Globish (An English-Indonesian journal for English, Education and Culture
Vol. 14, No.2, July 2025, pp. 200-213
P-ISSN: 2301-9913, E-ISSN:2597-9132
DOI: http://dx.doi.org/10.31000/globish.v14i2.13430

Rural EFL Learners' Insights towards Technology Use Tendency in Language Learning

[1]Heri Mudra, [2]Ahmad Jamin
[1,2] Institut Agama Islam Negeri Kerinci, Jl. Kapten Muradi Desa Sumur Jauh Kota Sungai Penuh, 37112
e-mail: herimudra4@gmail.com

Abstract

Technology has empowered rural school learners to learn English actively without any hesitation. Yet, most rural school learners encountered some barriers in applying technology for English learning. This study aimed to describe how rural EFL learners state their emotional and behavioral approaches to learning English using technology. A total of 119 learners who were registered in rural schools voluntarily participated in the study. The researcher used a descriptive method using surveys to collect data. Quantitative data were collected as an online questionnaire by administering a scale on technology use tendency. The data collection was administered for two months. Percentages were focused on determining learners' tendency levels. The results reveal that rural EFL learners tended to be involved in technology integration classes. Such technology increased enthusiasm, participation, creativity, and task completion. However, some learners did not align with the integration as technology was believed to support learning but not replace a teacher. The implication of this study refers to the importance of technology integration in EFL classrooms. In this case, educational policy and curriculum need to enhance teaching approaches and material development using technology. Discussion and implied recommendations are provided to emphasize the results.

Keywords: technology use, tendency, rural school, EFL learners

How to Cite: Mudra, H., & Jamin, A. (2025). Rural EFL learners' insights towards technology use tendency in language learning. *Globish: An English-Indonesian Journal for English, Education, and Culture.* 14(2), 200-213 http://dx.doi.org/10.31000/globish.v14i2.13430

INTRODUCTION

English as a foreign language (EFL) classroom has shifted its pedagogical approach from conventional to technology-based learning. Although this trend does not transform EFL classrooms into a technology integration system, a comprehensive movement seems tangible in many teaching and learning choices (González-Lloret, 2023; Prayudha, 2023). As decision-makers in EFL classrooms, English teachers tend to promote a lesson by utilizing technology, which is believed to be more effective for most classroom activities. Similarly, EFL learners come to the classrooms with a higher tendency to technology integration during the English lesson. Its primary rationale is that conventional learning does not accommodate both teachers and learners' pedagogical needs, such as fast and accurate analyses of materials (Hasanah et al., 2025;

Received May 13, 2025; Revised June 8, 2025; Accepted June 23, 2025

Karakaya & Bozkurt, 2022). Technology helps to provide a fast learning method due to its integrated system. Learning materials are offered in authentic or artificial forms, which may direct the teachers to select one through online sources carefully. Its importance has led to pedagogical needs in the broader school areas (Persulessy et al., 2024).

Meanwhile, as technology integration is standard for both EFL teachers and learners in urban schools, it is considered less popular for those who study in a rural school (Dong et al., 2024). Hence, it is indisputable that rural schools have started to engage with learning technology as a transformative option in EFL classrooms. Technology integration into rural EFL classrooms is managed using three approaches. First, an EFL teacher with an urban culture and urban university atmosphere applies technology in most classroom activities, including lesson preparation, material implementation, assessment, and feedback (Safdar et al., 2022). Such teachers may have outstanding skills in utilizing learning technology in rural English classes. Second, a rural school teacher is invited to attend a workshop on learning technology integration. This approach effectively enhances EFL teachers' professional and rural school learners' technological skills (Xu et al., 2024). Third, rural school learners use online platforms such as social media or online apps for daily needs. All approaches are meant to expand technology use in rural EFL classes as other urban school learners do (Maesaroh et al., 2025; Lee, 2022). The technological tendency has become a paramount issue regarding rurality and educational development since technology should be equalized in urban and rural schools.

Technology integration has become a crucial aspect of education in the digital era, substantially altering the methods of teaching and learning languages. Integrating technology into language learning provides numerous chances to improve the educational experience, rendering it more dynamic, captivating, and efficient (Lai et al., 2022; Prayudha, 2023; Trinh & Dinh, 2024). It delves into technology's diverse and intricate function in acquiring language skills, thoroughly analyzing its advantages, obstacles, and potential developments. Technology offers individuals access to interactive platforms such as Duolingo, Babbel, and Rosetta Stone. These platforms employ gamified learning strategies to sustain learner engagement. These platforms provide a methodical yet adaptable approach to education, enabling learners to advance at their speed (Jeon et al., 2022; Y.-J. Lee & Roger, 2023).

Video conferencing and chat services provide instantaneous communication with individuals who speak the language natively, which is essential for enhancing fluency. Platforms such as Zoom and Skype provide language exchange programs, allowing learners to engage in authentic conversations with native speakers. The internet provides many resources, including podcasts, movies, articles, and books in the desired language. Platforms such as YouTube, TED Talks, and news outlets offer learners the opportunity to be exposed to authentic language usage, enhancing their listening and understanding abilities. Adaptive learning technologies utilize algorithms to customize content based on the specific requirements of each learner (Y.-J. Lee & Roger, 2023; Pennington et al., 2024). Apps such as Memrise and Quizlet adjust to the user's advancement, guaranteeing a continuous level of difficulty that avoids overwhelming them. Digital platforms enable the creation of collaborative learning settings, allowing learners to engage in project-based work, exchange ideas, and receive constructive feedback. Platforms such as Google Docs and collaborative forums facilitate learners in honing their writing skills by allowing them to engage in writing exercises and receive feedback, corrections, and ideas from their peers and teachers (Shi & Cheung, 2024).

