and knowledge of technology impacted students in positive or negative ways (Herro et al., 2013). Digital communication advancements had implications for digital inequity. Digital inequality exists among people with varying internet access and ability levels, which may limit the benefits they can derive from communication technologies (Dianati et al., 2020). Other barriers to employing technology include unstable internet connections and issues maintaining gadget performance and access quality.

Additionally, some people might not use digital media effectively to substitute face-to-face communication during a pandemic (Hargittai, E., & Micheli, 2019). Because of numerous socioeconomic and cultural considerations, rural students confronted vital challenges in online education during the COVID-19 pandemic lockdown (Srinivasan et al., 2021). Learners’ digital inequality issues during remote learning, such as difficulty connecting with professors and teaching assistants, were linked to lower remote learning performance (Katz et al., 2021). Due to school closures as a result of COVID-19, education had been forced from the classroom to the home, and education was now predominantly the duty of parents in the coming years (Doyle, 2020). Working from home when on lockdown due to a pandemic necessitates a closer analysis of how spatial and temporal linkages were transformed in the (digital) work as instructors (Johnston et al., 2021). As a result of extensive closures of schools, colleges, and universities, the transition to online and digital education formats, as well as a rise in “remote” modes of teaching and learning, could and should make a more direct contribution to knowledge and practice during the COVID-19 pandemic (Williamson et al., 2020). In many countries, the pandemic-induced lockdown entailed bringing attention to what happened when classroom space-time flowed in the opposite direction, into the home environment, bringing the synchronized polar world of learning in the digital era into the routines of family life (Alirezabeigi et al., 2020). Distance education still implied disconnection from a central academic institution, its campus, and its instructors. Also, rather than reaching out, the university should be seen as an organization that ‘opens up.’ Academic institutions should be more clearly characterized as entities operating in various time and space locations. Distance learning, often known as online distance learning, was a “twice removed” style of education from a traditional campus (Sheail, 2018). The COVID-19 outbreak shifted how education was delivered, particularly regarding online learning and how families administered it at home (Lotfolahi & Salehi, 2017). Changes in learning from face-to-face to online or from school to home in the current post-pandemic period, especially at universities, raise various perspectives

regarding the benefits and learning outcomes to be achieved. The preview research findings' pictures of many components of the teaching experience with technology can be used as comparisons and gaps in this research to see new EFL teaching experiences with technology in higher education in post-pandemic.

## PURPOSE OF THE STUDY

To fill the gap in preview research on learning changes which require the use of technology as a learning bridge, this paper aims to explore the lecturers' engagement and support pedagogically for students' learning using technology and the impact of the learning platform shift from face-to-face to distance learning with technology for lectures in their professional lives by exploring distance learning activities with technology as experienced by higher education lecturers of general English courses majoring in the English education department in their professional lives in suburban. The research questions of the study are:

1. How do lecturers pedagogically engage and support students' learning using technology in their professional lives?
2. What is the impact of the learning platform shift from face-to-face to distance learning with technology for lectures?

## METHOD

This study uses a phenomenology technique in qualitative research to explore distance learning activities using technology as experienced by higher education lecturers in their professional lives in suburban areas. A phenomenological approach explores individual lecturers' or students' personal experiences (Creswell & Creswell, 2018). The participants in this study are three general English course Lecturers from three higher educations in the suburban at *Universitas Nahdlatul Ulama Blitar*, *Universitas Merdeka Pasuruan*, and *Universitas Kahuripan Kediri*, Indonesia, selected using purposive sampling based on their accessibility and usefulness (Poht, 2018). Individuals were chosen as study participants because they could contribute to a better understanding of the research problem and primary phenomenon (Creswell & Creswell, 2018). At least three participants were needed, and the number had ranged between 3 and 15 in descriptive phenomenological studies (Giorgi, 2008). In this study, One-to-one interview sheets are given to lecturers after employing technology in the distance learning process where the data gathering approaches are used. Due to the COVID-19 pandemic, the contents of the sentences on the interview sheets fall under the study objectives that focus on the experience and either employ face-to-face or online protocols (Gallegos, 2005).

