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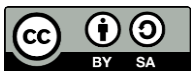

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Challenges in Teaching Integrated Intensive Course through Technology-Enhanced Language Learning with SAMR Model

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Abstract

This study examined the challenges of teaching an Integrated Intensive Course (IIC) using Technology-Enhanced Language Learning (TELL) with the SAMR model. The study utilized a qualitative case study method and employed purposive sampling to choose experienced lecturers in Technology-Enhanced Language Learning (TELL) deployment. Data was collected by observation, interviews with the lecturers, and field note. Thematic analysis was used to examine the gathered data. The study shows that challenges in teaching Integrated Intensive Course through Technology-Enhanced Language Learning included restricted availability of suitable devices, student passivity, large class sizes, insufficient training, inadequate teaching resources, and issues with heat and equipment in traditional classrooms. The findings reveal that the challenges in teaching IIC through TELL were limited access to adequate devices, lack of student initiative, large class size, lack of training, inadequate teaching materials, and heat and equipment problems in physical classrooms.

Keywords: *Challenges, TELL, Integrated Intensive Course, SAMR model*

Introduction

Technology-Enhanced Language Learning (TELL) refers to the application of digital tools and resources to facilitate language acquisition. This can range from the use of digital textbooks and online language learning platforms to more advanced technologies like virtual reality for immersive language experiences. TELL has emerged as a transformative force in the field of linguistics and education (Bangou & Vasilopoulos, 2023; Canals & Mor, 2020; Mirzapour Kouhdasht, 2023; Pineda & Bosso, 2023; Roy & Putatunda, 2021). This innovative approach harnesses the power of digital tools and resources to enrich the language learning experience, fostering a more engaging and interactive educational environment. TELL provides learners with a range of technologies necessary for learning a new language, allowing them to learn at their own pace and convenience (Lopez, 2020; Stickler, 2022; van Rensburg & La Thanh, 2021). Some of these technologies include mobile based learning, multimedia learning, social media, speech to text and text-to speech recognition, and game-based learning (Zhang & Zou, 2020).

In the context of Technology-Enhanced Language Learning, the SAMR model can serve as a guide for educators to progressively integrate technology into their instruction. The SAMR model is a framework developed by Dr. Ruben Puentedura (Al-Khalidi & Nizwa, 2021; Gillespie, 2022; Puentedura, 2013). It aims to help educators integrate technology into their teaching and learning processes (Puentedura, 2013). The model is composed of four stages: Substitution, Augmentation, Modification, and Redefinition, each representing a different level of technology integration in the classroom (Al-Khalidi & Nizwa, 2021; Hamilton et al., 2016; Netolicka & Simonova, 2017; Nguyen, 2024; Puentedura, 2013). At the Substitution level, educators might simply replace traditional learning materials with digital ones. At the Augmentation stage, they might use technology to enhance these materials, such as using interactive exercises. The Modification stage could involve using technology to transform learning activities, like creating digital storytelling projects. Finally, at the Redefinition stage, educators could use technology to enable new learning experiences that were previously inconceivable, such as virtual language exchange with students from different countries.

Teaching an integrated intensive course through TELL presents several unique challenges. Firstly, there can be technological barriers. Both educators and students need to have a certain level of digital literacy to effectively use and navigate the various digital tools and platforms associated with TELL (Alakrash & Abdul Razak, 2021; Ironsi, 2022; Webb & Doman, 2020). This includes not only

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understanding how to use these tools but also how to troubleshoot any issues that may arise. Secondly, there is the challenge of access. Not all students have the same level of access to the necessary technological devices or a reliable internet connection (Ferri et al., 2020; Rahiem, 2020). This can create a digital divide in the classroom and hinder students' ability to fully participate in the TELL environment. Thirdly, there is the challenge of designing and implementing effective TELL instruction. Creating a curriculum that effectively integrates technology and enhances language learning requires a solid understanding of both pedagogical principles and the specific functionalities of the technological tools being used.