P-ISSN: 2301-9913 | E-ISSN: 2597-9132

Universal access to technology is lacking, and inequalities persist between urban and rural regions and various social strata. This digital gap can impede the efficacy of technology-driven language learning for specific learners. Not all digital work exhibits excellent quality or adheres to pedagogically sound principles. Learners may encounter unreliable or poorly organized materials, which impedes their learning progress (Y.-J. Lee & Roger, 2023; Nami & Asadnia, 2024). In order to make successful use of digital resources, both teachers and learners must possess technological literacy (Sumedi et al., 2025). Inadequate training and unfamiliarity with technology might present substantial obstacles. There is a potential danger that technology could be relied upon excessively instead of being used as a support, resulting in a decrease in proficiency in traditional language learning abilities such as handwriting, in-person communication, and the ability to learn without the assistance of digital tools (Shi & Cheung, 2024).

Artificial intelligence can offer advanced and tailored learning experiences. AI-powered platforms can provide immediate feedback, anticipate learning patterns, and adjust information accordingly, resulting in a more effective learning experience. Virtual reality (VR) and augmented reality (AR) technologies can provide immersive settings, allowing learners to practice language skills inside replicated real-world contexts (Hamlin et al., 2023; Jeon et al., 2022; Safdar et al., 2022). It can be especially advantageous for experiential learning, such as orienting oneself in an unfamiliar urban environment or engaging in cultural events (Trinh & Dinh, 2024). Due to the widespread use of smartphones, the popularity of mobile learning apps is increasing (Alonto, 2024). These applications provide convenient access to language study at any time and location, effortlessly integrating into learners' daily schedules. Big data and analytics can offer valuable insights into learning habits and outcomes, enabling educators to enhance teaching techniques and materials for improved outcomes.

The incorporation of technology into language acquisition has the potential to transform education powerfully. Although it poses specific difficulties, the advantages of this exceed the disadvantages. Technology can enhance language learning by overcoming geographical barriers, tailoring learning experiences to individual needs, and granting access to genuine materials, thus increasing effectiveness and enjoyment (Gonzalez-Vidal & Moore, 2024). With ongoing improvements, the future of language education appears increasingly hopeful, offering even more inventive and influential methods to acquire and excel in new languages.

Acquiring proficiency in the English language is an essential aptitude in the contemporary interconnected globe, providing access to diverse educational and occupational prospects. Nevertheless, rural schools frequently have distinctive obstacles when providing high-quality English education. It examines the present condition of English education in rural schools, the difficulties encountered, the possible remedies, and the broader consequences for learners and communities (Bailwal & Paul, 2024; Kingsford-Smith et al., 2023). English education in rural locations is often less accessible and less successful than in urban ones. Common challenges include scarcity of resources, insufficient infrastructure, and a dearth of trained educators. Notwithstanding these obstacles, efforts are underway to enhance English acquisition through diverse governmental efforts, non-profit entities, and community-led initiatives.

Rural schools frequently experience a deficiency in fundamental educational resources, such as textbooks, multimedia technologies, and language labs. The limited availability of these tools impedes learners' capacity to practice and enhance their English proficiency. Rural areas lack an adequate number of proficient English teachers.

Teachers in these places may lack specialized expertise in English language instruction, resulting in less effective teaching approaches (Bonilla-Mejía et al., 2024; Mutambara & Bayaga, 2021; Wachira & Klinger, 2023). Furthermore, the availability of continual professional development opportunities is frequently restricted. The teaching and learning process is further complicated by poor infrastructure, which encompasses insufficient school buildings, the absence of electricity, and unstable internet connectivity. Insufficient infrastructure poses difficulties in incorporating contemporary instructional techniques and technologies. English is not the primary language used at home and within the community in numerous rural communities. It provides a substantial obstacle to acquiring knowledge since learners are presented with limited chances to engage in English language immersion beyond the confines of the educational setting. Numerous rural households encounter financial difficulties, which might impede pupils' attendance at school and hinder their access to supplementary educational resources or tutoring (Aurora et al., 2024; Chimbutane et al., 2023). Schools cannot invest in essential resources and infrastructure due to academic limitations.

Enhanced allocation of funds towards rural education by governmental and non-profit entities can effectively narrow the resource disparity. Initiatives offering educational materials, online tools, and monetary assistance can substantially impact the situation. Providing tailored training programs for educators in remote regions can effectively boost their English proficiency. Online training modules, workshops, and professional development courses offer continuous assistance and resources. Utilizing technology can effectively overcome the obstacles encountered by rural schools. Implementing measures such as distributing tablets or laptops, guaranteeing consistent internet access, and utilizing educational software can significantly improve the quality of education (Dong et al., 2024). Online platforms and digital materials provide interactive and captivating methods for acquiring English language skills. Promoting community engagement in school helps foster a nurturing atmosphere for pupils. Community-based initiatives, such as after-school clubs or language exchange programs, can offer supplementary English language practice and consolidation opportunities. Modifying the curriculum to cater to the requirements of learners in rural areas and integrating local circumstances and illustrations can enhance the relevance and appeal of the learning process. Utilizing interactive and learner-centered teaching methods can further stimulate motivation and engagement (Sunway et al., 2024).

