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EFL GRADUATE STUDENTS' VOICES ON THEIR TECHNOLOGY-INTEGRATED CLASSROOM LANGUAGE TASKS

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Abstract
This qualitative study delves closely into graduate students' reflective-evaluative voices on technology-integrated classroom language tasks they found useful and challenging in Introduction to Digital Technology (IDT) class in an English as a Foreign Language (EFL) setting at a private university in Central Java, Indonesia. The study also focuses on exploring the students' practical recommendations to improve the quality of teaching and learning activities in the class. To meet the research goals, seven EFL graduate students participated in this study by answering closed and open-ended questions in a Google Form. For data triangulation, three of them participated in an in-depth semi-structured interview to clarify their responses to the questionnaire. The research findings inform that writing the literature review discussing realities of technology use in schools and districts in Indonesia and writing the report for technology workshop activities for school teachers seemed to be the most useful activities for the students in the IDT class. Besides the writing parts, conducting the technology workshop for the school teachers was another useful activity for the students. Although useful, the students considered the writing activities as one of the most challenging tasks in the course. Other findings, including reasons why the students found the tasks useful and challenging, as well as practical ways to improve the teaching and learning activities in the class, were then discussed in light of the relevant literature. The overall discussions might tell the success and challenges of the integration of technology in language teaching and learning, research, and community service activities in a higher education context in Indonesia. Recommendations for future research are presented.

Keywords: EFL, language teaching and learning, tasks, technology

Introduction
In the early year 2023, I had the opportunity to teach *Introduction to Digital Technology* (henceforth called IDT) course at the Master's Program in English language education at a private university in Central Java, Indonesia. This course was offered as a compulsory foundational subject in the first year of the program. In the course, students learned theories that based the integration of digital technology in English as a Foreign Language (EFL) classrooms and various digital technology tools to enhance EFL teaching and learning practices. By learning, understanding, and being able to apply the theories, the students were expected to

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help English language learners achieve language learning objectives in their classrooms with the best and wisest use of digital technology.

Because it was my first time teaching the IDT course after the opening of the Master's Program in 2022, I felt the necessity to hear my students' reflective-evaluative voices on technology-integrated classroom tasks they completed in that semester so that I could obtain more valuable insights from my students to improve the course in the upcoming academic year than just their fleeting thought of "oh, that class went well" (Farrell, 2004, p.1) or "I like the classroom tasks, Sir." As Probst et al. (2016) stated clearly, "without hearing students' voices, it is difficult to know how courses might be improved" (p. 332). Therefore, in this study, I involved my graduate students in the IDT course to respond to the following research questions:

1. Which technology-integrated classroom tasks do the students find most useful? Why?
2. Which technology-integrated classroom tasks do the students find most challenging? Why?
3. What are some practical ways to improve classroom teaching and learning activities for future students?

Answers to the questions above will interest EFL lecturers, teachers, or practitioners teaching similar classes or looking for practical ideas to introduce digital technology to their EFL students. They can learn how to reflect on their classroom activities and tasks by hearing students' voices. Technology course designers might also find this study informative for additional references to improve their course design.

Furthermore, this study is expected to contribute to the discourse in the Computer-Assisted Language Learning (CALL)-related literature on how digital technology is introduced to EFL graduate students in a master's program, specifically in a higher education context in Indonesia, a setting that is less explored in the literature. Moreover, most of the previous studies surveyed the perspectives of EFL students and lecturers on the advantages and challenges of using technology for their language teaching and learning purposes (e.g., see Boonmoh et al., 2021; Caldwell, 2020; Liang, 2021; Mali, 2022c, 2023a; Muslem et al., 2018; Rais & Kristiawan, 2022; Rintaningrum, 2023; Silviyanti & Yusuf, 2015) without specifically hearing students' reflective-evaluative voices on technology-supported tasks in their classrooms. Previous studies closely related to this research were conducted in an undergraduate setting (Mali, 2017), involved only teachers' voices on their teaching practices with technology (Lewis, 2018; Mali, 2022c), and evaluated teaching and learning activities in non-technology-related classes (Probst et al., 2016). Therefore, findings and discussions of this study should also contribute to the discourse in the literature, specifically on how EFL graduate students reflect on technology-supported tasks completed in their graduate course.

I now continue with brief theoretical foundations of this study covering the place of technology in the higher education context in Indonesia, tasks to learn digital technology in foreign language classrooms, and task engagement principles.