Data are analyzed using descriptive phenomenological steps as follows: 1) Phenomenological reduction, 2) Description and 3) Search for essence (Giorgi, 2008). It contains seven ways: (1) Concrete descriptions are raw data of the phenomenon through an interview, (2) Sense of the whole (and bracketing) is reading for the whole of phenomenological reduction to get a holistic understanding, (3) Meaning units are that every transition in meaning from within the attitude focused on the phenomenon is marked, (4) Transformation – reduction and intuition are transforming the data through a method of free imaginative variation into expressions that are more relevant, (5) Constituents and Structure are the final expressions from the transformations through another stage of free imaginative variation to identify an essential structure of the phenomenon, (6) Communication of the findings is clarification and discussion of the data through the identified constituents and their interrelationships to form the structure or essence, and (7) The findings are discussed with the existing relevant literature in order to interpret the structure and constituent parts (Applebaum, 2016; Broomé, 2013; Wertz, 2010). In data processing and concluding, this research uses the principle of epoche. Epoche puts aside his or her prejudices and predispositions about the phenomenon (Ashworth, 1999). It does not erase everything, deny everything's actuality, or cast doubt on everything; instead, it uses the natural attitude, the biases of everyday knowledge, as a foundation for truth and reality (Moustakas, 1994).

## FINDINGS

After learning using technology in face-to-face and online ways (distance learning) for four meetings, three lecturers from three suburban universities completed a series of interviews. The lecturers' engagement and support pedagogically for students' learning using technology and the impact of the learning platform shift from face-to-face to distance learning with technology for lectures in their professional lives by exploring distance learning activities with technology are presented in the following sections. The table below contains information about lecturers' gender, age, educational background, teaching experience, and location.

**TABLE 1**  
**THE PROFILE OF LECTURERS IN THE STUDY**

| Gender                 | Male          | Female        |                 |
|------------------------|---------------|---------------|-----------------|
|                        | 1             | 2             |                 |
|                        | 33,33%        | 66,67%        |                 |
| Age                    | < 24 years    | 24-35 years   | 36-45 years     |
|                        | -             | 2             | 1               |
|                        |               | 83,33%        | 16,67%          |
| Educational background | Bachelor      | Master        | Doctor          |
|                        | -             | 3             | -               |
|                        |               | 100%          |                 |
| Teaching experience    | < 2 years     | 2-7 years     | 8- 13 years     |
|                        |               | 3             |                 |
|                        |               | 100%          |                 |
| Location               | <i>Blitar</i> | <i>Kediri</i> | <i>Pasuruan</i> |
|                        | 1             | 1             | 1               |
|                        | 33,33%        | 33,33%        | 33,33%          |

Table 1 lists the teacher's profiles who took part in this study. 33,33% of participants are males, and 66,67% of others are female lecturers. In general, lecturers are between 24-35 years (83.33%), and only a tiny proportion are aged between 36-45 years (16.67%). Moreover, again, all lecturers graduate from the master's program. According to location distribution, 33.33% of the participants comes from *Blitar*, another 33.33% comes from *Kediri*, and the other 33.33% comes from *Pasuruan*. In obtaining data for the actual experience of all participants in the experience of teaching using technology, the researchers distribute interview guidelines related to the two research objectives after the lecturer carried out face-to-face and distance classroom learning. The interview sheet for two research purposes is presented in the following table.