The research gap in this field lies in the need for a comprehensive understanding of the specific challenges encountered when implementing Technology-Enhanced Language Learning (TELL) in an integrated intensive course setting. While there's a wealth of research on the benefits of TELL and the potential of various technologies, there's less focus on the practical difficulties educators face when trying to integrate these technologies into their teaching in an intensive language course. Moreover, most existing studies do not offer detailed, actionable strategies for overcoming these challenges. They either focus on high-level recommendations or discuss strategies in a generalized context, rather than providing solutions tailored to the unique context of an integrated intensive language course.

The novelty of this research lies in its application of the SAMR model as a framework to explore these challenges and propose specific strategies for overcoming them. This research aims to move beyond the theoretical discussion of TELL and provide educators with practical guidance on how to effectively integrate technology into their instruction, based on the stages of the SAMR model. By doing so, it seeks to bridge the gap between theory and practice, contributing new insights to the field of TELL.

Method

1.1 Research Design

The study employed a qualitative research method as it was deemed the most suitable way for addressing the research objectives. The researcher used a case study design while applying qualitative methodologies. Case studies are the most common type of research in education, as stated by several experts (Creswell & Poth, 2018).Case study research, according to (Yin, 2013), is grounded in the constructivist paradigm of social construction of reality, which holds that truth is

subjective and contingent on one's perspective. In this investigation, I want to investigate the challenges of the implementation of TELL in teaching IIC with SAMR model.

1.2 Participants

The study involved a sample of four lecturers who were enrolled in the English Language Education Department at Halu Oleo University. The participants were selected through the use of purposive sampling. The criteria for participant selection were established prior to the commencement of this systematic sampling. The persons present gave their informed consent to take part in the investigation. Participants were recruited after observing IIC learning and were then invited to participate in the study as a mandatory requirement. The study begins with an introduction outlining the research's goals and objectives, highlighting the researcher's aim to contribute to the spread of knowledge on obstacles in teaching IIC through TELL using the SAMR paradigm.

Table 1. The Characteristics of the students

Participants	Gender (N)	Age range	Year of Teaching English	Institutions
IIC Lecturers	4 Females	31-33	8-10	Universitas Halu Oleo, Indonesia

1.3 Data Collection

This study utilized interview as the main research tool. Interview section was carried out to encourage participants to reflect on the problems of Technology-Enhanced Language Learning in IIC course. Besides, the researcher also used observation and filed note in conducting the research.

1.4 Data Analysis

The interview tapes were subjected to theme analysis, following the guidelines provided in (Clarke & Braun, 2013). The preliminary stage of the inquiry encompassed the coding procedure, whereby the researchers meticulously scrutinized the records on numerous occasions to develop a comprehensive comprehension of the material. The technique described above enabled the

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researchers to generate category, and sub-categories. In addition, the requirement for careful coding arises from the intricate characteristics of data analysis, which encompasses a multitude of data interpretations based on the obtained data. The researchers employed the software program Nvivo to effectively perform coding and axial coding on the recorded data from the focus group interviews.

Table 1. Category and Sub-Categories of the lecturers' challenges

Categories	Sub-Categories
Challenges	*limited access to adequate devices*
	lack of student initiative
	large class size
	lack of training
	inadequate teaching materials
	heat and equipment problems in physical classrooms.

Results

TELL has gained popularity as a language acquisition methodology due to its combination of convenience with the SAMR paradigm. Nevertheless, despite the numerous benefits, both lecturers and students might have faced various difficulties when utilizing TELL. The purpose of this analysis was to offer a comprehensive account of the challenges encountered by the participants in the presented data, elucidating the potential barriers that should be resolved to enhance the efficacy and productivity of the language learning process.

1. Limited Access to Adequate Devices

One of the most commonly mentioned issues was the internet connectivity problem. The lecturers agreed that an unstable or inadequate network poses a significant barrier to effective online learning. They also said the issue of limited access to devices which further complicated the online learning process. As one lecturer stated:

> "The first thing is the internet connection. Then their access from their gadgets is limited." (Mrs. Y, Interview, 16/01/2023)

It is also supported by the other lecturers' perception of the challenges in learning IIC. She said:

> "Maybe the learning process is a bit hampered because at certain times on our campus, the network is good, sometimes it's not good; for example, if it's in the morning, it's usually good, so, so far, IIC courses usually come in the morning so it's. Still it can still be resolved, and there is also some Wi-Fi and unfortunately when it is approaching the afternoon time, that means many people are starting to use the WIFI and the network is starting to get a bit less good." (Mrs. Yu, Interview, 13/01/2023)