Literature Review

The place of technology in the higher education context in Indonesia

Indonesia has some top-down national-level policies that encourage technology integration in teaching and learning practices, especially in higher education. Indonesian Qualification Framework (IQF, commonly known in Indonesia as KKNI, *Kerangka Kualifikasi Nasional Indonesia*) "was established to equalize every Indonesian citizen's work training and experience to compete in a workplace either inside or outside the country" (Mali & Salsbury, 2021, p. 244). From the nine levels of work descriptions in the IQF (for more details, read Directorate General of Higher Education Ministry of Education and Culture Republic of Indonesia, 2012), level eight reflects the competencies that graduate students in a master's program need to possess, namely "capable of developing knowledge, technology, or/and art within her/his expertise's or professional domain through research; producing innovative and reputable creations; capable of solving science, technology or/and art problems within her/his scientific expertise through inter- or multi-discipline approaches" (Directorate General of Higher Education Ministry of Education and Culture Republic of Indonesia, 2012, p. 28). Another recently published national policy is the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 53, 2023, about the Quality Assurance of Higher Education (Makarim, 2023). In the policies, the Ministry encourages integrating technology in teaching and learning, research, and community service activities in higher education in Indonesia.

All the national policies above are then translated into the vision and mission of universities, faculties, and study programs in Indonesia and transformed into teaching and learning activities at a classroom level, such as those in my IDT course. This situation indicates the essential place of technology in the higher education context in Indonesia. Therefore, to respond positively to the national policies, it is crucial to explore various technology-integrated classroom tasks that can encourage more active integration of technology into teaching and learning practices in the higher education context.

Tasks to learn digital technology in foreign language classrooms

Literature has informed various tasks to learn digital technology or (as described by Mali & Salsbury, 2021) electronic tools, software, and hardware intertwined with the Internet for supporting teaching and learning activities. From time to time, online or offline classroom lecturing by a course instructor is a common practice to present and discuss book chapters, articles, topics, or theories relevant to course objectives (Hamilton, 2018; Lewis, 2018; Park & Cha, 2013; Peeraer & Petegem, 2011; Rahiem, 2020; Ruggiero & Mong, 2015) although students nowadays can access thousands of videos available on YouTube that might discuss similar topics they had in the class. The challenge for course instructors is creating a presentation session that is engaging and filled with teacher-students and student-student interactions (Huy, 2022), mainly if the session is conducted online (Wardani & Mali, 2023).

To better comprehend the content of the lecturing sessions, the students can try to connect to ideas and discussions during the sessions. More specifically, they can make these three connections (learned from L'Allier & Elish-Piper, 2007; Mali, 2021a; Pardo, 2004). First, *text to self*, the students ask how what they have already

known, their personal experiences, feelings, and thoughts can relate to the lecturing session. Second, *text to other texts*, the students can think about how the lecturing session relates to other sources (e.g., journal articles, newspapers, magazines, online articles, or webpages) that the students have read. Last, text to the world, the students can ask if the lecturing session reminds the students of families, some famous people, (historical) events in their lives, and what is going on in the world outside of their campus.

After being equipped with theoretical foundations from the class lecturing, students can be assigned to implement theories they have learned by creating a product where they can also explore various digital technology tools and practice using the tools. One possible product is a lesson plan (similar to Barros et al., 2020; Mali, 2021a; 2021b; Megawati et al., 2021) to teach specific language skills with technology support. To be impactful, this lesson plan can be then presented through a technology workshop or training for a course instructor and classmates in a classroom or teachers outside the class. Why? Workshops are reported (by Alsolami, 2022; Cahyani & Cahyono, 2012; Mali, 2022b; Nugroho et al., 2022; Tütüniş et al., 2022; Wei, 2022; Zhang, 2022) to be feasible activities to introduce teachers with various technology tools and train them to use the tools for their language teaching and learning purposes.

Although it might be time-consuming to prepare the workshop and contact potential participants, presenting the workshop for teachers outside the class can be an implementation of one of the three pillars of higher education in Indonesia, *community service* (Hendrayana, 2020; Istambul, 2019), which certainly gives a plus point in terms of the national accreditation for the study program and the campus (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2021; Makarim, 2023), primarily when the success of community service activity is written and published in a community service journal (e.g., like Mali, 2022; Subekti & Susyetina, 2020; Subekti & Wati, 2020). Hamilton (2018) believes that "writing for an authentic audience will motivate students to do their best writing, so aim to get students' writing out to a broader audience than just classmates" (n.p). However, in EFL contexts, writing academically in English requires time and patience because students are still in the process of developing their foreign language proficiency and might have little experience in writing using a foreign language (Altınmakas & Bayyurt, 2019; Diasti & Mbato, 2020; Mali, 2023b; Purwanti & Kastuhandani, 2023).