Enhancing English education in rural schools has extensive consequences. Fluency in the English language can enhance educational chances and boost job opportunities for learners residing in rural areas, hence fostering economic growth in these places. Improved proficiency in the English language can also enable individuals to obtain information and engage more extensively in the global society, promoting increased social and cultural interaction (Gonzalez-Vidal & Moore, 2024; Trinh & Dinh, 2024). Moreover, effective English education programs can act as examples for tackling additional educational obstacles in remote regions, fostering comprehensive educational fairness and inclusivity.

Teaching English in rural schools is difficult, but it is not impossible. By implementing focused interventions, fostering community support, and incorporating technology, it is feasible to augment English education and provide rural learners with the necessary competencies to thrive in an interconnected world (Han & Geng, 2023; Kingsford-Smith et al., 2024). By specifically targeting the distinct requirements of rural

P-ISSN: 2301-9913 | E-ISSN: 2597-9132

schools, we can guarantee that every learner, regardless of their geographical placement, has the chance to reach their maximum capabilities.

Integrating technology into EFL classes in a rural school helps teachers deal with lesson plans systematically, encourages learners' enthusiasm, and supports learning goals and objectives. Many studies on technology integration in classrooms are undertaken regarding various focuses such as (Çamlıbel-Acar & Eveyik-Aydın, 2022; Dai & Wu, 2022; Fakhri Alamdari & Bozorgian, 2022; Li et al., 2024; Rezai et al., 2024; Sak, 2022; Taghizadeh & Amirkhani, 2022; Wang et al., 2023).However, there is a little study focusing on technology integration for rural school EFL learners. In this current study, I specifically limited its focus to rural school learners' tendency to use technology in EFL classrooms.

This study is different from those conducted earlier in terms of several issues. To begin, it employed several EFL learners from several rural schools. The term "rural" leads to a lack of technology integration into learning. The EFL learners are not used to utilizing such technology in the classroom or outside the school. Technology is considered new for most learners who attend classes through conventional approaches. EFL teachers have not fully managed the use of technology in rural schools due to limited signal, tool unavailability, or lack of ability to utilize such technological apps or tools. Researching such a topic can be enjoyable, as few previous studies have focused on rurality. Another issue is that this current study invited learners from different rural schools in different areas. Every rural area has unique characteristics, such as distance from the city, community, culture, and access. Researching such different schools may lead to variation in research results (Palacios Mena & Jiménez, 2024). Lastly, the study was quantitative. It used a scale on technology use tendency validated through developmental research. As the scale has validity and higher reliability, it was a proper instrument that allowed the researcher to produce valid data and accurate statistical analysis.

Regarding the above background, a research question was provided to direct its purpose: "How is EFL learners' tendency of technology use as applied in rural schools?"

RESEARCH METHOD

This study was quantitative, an approach which allows a researcher to determine a situation of particular phenomena under study (Mason, 2013). A survey was employed as a data collection method by distributing a questionnaire online. As a quantitative study, it attempted to analyze numerical calculations through descriptive statistical analysis. The survey allowed the researcher to answer the stated research question systematically, as its basic purpose is to picture the available phenomena of study participants (Schröder et al., 2024). In this case, Francom (2019) proved that surveys can be an appropriate method to identify how technology is integrated in the educational process.

A total of 119 EFL learners learning English in rural schools were involved in this survey study. They consisted of 39 male and 80 female learners. As for grades, 35.3% were in the 1st, 31.1% in the 2nd, and 33.6% in the third grade. 56.3% of the participants had higher experiences in utilizing technology for either daily use or learning needs, and 43.7% of others did not utilize learning technology intensively. They were also divided into those who studied in public or vocational schools and governmental or private schools. The following table has more demographic information.

Table 1. Participants' demographic information

Demography		Total	Percentage
Gender	Male	39	32.8%
	Female	80	67.2%
Grade	1st	42	35.3%
	2nd	37	31.1%
	3rd	40	33.6%
Technology use	Lower	52	43.7%
	Higher	67	56.3%
School specialty	Public	71	59.7%
	Vocational	48	40.3%
School type	Governmental	78	65.5%
	Private	41	34.4%

The participants were registered as school learners in different senior high schools. These schools were included in the rural type as they were significantly or at a higher distance (i.e., 250-350 km) from the city center. There were public, private, and vocational schools. Farming areas, livestock, rice fields, valleys, and forests surrounded the schools. Meanwhile, some areas had limited learning technology tools and average internet connectivity. In contrast, other areas had no stable internet signal due to the unavailability of technological infrastructure.

The instrument used in this study was the Tendency Scale for Technology Use in Class (TSTUC), which Günüç and Kuzu (2014)developed and validated. TSTUC consists of two factors, including emotional and behavioral tendencies. The emotional tendency comprises 11 indicators, while the behavioral comprises five indicators. A five-point Likert scale ranges from 1 (I totally disagree) to 5 (I totally agree). As for internal consistency, Cronbach's Alpha for the overall scale is α=.953, which indicates that TSTUC is a reliable instrument for this study. The following table mentions factors and indicators of the scale.