To anticipate the bad internet connection, sometimes the lecturer asked the students to continue upload the task at home. One lecturer said:

> "If there were several tasks, I usually ask the students to do it again at home, where their houses have a good network, so that's how I anticipate it." (Mrs. Am, Interview, 13/01/2023)

Meanwhile, to anticipate the internet connection, the other lecturers said:

> "The network is not good; I always bring orbit." (Mrs. R, Interview, 13/01/2023)

In conclusion, the previous explanation above clearly illustrated the significant challenges posed by internet connectivity issues and limited device access in the online learning environment. Both lecturers and students were affected by these barriers, but they also showed resilience and adaptability in their strategies to overcome them. The lecturers asked the students seek out locations with better connectivity, such as their homes, to complete their assignments. The students also provided their own internet and some students could join hotspot from the lecturers. Meanwhile, lecturers like Mrs. R always carried 'Orbit' as a backup. These insights underlined the need for institutions to invest in robust technological infrastructure and support to facilitate effective online learning, and to ensure that no student was left behind because of these hurdles.

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2. Lack of Student Initiative

The issue of student initiative forms a significant challenge in the lecturers' experiences, as expressed by Mrs. Y. She observed a lack of proactive behavior among students in seeking out information and resources for learning English on the internet.

> "Psychologically, there are children who want to explore more, but there are more children who we just want to be aware of. This is not their initiation, it is not their initiative to search on the internet, actually they can access some information for learning English. They are just waiting the information from the lecturers." (Mrs. Y, Interview, 16/01/2023)

From a psychological perspective, she noted that while some students were eager to explore and learn more, a more significant number of students seem to rely heavily on the information provided by the lecturers. This lack of initiative and dependency on lecturers for information restricted their learning potential and made it challenging for the lecturers to foster a self-driven learning environment. This data suggested a need for strategies to encourage student initiative and independent learning in the educational process. As the internet provides a vast resource for English learning, students need to harness this potential and not solely depend on the information provided by their lecturers. The lecturers, in turn, were faced with the challenge of motivating these students and equipping them with the skills to navigate and utilize online resources effectively.

3. Large Class Size

The implementation of Technology-Enhanced Language Learning (TELL) in education posed various challenges for lecturers, as evidenced by their experiences in this study. The primary concerns revolve around issues of internet connectivity, student initiative, and the management of large class sizes. The class size was also a concern, with one lecturer mentioning:

> "Usually, every semester, we accept 130 students out of 100 or more, around 120 students, so we have to divide them into two classes. Even two classes are still considered large because we cannot control one class. For example, in a class consisting of 60 students." (Mrs. Y, Interview, 16/01/2023)

Mrs. Y highlighted the issue of large class sizes as a significant challenge in the teaching process. Every semester, they accepted an influx of around 100 to 130 students, requiring them to divide the students into two classes. However, even with this division, each class, consisting of approximately 60 students, was still considered significant. This large class size presented a problem in terms of classroom management and control. With such a high number of students, it became difficult for the lecturers to ensure individual attention to each student and maintain an effective teaching-learning environment.

The data suggested that the large class size impacts the quality of instruction and the overall effectiveness of the teaching process. This scenario posed a challenge for the lecturers to devise strategies and methods that could cater to the individual learning needs of each student within the constraints of a large class size. It also indicated a potential need for infrastructural changes, like increasing the number of classes or reducing the student intake per class, to achieve more manageable class sizes.