**TABLE 2**  
**INTERVIEW SHEET FOR TWO RESEARCH PURPOSES**

| No. | Interview guidelines                                                                                                                      | Interview transcriptions |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1   | Describe to me your experience of how you pedagogically engage and support students' learning using technology in your professional life! |                          |
| 2   | Can you tell me more about when you said [. . .]?                                                                                         |                          |
| 3   | Can you give me an example of when you said you felt [. . .]?                                                                             |                          |
| 4   | What impact of the learning platform shift from face-to-face to distance learning might you have after teaching with technology?          |                          |

After conducting face-to-face and distance learning according to the natural conditions of learning in each university, these experiences can be seen from the results of all interview transcriptions as concrete descriptions. To find a holistic understanding from experience, the researchers apply the step of reading for the whole of phenomenological reduction in the sense of the whole (and bracketing) in the study. Then, understanding the described experience is packaged into meaning units and transformed into relevant expressions through complete free imaginative variation (Transformation – reduction and intuition and Constituents and Structure). They are illustrated below.

### **Lecturer 1. Universitas Merdeka Pasuruan**

“Saya mengajar beberapa mata kuliah ESP di Universitas tempat saya mengajar, salah satunya adalah “Business English”. Pada Mata Kuliah tersebut saya biasa menggunakan beberapa learning platforms dan learning tools, contohnya PPT, video, google classroom, quizziz, kahoot, zoom/google meet, Mendeley, dll karena jika saya hanya menggunakan metode ceramah, mahasiswa akan cepat merasa bosan sehingga learning materials pun lebih sulit diterima. Dengan platforms tersebut, pembelajaran jauh lebih interaktif dan learning objectives jauh lebih mudah dicapai.” “I teach several ESP courses at my university, one of which is “Business English”. In these courses, I usually use several learning platforms and learning tools, for example, PPT, video, google classroom, quizzes, Kahoot, zoom/google meet, Mendeley, etc., because if I only use the face-to-face method, students will quickly get bored so learning materials even more challenging to accept. With these platforms, learning is much more interactive, and learning objectives are much easier to achieve.”

Formulated Meaning: Distance learning with technology is valuable and helpful (Appreciation)

“Pada saat di akhir pembelajaran saya biasanya menggunakan Kahoot atau Quizziz untuk evaluasi pembelajaran sekaligus mengetahui tingkat pengetahuan siswa.” “At the end of the lesson I usually use Kahoot or Quizzes to evaluate learning as well as find out the level of student knowledge.”

“Contohnya ketika saya mengajar topik tentang “Business Meeting”, saya terlebih dahulu menjelaskan tentang basic concept “Business Meeting” beserta contoh expressionnya. Kemudian, saya mengajak mahasiswa untuk menonton sebuah 2 video singkat tentang business meeting. Video 1 tentang contoh business meeting yg kurang efektif dan 1 video tentang business meeting yg efektif. Mahasiswa saya ajak untuk menganalisis percakapan dari video tersebut.” “For example, when I teach the topic of “Business Meeting”, I first explain the basic concept of “Business Meeting” along with an example of its expression. Then, I invited students to watch 2 short videos about business meetings. Video 1 is about examples of ineffective business meetings and another video is about effective business meetings. I invite students to analyze the conversation from the video.”

Formulated Meaning: Technology strengthens lecturers in class interaction (Empowerment)

“dampak pembelajaran yang saya alami untuk pembelajaran jarak jauh menggunakan technology yaitu pembelajaran bisa tetap terlaksana dengan lancar meskipun masih banyak hambatan yang dialami seperti kendala koneksi internet, mimimnya kepemilikan Laptop atau Handphone, dan sedikitnya dukungan orang tua terkait pembelajaran jarak jauh, tetapi banyak variasi jawaban siswa yang didapatkan dari sumber online sehingga pembelajaran lebih menarik sesuai dengan tujuan pembelajaran.” “The impact of distance learning using technology is that learning can still be carried out smoothly even though there are still many

obstacles experienced, such as internet connection problems, lack of laptop or cellphone ownership, and the lack of parental support. However, there are many variations of student answers obtained from online sources, so learning is more attractive related to objectives.”