Table 2. Factors and indicators of TSTUC

Factor	Number of indicator/ item
Emotional	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Behavioral	12, 13, 14, 15, 16

The data collection procedure was commenced by asking for rural EFL learners' voluntary participation using informed consent. The consent form was sent via *WhatsApp* or email to guarantee fast access to the learners. From 127 consents, I received 121 signed consents, but six learners could not participate in the survey. Their written participation was followed by completing the questionnaire through *the Google Form* application. Each participant was allowed to complete the scale for one week. The reason was that they needed additional time to think or decide on a response and adapt to internet connectivity during scale completion and resubmission. Having collected scale submissions after the due date, only 119 completed questionnaires were returned via the online application. Unfortunately, 2 of 121 distributed questionnaires were considered invalid since they were not resubmitted by the due date.

Data analysis was undertaken in several stages. First, raw data from the *Google Form* were transmitted into an Excel file as an effective strategy to present the

P-ISSN: 2301-9913 | E-ISSN: 2597-9132

numerical data. The second stage was proved with data categorization. The Excel data were divided into each factor of the TSTUC scale, including emotional and behavioral factors. Referring to the study focus, data tabulation from the Excel file was exported to SPSS 27 as a statistical application. Having analyzed the data, statistical results were determined. Means and percentages were the main descriptive statistics resulting from the analysis. Each scale factor received descriptive results along with its interpretation.

RESULTS AND DISCUSSION

Results

In this subsection, the results comprise detailed descriptions of two scale factors, including emotional and behavioral factors. Descriptive statistical analysis (i.e., percentages) was presented for each factor, followed by an integrated description based on each table. The first result of this study was internalized based on the following table.

Table 3. Descriptive statistics of emotional factor

No	Items	Options (%)				
		1	2	3	4	5
1.	I give more importance to classes which involve technology use.	14.6	22.3	6.2	10.2	46.7
2.	I want new/different technologies to be used in classes.	14.5	11.2	23	1.2	50.1
3.	I want technology to be used more in classes.	32.3	2.7	55.6	9.4	-
4.	Using technology makes it easier to do my course-related responsibilities/assignments.	4.5	14.6	14.6	14.2	66.7
5.	I learn better in classes which involve technology use.	18.6	8.6	46.4	12	14.4
6.	Classes involving technology use are more entertaining.	10.1	3.5	13.6	56.9	15.9
7.	I like communicating with academic members via the Internet.	6.5	50.2	14.5	3.5	25.3
8.	Technology use in classes increases my interest.	-	25.8	6.7	23.9	43.6
9.	I enjoy learning with technology.	17.4	5.8	5.6	26.5	44.7
10.	I would like technology to be used in all classes.	9.2	61.5	6.8	11	21.5
11.	I like sharing with my classmates via the Internet.	43.2	-	24.5	12.6	19.7

**1 (I totally disagree); 2 (I disagree); 3 (I am neutral); 4 (I agree); 5 (I totally agree)*

Rural EFL learners seem anxious about the use of technology in English learning. As stated in the findings, it is noted that most learners (46.7%) chose to attend an English class that employed technology for teaching and learning tools. A small number of learners (14.6%) did not focus on such technology integration in the English class. Interestingly, the learners who studied English in a rural school considered technology an innovative learning approach. They expected to be engaged with English classes with technology integration (50.1%). However, when asked about technology integration in every English class, the rural learners could not give an exact response, and they disagreed (55.6%). Most learners did not expect to use technology in all English classes (61.5%), indicating that a real English teacher was needed as the instructor.

The use of technology in learning English has led the learners to positive learning emotions, mainly when working on an assignment. They believed that technology helped them to reduce difficulties in finishing exercises, homework, or other related English tasks from an English teacher (66.7%). They could also cope with English learning materials as the technology was internalized into their daily academic purposes. Unfortunately, many EFL learners did not prove they learned English better-using technology during a lesson (46.4%). That fact may be actual when half of the learners expect a teacher to be a real English instructor.

Learning English is not only a matter of academic process between a learner and a lesson but also a way to be engaged with enjoyment. An English lesson was hoped to be entertaining as English remained complicated for most learners. To cope with this, the EFL learners believed that technology integration led them to entertain themselves (56.9%). Technology is a tool that consists of various features that can be an entertaining resource during English lessons. It is noted that the learners relied on such features to reduce their learning stress and anxiety. In addition, the technology enhanced their interest in English learning materials and processes (43.6%).

Table 4. Descriptive statistics of behavioral factor

No	Items	Options (%)				
		1	**2**	**3**	**4**	**5**
1.	I attend classes more which involve technology use.	15.7	3.5	5.6	36.9	43.8
2.	I am more willing to attend classes which involve technology use.	8.4	50.4	2.2	-	39
3.	I am better prepared for classes which involve technology use.	56.7	3.8	4.4	23.5	11.6
4.	I am more active in classes which involve technology use.	55.2	15.1	5.8	4.9	19
5.	I follow/listen to classes better which involve technology use.	5.9	-	6.5	29.1	58.5

**1 (I totally disagree); 2 (I disagree); 3 (I am neutral); 4 (I agree); 5 (I totally agree)*

At least two negative attitudes towards the use of technology in EFL classrooms. First, the learners did not interact with others in a friendly interaction (32.3%). Since they utilized the internet for learning, they should have discussed various issues with other classmates. However, the technology had a negative impact on learners' collaborative learning. They tended to work alone rather than with others. Meanwhile, the rural EFL learners did not have a positive intention to communicate with academic members such as teachers or administrators via technology (50.2%). This negative impact occurred as they were not used to interacting with the academic members via the technology.