4. Lack of Training

As lecturers navigate the complexities of Technology-Enhanced Language Learning (TELL), they often encounter challenges related to insufficient training and a lack of up-to-date teaching resources. The following excerpt from interviews with Mrs. Y and Mrs. Am provided insights into these challenges from their unique perspectives. Both lecturers highlighted the need for adequate training and comprehensive resources to successfully implement TELL while also emphasizing the importance of adapting to the specific needs and interests of their students. Here are the excerpts from lecturers:

> "Besides, in every training regarding the use of the latest applications or platforms, the lecturers included are always the same. Sometimes, we are not affected by the results of the training. Due to limited funds from the faculty." (Mrs. Y, Interview, 16/01/2023)

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While the other lecturer said:

> "I feel I'm less active about types of TELL. But the meaning in this case is perhaps something like that, which is more about the habit of students who like playing games. Maybe I need to increase my knowledge regarding game-based learning." (Mrs. Am, Interview, 13/01/2023)

The experiences of Mrs. Y and Mrs. Am, as expressed in their interviews conducted on 13/01/2023, highlighted the challenges related to the lack of adequate training and resources in the context of Technology-Enhanced Language Learning (TELL). Both of the lecturers shed light on different aspects of these issues, offering a comparative perspective on the complexities involved. Mrs. Y raised concerns about the effectiveness of training sessions held for the use of the latest applications or platforms. She noted that the same lecturers were always included in these trainings, and the results of such sessions often did not have a significant impact on the teaching process. Limited funding from the faculty further exacerbates this issue.

On the other hand, Mrs. Am shared her experience of feeling less active in utilizing different types of TELL. She indicated that her lack of engagement might be related to the student's preference for playing games. This suggested that she recognizes the need to increase her knowledge about game-based learning to cater to the interests of her students and enhance their learning experience. These experiences underscored the importance of adequate and effective training for lecturers and the provision of up-to-date teaching resources in implementing TELL. Despite the shared challenges, the lecturers' experiences also highlighted the need for individualized strategies that consider the specific contexts and needs of the students.

Addressing the challenges, the lecturers faced in the realm of Technology-Enhanced Language Learning (TELL) required a multi-faceted approach. There was a critical need for the development and enhancement of effective training programs. These programs, which could be delivered through webinars, workshops, or online courses, should enable lecturers to use the latest technologies proficiently. The training should not only be informative but also practical, focusing on how lecturers could apply what they've learned in the classroom.

5. Inadequate Teaching Materials

The effective implementation of Technology-Enhanced Language Learning (TELL) heavily depended on the availability of comprehensive and up-to-date teaching materials. However, the lecturer often faced challenges due to the lack of such resources. The upcoming excerpt from an interview with Mrs. Yu provided valuable insight into this issue. Her experiences underscored the importance of investing in high-quality educational resources to ensure the successful integration of technology in language learning.

> "Lack of new teaching materials complete with lecturer's guidebooks, student books with audio and video. Because if you use previous textbooks, it will make it easier for students to cheat on their senior work that they have programmed." (Mrs. Yu, Interview, 16/01/2023)

According to Mrs. Yu, there was a noticeable shortage of resources, including lecturer's guidebooks and student books equipped with audio and video content. This scarcity of resources could significantly limit the effectiveness of TELL. Comprehensive teaching materials served as crucial tools that facilitate the teaching-learning process. They guided ethe lecturers in delivering lessons and provide students with valuable resources to supplement their learning. The lack of such materials indicated a gap in the current educational infrastructure that needs to be addressed to fully harness the benefits of TELL.

By utilizing existing resources from platforms like YouTube and other media outlets could provide immediate relief to the problem. The wealth of knowledge available on these platforms could prove to be very beneficial. These resources could be used to supplement teaching materials, offer different perspectives, and provided real-world context to theoretical concepts, thereby enriching the learning experience.

In addition, by conducting regular workshops to train lecturers in creating their own digital teaching materials was a sustainable and long-term solution. These workshops could act as a platform for lecturers to learn, innovate, and share their ideas. They could delve into various aspects of digital content creation, like understanding the basics of digital pedagogy, learning how to design effective lesson plans, exploring ways to incorporate multimedia elements, and even learning about digital tools and platforms that could be utilized for teaching.

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6. Heat and Equipment Problems in Physical Classrooms

The physical conditions of classrooms played a crucial role in the effectiveness of Technology-Enhanced Language Learning (TELL). Issues such as overcrowding, uncomfortable temperatures, and equipment malfunctions could significantly hinder the learning process. Mrs. Yu highlighted on these challenges. Her experiences underscored the importance of maintaining optimal physical conditions and functioning equipment in classrooms to ensure a conducive learning environment for TELL.