Formulated Meaning: Technology has many limitations and obstacles in distance learning (Restrictions)

### **Lecturer 2: Universitas Nahdlatul Ulama Blitar**

“Penggunaan teknologi dalam proses belajar mengajar tatap muka dan jarak jauh , saya biasanya menggunakan google classroom, google meet, dan youtube meskipun saya sedikit terpaksa karena factor pengetahuan baru .” “The uses of technology in my face-to-face and distance learning are usually google classroom, google meet, and YouTube, although I’m a little forced because of the new knowledge factor.”

Formulated Meaning: The use of technology reinforces the teaching process (Reinforcement)

“Untuk tugas siswa diminta mencari referensi secara online terkait topik yang akan dibahas di kelas. Kemudian siswa diminta untuk presentasi menggunakan LCD proyektor dan setelah presentasi tugas dikumpulkan di google classroom. Sedangkan untuk tugas UAS, ada mata kuliah yang meminta mahasiswa untuk membuat video kemudian hasilnya diupload di youtube”. “For assignments, students are asked to look for online references related to class topics. Then students were asked to make presentations using an LCD projector, and after the presentation, the assignments were collected in Google Classroom. As for UAS assignments, some courses ask students to make videos and then upload the results on YouTube.”

“Penggunaan google classroom untuk pemberian dan pengumpulan tugas, google meet untuk kuliah daring, dan youtube untuk upload video sebagai tugas akhir”. “Use google classroom for giving and submitting assignments, google meet for online lectures, and YouTube for uploading videos as a final project.”

Formulated Meaning: Learning is supported by technological devices in a meaningful way (Encouragement)

“dampak yang saya alami yaitu kendala koneksi internet, kesulitan berkomunikasi dengan mahasiswa karena kurangnya pemahaman penerapan pembelajaran online, masih sering salah pemahaman, dan kepemilikan fasilitas seperti laptop dan handphone masih kurang. Oleh karena itu, pembelajaran jarak jauh masih kurang menguntungkan bagi kegiatan pembelajaran di kampus kami.” “The impacts experienced were internet connection problems and difficulty communicating with students due to a lack of understanding of the application of online learning. Still, they are often misunderstood and lack ownership of facilities such as laptops and cellphones. Therefore, distance learning is still not profitable for learning activities on our campus.”

Formulated Meaning: Technology hinders learning (unprofitable way)

### **Lecturer 3: Universitas Kahuripan Kediri**

“Teknologi yang paling mempengaruhi cara mengajar saya adalah laptop dan LCD projector. Saya melihat kedua alat tersebut adalah media mengajar yang murah dengan laptop sebagai alat penyimpan materi dan LCD Projector sebagai alat untuk

menampilkannya. Tidak hanya dua alat tersebut, saya juga menggunakan aktif speaker untuk mengajar listening”. “The technologies that have influenced my teaching are laptops and LCD projectors. I see that these two tools are cheap teaching media with a laptop as a means of storing material and an LCD projector as a tool to display it. Not only these two tools, but I also use active speakers to teach listening.”

Formulated Meaning: Technology has become an influential device in distance learning (usefulness)

“Saya tidak begitu tergantung pada teknologi. walaupun terjadi listrik padam, saya bisa menggunakan spidol dan papan tulis”. “Technology is not all for me. Even if there is a power outage, I can use a marker and a whiteboard.”

“saya sangat terbantu dengan teknologi karena dapat mengilustrasikan materi pembelajaran. Sehingga mahasiswa sering saya ajak untuk menganalisis percakapan dari video tersebut, meskipun respon mereka sangat sulit karena keterbatasan pengetahuan tentang teknologi.” “I am greatly helped by technology because it can illustrate learning material. So that I often invite students to analyze the conversation from the video. However, their response is prolonged due to limited technology knowledge.”