As for behavioral factors, it is noticed that a more significant number of rural EFL learners (80.7%) chose to attend an English class that involved technology integration. The learners became more diligent due to the technology. They seemed to have a positive learning passion for technology in English learning. It can be seen from their participation in listening to the English class (58.5%). Unfortunately, many rural learners were not too active in classes with technology (55.2%). It was because they had no better preparation before taking an English class (56.7%).

P-ISSN: 2301-9913 | E-ISSN: 2597-9132

Discussion

Regarding the results of this research, it is noted that two factors influence the tendency for rural school EFL learners to use technology. They are emotional and behavioural factors. Learning English in a rural school has been internalized by various types of technology, such as electronic tools and online platforms. Technology in a rural school is a new learning innovation that most EFL learners or teachers have not experienced (Fahmi & Arjulayana, 2024; Pujiati & Arjulayana, 2024). Technology empowers English learning in rural schools by making them more interactive and fascinating. Utilizing multimedia presentations, instructional games, and interactive exercises effectively engages rural EFL learners and maintains their motivation to learn (Suhartina et al., 2022). It allows the learners to avail themselves of a vast array of genuine English language resources, encompassing movies, podcasts, news items, and literary writings (Pabayo et al., 2022). The tools expose the learners to a wide range of accents, dialects, and authentic language use, improving their ability to understand and communicate effectively.

Many technological instruments offer immediate feedback on English tasks and assignments. Providing immediate feedback enables rural learners to recognize and rectify their errors promptly, facilitating expedited progress. Adaptive learning platforms can customize English lessons according to the specific requirements of each rural learner (Alonto, 2024; Sunway et al., 2024). This individualized method guarantees that learners advance at their speed and receive specific assistance where necessary, enhancing the effectiveness of the learning process. Online platforms facilitate collaboration and communication among learners (Huertas-Abril & Palacios-Hidalgo, 2024).

Numerous technological platforms facilitate English-language creative expression, including but not limited to blogging, vlogging, and digital narrative. Language learning applications, online quizzes, and virtual flashcards are digital tools that allow learners to engage in enjoyable and interactive English practice (Annamalai et al., 2023; Chen et al., 2024). It is enjoyable and beneficial for learners to utilize the language creatively by creating content. Interacting with English on social media platforms and online communities can be entertaining. By actively engaging in language challenges, following influencers, and participating in discussions, learners begin to integrate language practice into their social interactions. A multitude of scholarly platforms integrate components of transformation into the curriculum (Trinh & Dinh, 2024).

Technology empowers rural learners to establish relationships with English speakers across the globe using social media, language exchange platforms, and virtual communities. These connections enrich the learning experience by facilitating cultural exchange and practical application in the real world (Gonzalez-Vidal & Moore, 2024). Technology allows EFL learners to access lessons and resources conveniently anytime and anywhere. It facilitates a range of learning modalities, including kinesthetic, auditory, and visual (Dong et al., 2024). Different learning materials, including written texts, audio recordings, interactive simulations, and videos, accommodate various learning preferences, enhancing inclusivity and efficacy.

Language learning that incorporates technology encourages learners to acquire paramount digital literacy competencies. Acquiring these skills is imperative in the contemporary digital landscape and has the potential to augment the employability and adaptability of rural learners across diverse professional domains. Apps and games for

language learning convert conventional exercises into enjoyable and fascinating pursuits (H. Lee, 2022). Motivating learners to practice more, gamified elements such as points, levels, and rewards transform the English learning experience into one resembling a game. Technology fosters creativity and critical thinking through content creation, blogging, and digital narrative. The exercises encourage learners to apply English creatively and significantly, enhancing their comprehension and proficiency (Safdar et al., 2022).

Animations, music, podcasts, and videos offer entertaining and varied opportunities to study English. These multimedia materials enhance the appeal of lessons by interspersing diverse learning preferences and disrupting the monotony of text-based instruction (Bulqis et al., 2025; Dong et al., 2024; Fakhri Alamdari & Bozorgian, 2022). While entertaining learners, access to films, television programs, and other cultural content in English exposes them to various idioms, accents, and cultural contexts. This educational and entertaining benefit maintains the interest and motivation of learners. Animated e-books and audiobooks frequently include sound effects, interactive assessments, and animations, which make reading and listening practice more entertaining and engaging. Learners enhance their speaking and listening abilities by engaging in group projects, participating in discussion forums, and utilizing video conferencing to practice English with peers and teachers (Dai & Wu, 2022).