> "There are a large number of students in class, and the room is hot, and the lab speakers don't work." (Mrs. Yu, Interview, 16/01/2023)

Mrs. Yu brings attention to the often overlooked but critical aspects of physical classrooms that can impact the effectiveness of Technology-Enhanced Language Learning (TELL). Namely, she points out the issues of overcrowded classes, uncomfortable room temperature, and malfunctioning lab speakers. A crowded classroom can lead to a range of problems, such as reduced individual attention to students, difficulties in managing the class, and decreased student engagement. In the context of TELL, it can also limit the effective use of technology due to the sheer number of students. The room temperature, while seemingly trivial, can significantly affect students' comfort and concentration. A hot classroom can lead to discomfort, fatigue, and decreased productivity, negatively impacting the learning process.

The malfunctioning lab speakers symbolize the broader issue of equipment problems. Efficient TELL relies on functioning technological equipment. When these tools fail, it can disrupt the learning process, create technical barriers for the teacher, and detract from the overall educational experience. Hence, Mrs. Yu's experience stressed that, while integrating technology into language learning, it's essential not to overlook the primary physical conditions of the classroom. It emphasized the need for adequate classroom maintenance, functional equipment, and comfortable learning environments to ensure the successful implementation of TELL.

Despite these challenges, the lecturer suggested various solutions. These include the use of alternative internet sources like the orbital modem, organizing mini-games to increase student interest, increasing knowledge about game-based learning, and utilizing various language learning applications. They also emphasize

the importance of adaptability, with one lecturer stating:

> " We as lecturers or must be able to adapt to this situation. Yes, that's why it's interesting that we serve as lecturers, so all kinds of regulations regarding student admissions are not our responsibility. So, if I were a lecturer, we could somehow tie things together, not arrange for the class not to be too hot by choosing another class that is wider, not too noisy, not too rowdy, or does not allow for good class discussions or teaching processes." (Mrs. Am, Interview, 13/01/2023)

To address the issues at hand, the lecturer had implemented a series of measures. In cooperation with the faculty, we had arranged for air conditioning support and the procurement of new speakers to improve the classroom environment. In the meantime, lecturers had shown extraordinary resourcefulness by bringing personal mini-speakers or borrowing them from the faculty, ensuring that teaching could continue without disruptions. To tackle the problem of overcrowding, they were examining various alternatives. These include rotating schedules, online classes, or even utilizing additional spaces for teaching. These strategies aimed to maintain an optimal student-to-teacher ratio, which facilitated individual attention and more effective use of technology in the classroom.

Based on the explanation above, it can be concluded that the use of TELL (Technology-Enhanced Language Learning) in learning IIC (Integrated Indonesian Course) with the SAMR (Substitution, Augmentation, Modification, Redefinition) model presented high challenges. One significant challenge was limited access to adequate devices and internet connectivity issues. Both lecturers and students reported that unstable or inadequate internet connections hindered effective online learning. Additionally, limited access to devices further complicated the learning process. This challenge affected the availability and reliability of TELL resources for both lecturers and learners.

Another challenge was the lack of adequate teaching materials. l\lecturers expressed difficulties in finding comprehensive and up-to-date teaching materials that incorporate audio and video components. The lack of such resources hampered the successful integration of technology in language learning and limit the effectiveness of TELL implementation.

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 (Documentation, 14/03/2023)	Most of the students join the meeting by using a smartphone. Some students used join together with one device. She said that she didn't have smartphone, besides few students do not have laptop. (*Observation Checklist, 18/01/2023*)

Picture 1. Class Overcrowding Condition

Based on the picture and observation checklist above, it is evident that the challenges in implementing the SAMR model for both lecturers and students were 'highly'. The challenges included limited access to adequate devices, handling large class sizes, and physical classroom conditions. These challenges need the attention of the institution in order to be overcome. Besides, the moderate challenges were a lack of student initiative and joining effective training programs. The lowly challenge was inadequate teaching materials. These issues not only required additional effort and resources from the lecturers but also impact the quality of instruction and overall effectiveness of the teaching process.

In addition, there was a need for effective training programs for lecturers. The experiences shared by the lecturers highlight the importance of training that goes beyond mere information delivery. Practical training, delivered through webinars, workshops, or online courses, should focus on equipping lecturers with the necessary skills to effectively use TELL tools and applications in their classrooms. This training should be ongoing and address the specific needs and contexts of the lecturers and students.