Formulated Meaning: The balance between technology and face-to-face learning (indifference)

“saya sangat berharap pembelajaran jarak jauh juga harus diimbangi dengan pembelajaran tatap muka, dikarenakan dampak yang saya rasakan untuk pembelajaran jarak jauh di kampus yaitu sulitnya koneksi internet, minimnya pengetahuan penggunaan media online dalam pembelajaran, hampir sebagian mahasiswa tidak memiliki Laptop dan Handphone, minimnya dukungan orang tua, dan sebagian mahasiswa ada yang tidak mengikuti perkuliahan.” “I hope that distance learning must also be balanced with face-to-face learning because the impact I feel of distance learning on campus is the difficulty of internet connection, lack of knowledge of using online media in learning, almost some students do not have laptops and cellphones, lack of supportive parents, and some students do not attend lectures.”

Formulated Meaning: Learning is hampered by technology (unprofitable way)

### **The Lecturers' Engagement and Support Pedagogically for Students' Learning Using Technology**

Lecturers' professional life has been significantly altered by their use of technology in English classes during the post-pandemic. Technology's critical role in today's educational context compels lecturers to accept this reality. Lecturers express the need to incorporate technology into face-to-face and distance learning to help them perform better and learn more effectively. All lecturers engage and support learning using technology in face-to-face and distance learning. These activities can be seen from the three teacher-distanced teaching experiences in the technology interaction process. A lecturer from *Universitas Merdeka Pasuruan* considers that Distance learning with technology is valuable and helpful (Appreciation). She uses several learning platforms and tools, for example, PPT, video, google classroom, quizzes, Kahoot, zoom/google meet, and Mendeley. This way, learning is much more interactive. Learning objectives are much easier to achieve. Again, Technology strengthens her in her learning interaction (Empowerment). This activity can be seen in real class experience at the end of the lecture, and she usually uses Kahoot or Quizzes to evaluate learning and determine the level of student knowledge. All of her experiences are classified as (freedom and constraint) because what she experienced in the distance learning process during the post-pandemic is the neutral nature of her experience.

Moreover, her experience has similar findings from several researchers at university teaching settings in various countries. The majority of students positive attitudes and willingness to participate in distance

learning classes in the post-COVID19 pandemic indicated that there was a bright future for e-learning platforms in higher education institutions, even though distance learning was still in its infancy and traditional classrooms still seemed to be necessary (Ismaili, 2020). Students could become active and creative by using technology and interactive teaching methods. Thus lecturers should be knowledgeable about incorporating technology into the teaching and learning process (Anggeraini, 2018). The unique alternatives by institutions typically teach face-to-face in classrooms or on campuses during the COVID-19 crisis would leave a lasting impression even though they would likely return to the traditional form of instruction with some relief. Schools would arrange themselves more methodically to pursue the components of technology-based learning that they had found most effective, and the growth of online learning in tertiary education would continue to rise (Daniel, 2020). Technology-enhanced classrooms encouraged language proficiency, contributed to creating a positive and engaging learning environment, encouraged active involvement, and assisted future instructors in customizing their teachings to the needs and interests of their students (Kuru Gönen, 2019).