CONCLUSION

Technology integration in rural schools is not a framework but a requirement for English learners. It provides access to high-quality resources, allows for distant learning, and includes interactive and engaging features to improve English learning outcomes. Exposure to native speakers, individualized learning experiences, and professional development for EFL teachers all increase the benefits of technology. Technology helps internalize the educational divide between rural and urban locations by encouraging collaborative learning and delivering quick feedback, increasing equity and enhancing educational outcomes. Stakeholders must invest in technology infrastructure and training to ensure that all rural learners, regardless of geography, have an equal opportunity to succeed in learning English.

This study has some limitations that may promote related implications or recommendations for future studies. As for the first limitation, the study only focused on employing EFL learners as the participants. Future studies may invite students from various majors, leading researchers to compare results from different participants' perspectives. Second, it is noted that survey study does not include qualitative exploration or tests. This context can be enhanced by applying other methods, such as phenomenology, experiment, or combination of different approaches, allowing researchers to fully yield comprehensive data for further analysis.

REFERENCES

Alonto, A. (2024). Prospects of the Use of Mobile-Assisted Language Learning (MALL) Applications in Public Speaking Courses. *Journal of English Education Program; 5*(1). https://doi.org/10.26418/jeep.v5i1.72334

Annamalai, N., Rashid, R. A., Munir Hashmi, U., Mohamed, M., Harb Alqaryouti, M., & Eddin Sadeq, A. (2023). Using chatbots for English language learning in higher education. *Computers and Education: Artificial Intelligence*, *5*, 100153. https://doi.org/https://doi.org/10.1016/j.caeai.2023.100153

P-ISSN: 2301-9913 | E-ISSN: 2597-9132

Aurora, M., Whitehead, H., Mostafa, L., Wolf, S., Kembou, S., Ogan, A., & Jasińska, K. (2024). Parental factors, learning-related skills and academic skills in rural Côte d'Ivoire. *Journal of Applied Developmental Psychology*, *92*, 101652. https://doi.org/https://doi.org/10.1016/j.appdev.2024.101652

Bailwal, N., & Paul, S. B. (2024). Village dominance and learning gaps in rural India. *Journal of Economic Behavior & Organization*, *219*, 52–73. https://doi.org/https://doi.org/10.1016/j.jebo.2023.12.027

Bonilla-Mejía, L., Londoño-Ortega, E., & Henao, M. F. (2024). Geographic isolation and learning: Evidence from rural schools in Colombia. *Economics of Education Review*, *99*, 102522. https://doi.org/https://doi.org/10.1016/j.econedurev.2024.102522

Bulqis, S.A.., Alfisuma, M.Z., Pujiati, T.(2025). PowerPoint as a Learning Media for English in Islamic Boarding Schools. *Globish: An English-Indonesian Journal for English, Education, and Culture, 14*(1). ,69.-79. http://dx.doi.org/10.31000/globish.v14i1.12751

Çamlıbel-Acar, Z., & Eveyik-Aydın, E. (2022). Perspectives of EFL teacher trainers and pre-service teachers on continued mandatory distance education during the pandemic. *Teaching and Teacher Education*, *112*, 103635. https://doi.org/https://doi.org/10.1016/j.tate.2022.103635

Chen, M., Mohammadi, M., & Izadpanah, S. (2024). Language learning through music on the academic achievement, creative thinking, and self-esteem of the English as a foreign language (EFL) learners. *Acta Psychologica*, *247*, 104318. https://doi.org/https://doi.org/10.1016/j.actpsy.2024.104318

Chimbutane, F., Herrera-Almanza, C., Karachiwalla, N., Lauchande, C., & Leight, J. (2023). COVID-19 school closures and mental health of adolescent students: Evidence from rural Mozambique. *SSM - Mental Health*, *3*, 100203. https://doi.org/https://doi.org/10.1016/j.ssmmh.2023.100203

Dai, Y., & Wu, Z. (2022). Mobile-assisted peer feedback on EFL pronunciation: Outcome effects, interactional processes, and shaping factors. *System*, *111*, 102953. https://doi.org/https://doi.org/10.1016/j.system.2022.102953

Dong, H., Qu, H., Liu, P., & Apuke, O. D. (2024). The effectiveness of using interactive visual multimedia technology intervention in improving the literacy skills of children in rural China. *Learning and Motivation*, *86*, 101964. https://doi.org/https://doi.org/10.1016/j.lmot.2024.101964

Fahmi, F., & Arjulayana, A. (2024). Digital Translation Literacy of Undergraduate EFL Students. *Metathesis: Journal of English Language, Literature, and Teaching*, *7*(2), 240–252. https://doi.org/10.31002/metathesis.v7i2.561

Fakhri Alamdari, E., & Bozorgian, H. (2022). Gender, metacognitive intervention, and dialogic interaction: EFL multimedia listening. *System*, *104*, 102709. https://doi.org/https://doi.org/10.1016/j.system.2021.102709

Francom, G. M. (2019). Barriers to technology integration: A time-series survey study. *Journal of Research on Technology in Education*, *52*(1), 1–16. https://doi.org/10.1080/15391523.2019.1679055

González-Lloret, M. (2023). The road System travelled: Five decades of technology in language education. *System*, *118*, 103124. https://doi.org/https://doi.org/10.1016/j.system.2023.103124

Gonzalez-Vidal, T., & Moore, P. (2024). Technology-enhanced language and culture teaching in Chile: the perceptions and practices of in-service EFL teachers.