Discussion

The research on implementing Technology-Enhanced Language Learning (TELL) in the Integrated Intensive Course (IIC) unveiled several challenges, which aligned with the findings of previous studies. These hurdles included insufficient resources, lack of training, time wastage, lack of appropriate software, and

shortage of suitable materials.

The lack of necessary equipment like computers, printers, and instructional software had been a significant hurdle in many Southeast Sulawesi campuses, including the English Education department. The Internet network was often inadequate, making it difficult for lecturers to utilize language-learning applications effectively. This aligned with Shak and Tobi's (2022) findings, which highlighted poor Internet connection as a major issue during the pandemic. Consequently, lecturers often resorted to asynchronous sessions using platforms like Google Classroom to mitigate this challenge.

The lack of training for both lecturers and students was another recurring challenge. While there was an abundance of free media training for lecturers, their participation tends to be low due to busy schedules and costs associated with some workshop activities. This issue was further compounded when students lacked the fundamental technical skills needed to utilize technology effectively in learning, aligning with. Time wastage was another significant challenge, mainly caused by the students' limited access to necessary technology. This limitation often resulted in students failing to complete assignments on time, disrupting the flow of the teaching process, which resonates with Ramorola (2014).

The lack of appropriate software also hinders the effective implementation of TELL. Insufficient suitable and useful software discourages the integration of technology in the teaching and learning process, corroborating the findings of Goktas et al. (2009). Lastly, the shortage of suitable materials posed a challenge. Lecturers often struggle to find appropriate materials aligning with the technology used and spend a considerable amount of time creating their material. This aligned with Champa et al. (2019) that indicated the need for more suitable online resources.

The lecturers had suggested various strategies to address the challenges. These included using alternative internet sources, organizing mini-games to increase student interest, increasing knowledge about game-based learning, and utilizing multiple language learning applications. They also emphasized the importance of adaptability, continuous learning, and managing class dynamics. To increase student engagement, they proposed solutions such as holding mini-games or using game-based learning.

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A positive attitude and personal responsibility were also essential in overcoming challenges. Self-development and continuous learning are key strategies to enhance teaching methods and cope with rapid technological advancements. Attending training sessions, seeking information about online training, and exploring the latest language learning applications could help develop skills and knowledge.

Overall, the implementation of the SAMR model presented lecturers and students with "high" challenges. The challenges included inadequate teaching materials, restricted access to suitable devices, ineffective training programs, managing sizable class sizes, and physical classroom conditions. These challenges not only necessitated further resources and effort from the lecturers but also affected the overall efficacy of the teaching process and the caliber of instruction provided.

There was also a demand for effective lecturer training programs. The lecturers' experiences illustrate the necessity of training that extends beyond content delivery. Practical training, given via webinars, workshops, or online courses, should focus on providing lecturers with the skills they need to effectively use TELL technologies and applications in the classroom. This training should be continual and tailored to the individual requirements and settings of lecturers and students.

Conclusion

Implementing Technology-Enhanced Language Learning (TELL) with SAMR model in teaching IIC poses several challenges. Limited access to adequate devices and reliable internet can significantly hinder the learning process, especially for online education. Furthermore, students often heavily rely on lecturers for information, which can limit their capacity for independent learning. Therefore, there's a clear need for strategies that encourage student initiative. Large class sizes can also complicate the management of the classroom, affecting the overall quality of teaching. This issue may require infrastructural modifications, such as enlarging class capacities or reducing the number of students per class.

In addition to this, lecturers, specifically Mrs. Y and Mrs. Am, highlighted the need for proficient training to successfully implement TELL. Without proper training, the effective use of TELL tools and applications may be compromised. The lack of updated instructional resources, such as lecturer's guidebooks and student books, can also impede the efficacy of TELL. Moreover, physical classroom

conditions, including overcrowding, unfavorable temperatures, and equipment malfunctions, can decrease student involvement and pose challenges in classroom management and technology use.

The next researcher can investigate about the impact of technology-enhanced language learning in teaching English by using SAMR model.

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