In some aspects, technology support in distance learning is so helpful. A lecturer from *Universitas Nahdlatul Ulama Blitar* experiences that the use of technology reinforces the teaching process (Reinforcement). Also, Distance learning supported by technological devices is meaningful (Encouragement). In consequence, she tries to learn to adapt herself to mastering technology to support these learning interactions. This experience is classified as (Camaraderie and hostility) because, for her, experience teaching with technology is expected as one of solitude. In practicing distance learning during the Pandemic, she uses google classroom for giving and submitting assignments, google meet for online lectures, and YouTube for uploading videos as a final project. Wafa' A. Hazaymeh also conducted a similar study at Al-Ain University. His study discovered that the participants' positive attitudes toward online learning gave them the ability to get high ratings in creativity and innovation, communication and cooperation, research and information fluency, critical thinking, problem-solving, decision-making, and digital citizenship. The majority of respondents (86.66 per cent) successfully attained language competency through online distance learning, according to the data, indicating a conducive and adaptable learning environment (Hazaymeh, 2021). Studying English through Zoom helped students practice their language skills, improved the effectiveness of teaching and learning, and promoted engagement and communication between lecturers and students. Zoom features also facilitated online English language instruction. All of those advantages had a positive effect on students' English learning outcomes (Mu'awanah et al., 2021). In rural areas during a pandemic crisis, technology could advance distance learning. There was no denying that technological services played a significant role in advancing education across Indonesia (Rayuwati, 2020). Technology-enabled distance learning provided education without limitations on time or space, supported individualized learning and promoted digital learning (Üstün & Deregözü, 2021).

Lecturer from *Universitas Kahuripan Kediri* experiences that He teaches distance learning with a laptop and LCD. He sees that these tools are cheap media, but it is not effective. Although Technology becomes an influential device in distance learning (usefulness), for him, it is not all for the best solution. Even if there is a power outage, He can use a marker and a whiteboard to teach in-class interaction. The student's response is prolonged due to limited knowledge about technology in following distance learning (indifference). So it is classified as (Euphoria and despair) because his experience is categorized as a negative nature of the experience; Ratminingsih also conducted a similar study. She found that The Covid-19 pandemic pushed educators to use online distance learning (Ratminingsih et al., 2021). When using technology for distance learning, users experience both positive and harmful effects. Learning could occur even though it was done from home. However, additional drawbacks were noticed, starting with the signal strength that varies by location, making it difficult to get information and utilize programs frequently. Furthermore, might be most crucially, instruction could not be delivered as effectively as it could be in a classroom (Zaharah et al., 2020). Compared to earlier eras, digital technology had provided an entirely new approach to learning. The issue of unequal internet access and numerous restrictions on digital resources had so far proven to be barriers to the transformation of technology-based learning. It has already happened (Feri Sulinta et al., 2021). Without the systematic integration of information technology into the educational process, it was now impossible to acquire the essential digital competencies within the confines of the

conventional educational process (lectures, seminars, and oral exams). Graduates would have a significant demand for information technologies, which would enable them to get ready to use IT in the workplace. Additionally, it could significantly increase the effectiveness of training because it enabled the implementation of an individual learning trajectory, customization of training, removal of time and location restrictions, and an increase in the transparency and instructiveness of the educational process (Krasnova & Polushkina, 2021).

### **The Impact of the Learning Platform Shift From Face-to-Face to Distance Learning With Technology for Lecturers in Their Professional Lives**

The impact of distance learning with technology for among three lecturers is almost the same that almost the three universities have problems with internet connection, and lack of ownership of facilities. again, lecturers from two universities, *Universitas Nahdlatul Ulama Blitar and Universitas Kahuripan Kediri*, have little knowledge regarding the use of technology as a distance learning tool so that they find it difficult to adapt in distance learning using technology. Moreover, In both *Universitas Merdeka Pasuruan and Universitas Kahuripan Kediri*, the influence of parental support is very less in distance learning, therefore learning is not more attractive related to objectives and even some students do not attend lectures. It can be said the following: 1) Technology has many limitations and obstacles in distance learning (Restrictions), 2) Technology hinders learning (unprofitable way), and 3) Learning is hampered by technology (unprofitable way). As a reaction to the need for continued education despite the global health hazard, the pandemic crisis had forced the Philippine higher education institutions to rapidly switch to emergency remote teaching. Poor to nonexistent internet connectivity, budgetary limitations, a lack of technology resources, and lack of affective or emotional support were the effects of the pandemic crisis felt by lecturers (Abel Jr, 2020). Because it involved academic culture, which included values, attitudes, knowledge, and skills, as well as the readiness of facilities and infrastructure, students and lecturers at higher education in Mataram, Indonesia, were not prepared to conduct distance learning in pandemic. Some students had limited internet access since the signal area was not well covered, some students did not have smartphones, and more specific information. Moreover, Lecturers preferred to deliver offline. Students did not comprehend the subject or assignments since the lecturer couldn't convey it to them clearly. Male students in particular tended to be passive while responding to lectures and exhibited this same attitude when learning online (Assapari, 2021). The biggest difficulties experienced by students and lecturers from remote and underprivileged locations were access to technology, inadequate internet connectivity, and unfriendly study conditions (Alsoud & Harasis, 2021).