Journal for Multicultural Education, *18*(12), 25–37. https://doi.org/https://doi.org/10.1108/JME-08-2023-0073

Günüç, S., & Kuzu, A. (2014). Tendency Scale For Technology Use In Class: Development, Reliability And Validity Tt - Derste Teknoloji Kullanimina Yönelik Eğilim Ölçeği: Geliştirme, Güvenirlik Ve Geçerlik. *Eğitimde Kuram ve Uygulama*, *10*(4), 863–884. https://dergipark.org.tr/en/pub/eku/issue/5462/74146

Hamlin, D., Adigun, O., & Adams, C. (2023). Do virtual schools deliver in rural areas? A longitudinal analysis of academic outcomes. *Computers & Education*, *199*, 104789. https://doi.org/https://doi.org/10.1016/j.compedu.2023.104789

Han, J., & Geng, X. (2023). University students' approaches to online learning technologies: The roles of perceived support, affect/emotion and self-efficacy in technology-enhanced learning. *Computers & Education*, *194*, 104695. https://doi.org/https://doi.org/10.1016/j.compedu.2022.104695

Hasanah, A. S., Alfisuma, M. Z., & Pujiati, T. (2025). Student's Perception Towards the Use of ICT in Improving English Speaking Skill in Boarding School. *Globish Journal, 14*(1), 45–59. http://dx.doi.org/10.31000/globish.v14i1.12750

Huertas-Abril, C. A., & Palacios-Hidalgo, F. J. (2024). Collaborative international online learning for the development of intercultural awareness: an experience with pre-service language teachers. *Journal for Multicultural Education*, *18*(12), 67–80. https://doi.org/https://doi.org/10.1108/JME-09-2023-0093

Jeon, J., Lee, S., & Choe, H. (2022). Enhancing EFL pre-service teachers' affordance noticing and utilizing with the Synthesis of Qualitative Evidence strategies: An exploratory study of a customizable virtual environment platform. *Computers & Education*, *190*, 104620. https://doi.org/https://doi.org/10.1016/j.compedu.2022.104620

Karakaya, K., & Bozkurt, A. (2022). Mobile-assisted language learning (MALL) research trends and patterns through bibliometric analysis: Empowering language learners through ubiquitous educational technologies. *System*, *110*, 102925. https://doi.org/https://doi.org/10.1016/j.system.2022.102925

Kingsford-Smith, A. A., Alonzo, D., Beswick, K., Loughland, T., & Roberts, P. (2024). Perceived autonomy support as a predictor of rural students' academic buoyancy and academic self-efficacy. *Teaching and Teacher Education*, *142*, 104516. https://doi.org/https://doi.org/10.1016/j.tate.2024.104516

Kingsford-Smith, A. A., Collie, R. J., Loughland, T., & Nguyen, H. T. M. (2023). Teacher wellbeing in rural, regional, and metropolitan schools: Examining resources and demands across locations. *Teaching and Teacher Education*, *132*, 104229. https://doi.org/https://doi.org/10.1016/j.tate.2023.104229

Lai, Y., Saab, N., & Admiraal, W. (2022). University students' use of mobile technology in self-directed language learning: Using the integrative model of behavior prediction. *Computers & Education*, *179*, 104413. https://doi.org/https://doi.org/10.1016/j.compedu.2021.104413

Lee, H. (2022). What drives the performance of Chinese urban and rural secondary schools: A machine learning approach using PISA 2018. *Cities*, *123*, 103609. https://doi.org/https://doi.org/10.1016/j.cities.2022.103609

Lee, Y.-J., & Roger, P. (2023). Cross-platform language learning: A spatial perspective on narratives of language learning across digital platforms. *System*, *118*, 103145. https://doi.org/https://doi.org/10.1016/j.system.2023.103145

Li, Z., Guan, P., Li, J., & Wang, J. (2024). Comparing online and offline Chinese EFL learners' anxiety and emotional engagement. *Acta Psychologica*, *242*, 104114. https://doi.org/https://doi.org/10.1016/j.actpsy.2023.104114

Maesaroh, Juniardi, Y., Rahmawati, D. (2025). The use of Kahoot application as a learning media to improve students' vocabulary mastery in seventh grade SMP Negeri 1 Ciomas. *Globish (An English-Indonesian journal for English, Education and Culture, 13* (2) pp. 36-44. http://dx.doi.org/10.31000/globish.v14i1.11939

Mason, S.A. (2013). Qualitative Versus Quantitative Approaches. In: Volkmar, F.R. (eds) *Encyclopedia of Autism Spectrum Disorders*. Springer, New York, NY. https://doi.org/10.1007/978-1-4419-1698-3_167

Mutambara, D., & Bayaga, A. (2021). Determinants of mobile learning acceptance for STEM education in rural areas. *Computers & Education*, *160*, 104010. https://doi.org/https://doi.org/10.1016/j.compedu.2020.104010

Nami, F., & Asadnia, F. (2024). Exploring the effect of EFL students' self-made digital stories on their vocabulary learning. *System*, *120*, 103205. https://doi.org/https://doi.org/10.1016/j.system.2023.103205

Pabayo, F. S., Rosnija, E., & Wajdi, M. (2022). Teaching Simple Past Tense in Narrative Text Using Animation Movie Through Online Learning. *Journal of English Education Program; Vol 3, No 2 (2022)*. https://doi.org/10.26418/jeep.v3i2.52141