Similar research findings related to the impact of distance learning with technology are as follows: The COVID-19 outbreak brought to light the following problems: growing student participation, a range of online learning platforms and learning tools, and the challenge of converting courses to a fully online setting (Rudenko et al., 2020). According to a study conducted at Russian institutions, every fourth student who switched to an online learning environment struggled to adjust. The primary risks of online learning were the absence of direct communication channels and the growing practice of copying students' academic behavior while simultaneously lowering the teacher's role as a supervisor. Students' demands for themselves as active participants in the educational process decreased due to their inability to sustain the requisite degree of self-organization. In contrast, instructor demands for personal traits and digital abilities increased (Frolova et al., 2021). The root of the issue with distance learning was somewhat more profound and directly connects to digital inequality. Several experts claimed that access to financial resources was required for developing digital competencies (Manikovskaya, 2019). Students and lecturers suddenly needed to update these skills due to the epidemiological problem in distance learning. Many of them were not prepared for the altered circumstances. Expert evaluations showed a large discrepancy between young people's digital skills and socioeconomic backgrounds (Ma et al., 2019).

They are considering the acceptance rates of distance learning among lecturers. The fact that most lecturers start preparing for remote learning as soon as the working-from-home policy was adopted is good. Because only one of the three lecturers is used to using technology in distance learning, such as learning platforms and learning tools, it can be concluded that understanding the use of technology for some lecturers

in suburban universities as a distance learning tool is a new thing. They are forced to adapt, so the learning phenomenon still has many obstacles from lecturers, students, environmental conditions, and internet networks. However, more research is still necessary to determine whether lecturers implement and use distance learning adequately. The use of technology for distance learning must be a top priority to improve EFL learning during the current pandemic.

## CONCLUSION

This study has described a portrait of the teaching experience of several lecturers for distance teaching using technology as a learning aid at suburban universities in Indonesia during the covid pandemic. This research is conducted to photograph the lecturers' engagement and support pedagogically for students' learning using technology and the impact of the learning platform shift from face-to-face to distance learning with technology for lectures. The results of this study illustrate that all lecturers actively engage and support using technology in distance learning, such as PPT, video, google classroom, quizzes, Kahoot, zoom/google meet, Mendeley, YouTube, laptops, and LCD projectors. On the other hand, in actual practice, only one of three lecturers has the habit of using technology in learning, so in implementing distance learning using technology, the lecturer is used to it and feels comfortable. On the other hand, some other lecturers feel that using technology in distance learning is new. They do not have sufficient knowledge and support for inadequate facilities, and the school and family environment is still lacking so that learning becomes less effective. Even one of the three lecturers chose to continue to do face-to-face learning instead of distance learning because of these conditions.

According to the results of this study, it is crucial during the post-pandemic to have respect for lecturers to implement distance learning using technology they are comfortable with. The findings found in this study must also be adequately considered when formulating a technology integration policy for distance learning practices in educational settings in suburban universities. Moving further into the transformation stage through professional development opportunities for lecturers with a specific interest in educational technology is essential to enhance distance learning successfully. The empirical findings of this study illustrate that most lecturers at suburban universities feel compelled to adapt to the use of technology because the ability, facilities, and support from the school community (students, parents, and the environment) still do not contribute to the learning process.

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