Palacios Mena, N., & Jiménez, J. (2024). Doing research in the rural school: Colombian schoolteachers' experiences as researchers and their expectancies toward a research-based formation. *Teaching and Teacher Education*, *141*, 104496. https://doi.org/https://doi.org/10.1016/j.tate.2024.104496

Pennington, V., Howell, E., Kaminski, R., Ferguson-Sams, N., Gazioglu, M., Mittapalli, K., Banerjee, A., & Cole, M. (2024). Multilingual teaching and digital tools: the intersections of new media literacies and language learning. *Journal for Multicultural Education*, *18*(12), 126–138. https://doi.org/https://doi.org/10.1108/JME-09-2023-0092

Persulessy, S. I., Nikijuluw, R. P. J. V., & Jakob, J. C. (2024). Utilizing Artificial Intelligence in Language Learning: What About Engineering Students' Perception? *Journal of English Education Program; Vol 5, No 1 (2024)DO - 10.26418/Jeep.V5i1.71159* . https://jurnal.untan.ac.id/index.php/JEEP/article/view/48-58

Prayudha, J. (2023). Students' Problems in Implementing Technology Integrated in ELT Classroom. *Journal of English Education Program; Vol 4, No 2 (2023)*. https://doi.org/10.26418/jeep.v4i2.64583

Pujiati, T., & Arjulayana, A. (2024). Investigating multimedia-aided teaching (MAT) in ESP class: A case study from Sharia Business Law course. *Journal on English as a Foreign Language*, *14*(2), 756–781.

Rezai, A., Namaziandost, E., & Teo, T. (2024). EFL teachers' perceptions of emotional literacy: A phenomenological investigation in Iran. *Teaching and Teacher Education*, *140*, 104486. https://doi.org/https://doi.org/10.1016/j.tate.2024.104486

Safdar, S., Ren, M., Chudhery, M. A. Z., Huo, J., Rehman, H.-U., & Rafique, R. (2022). Using cloud-based virtual learning environments to mitigate increasing disparity in urban-rural academic competence. *Technological Forecasting and Social Change*, *176*, 121468. https://doi.org/https://doi.org/10.1016/j.techfore.2021.121468

Sak, M. (2022). Dynamicity of language teacher motivation in online EFL classes. *System*, *111*, 102948. https://doi.org/https://doi.org/10.1016/j.system.2022.102948

Schröder, J., Kapidzic, S., Silber, H., Keusch, F., Menold, N., & Beuthner, C. (2024). Linking survey and Facebook data: mechanisms of consent and linkage. *International Journal of Social Research Methodology*, *28*(3), 353–365. https://doi.org/10.1080/13645579.2024.2391959

Shi, H., & Cheung, L. M. E. (2024). Storytelling for understanding: a case study of an English-language digital storytelling service-learning subject for refugee children in Hong Kong. *Journal for Multicultural Education*, *18*(12), 81–97. https://doi.org/https://doi.org/10.1108/JME-10-2023-0116

Suhartina, S., Rezeki, Y. S., & Suhartono, L. (2022). Students' motivation in learning english during the online class. *Journal of English Education Program; Vol 3, No 2 (2022)*. https://doi.org/10.26418/jeep.v3i2.50580

Sumedi, S.H., Afiyattena, N., Hastuti, A.I. (2025). Students' Perceptions of Reading Digital Texts at a Private University in Indonesia. *Globish (an English-Indonesian journal for English, Education and Culture),* *14*(1). 110.-120. http://dx.doi.org/10.31000/globish.v14i1.129193

Sunway, A. W., Arapah, E., & Muth'im, A. (2024). Students' Engagement in the Implementation of Flipped Classroom for English Lessons. *Journal of English Education Program; 5*(1). https://doi.org/10.26418/jeep.v5i1.69756

Taghizadeh, M., & Amirkhani, S. (2022). Pre-service EFL teachers' conceptions and strategy use in managing online classes. *System*, *104*, 102671. https://doi.org/https://doi.org/10.1016/j.system.2021.102671

Trinh, A.-H., & Dinh, H. (2024). Language and home-culture integrated online learning curriculum for developing intercultural communicative competence. *Journal for Multicultural Education*, *18*(12), 38–52. https://doi.org/https://doi.org/10.1108/JME-09-2023-0097

Wachira, N., & Klinger, D. A. (2023). *Building teachers' capacity in assessment for learning in rural East Africa* (R. J. Tierney, F. Rizvi, & K. B. T.-I. E. of E. (Fourth E. Ercikan, Eds.; pp. 202–211). Elsevier. https://doi.org/https://doi.org/10.1016/B978-0-12-818630-5.09009-6

Wang, S., Liu, T., & Lee, C. I. (2023). The efficacy of CALL glossing on EFL learners' idiom learning. *Acta Psychologica*, *241*, 104060. https://doi.org/https://doi.org/10.1016/j.actpsy.2023.104060

Xu, B., Ma, Q., & Yu, Q. (2024). Does the proportion of rural students affect the performance of urban students? ––Evidence from urban schools in China. *International Journal of Educational Development*, *105*, 102971. https://doi.org/https://doi.org/10.1016/j.ijedudev.2023.102971