Learning a digital technology might also be done through an in-depth systematic literature review, which is conducted "to provide answers to particular scientific questions on a specific theme by collecting and examining related empirical studies aligned with the criteria set by a researcher in their study" (cited in Zain, 2022, p. 134). For instance, previous researchers have conducted reviews of the use of *wikis* (Li, 2012) and *augmented reality* (Akçayır & Akçayır, 2017). Other systematic reviews have been conducted by Indonesian university students in collaboration with their lecturers to explore EFL online learning in Islamic high schools (Bella & Santosa, 2023), *Cake Application* (https://play.google.com/store/apps/details?id=me.mycake&hl=en_US) for vocabulary mastery (Putri et al., 2023), and *VoiceThread* to develop EFL students' speaking skills (Utami & Santosa, 2023). By reviewing, summarizing, analyzing, and synthesizing relevant literature, students will have opportunities to understand

the breadth and depth of the existing body of work (Xiao & Watson, 2019), such as related to digital technology for language teaching and learning purposes. The breadth and depth of exploration can be adjusted depending on the level of students (e.g., either as bachelor, master's, or doctoral students), and objectives of the course. All the activities and tasks described above influence teaching and learning activities and technology-integrated classroom tasks for the students in my IDT course.

Tasks engagement principles

Teachers always need to design engaging classroom tasks so that their students will take the opportunities offered to them. Also, student engagement plays a crucial role in the language teaching and learning processes because engaged students often perform well in their learning process (Ardi et al., 2023; Ardi & Rianita, 2022; Prasetyawati & Ardi, 2020). According to Egbert et al. (2021), Egbert and Shahrokni (2018), and Shahrokni (2016), an engaging task has the following principles. First, *authenticity*, an authentic task has a topic, process, content, or other elements that students will use outside their class or that replicate real functions beyond the classroom. Students also find a task authentic when they perceive it as the one that can address their academic, language, life goals. Second, *interest,* students consider a task interesting to them because it is closely related to their lives and can be positively impactful to their lives both inside or outside the class. Third, *social interaction,* a task should give opportunities for students to have two-way give-and-take interactions and collaborate with classmates, teachers, experts, or other related parties. Social interaction is essential to students' learning because it can lead to a more in-depth sense of attention and focus on their task (Shahrokni, 2016). Notably, "social interaction is one of the foremost learning principles across all kinds of learning" (Egbert & Shahrokni, 2018, p. 17). Fourth, *autonomy,* teachers should allow their students to control some aspects of their task to make them more likely to engage. Fifth, *challenge/skills balance,* an engaging task needs a balance of challenge and skill for students to complete it. "When a task is too challenging, the students feel frustrated and demotivated to tackle it" (Shahrokni, 2016, p. 111). Last, *effective scaffolding,* students have the right amount of time and receive constructive feedback and guidance to complete their task. In this study, answers to the research questions will be discussed in light of these task engagement principles, which were also used as theoretical foundations to design all learning tasks in the IDT course.

Method

This study aims to explore the students' voices on the classroom tasks they like the most and find challenging and reasons for their answers. The study also examines the students' voices on practical ways to improve the IDT course in the upcoming academic year. To meet the research goal, I used a basic qualitative approach (following Ary et al., 2019) because it provides "rich descriptive accounts targeted to describing, understanding, and interpreting a particular point of view from the perspective of those involved; the underlying question the researcher asks is how are activities perceived by research participants?" (p. 391).

Research participants

The participants of this study were seven graduate students in my IDT course who had completed all the classroom tasks (in Table 1). Thus, the participants were the right persons to share their voices regarding the tasks. The participants were considered upper intermediate to advanced English language learners, considering they had a minimum TOEFL score of 500 as a requirement to be accepted in the Master's Program and had completed their undergraduate studies majoring in English language education and English literature. Before participating in this research, in the last meeting of the semester, all the participants were briefed about the purposes of the study and the potential benefits of improving the current IDT course. They were also ensured that there were no risks or harm when participating in this study. Given that explanation, all participants agreed to participate in this study.

Data collection procedures

To collect the participants' voices, I first shared a Google Form (GF) via the Gmail space (a Google chat feature) I created for my IDT course. To ensure that the participants could answer all questions in the GF based on what they really felt about the class tasks, I did not ask them to write their names in the GF. More specifically, the GF consisted of two closed-ended questions that asked the participants to select three out of nine options related to the classroom tasks they found most useful and challenging. The options were all tasks the participants did in their IDT course, as described in Table 1 below.

Table 1. Classroom tasks in the IDT course

No	Tasks	Brief Descriptions	Language Learning Opportunities
1	Listening to the class instructor's lecturing session	Discussing CALL principles (by Egbert & Shahrokni, 2018), conditions for second language acquisition (by Chapelle, 2001)	Reading the theories
2	Writing group reflection to respond to the lecture's presentation session	Working in a group of three students to reflect and make connections (i.e., text to self, text to other texts, and text to the world) to the lecture's presentation sessions	Academic English writing
3	Writing the literature review report	Working in a group of three students, read ten online national newspaper articles published in the last three years for each group, explain the method to find and finally select the articles to review, and complete a literature review table (Adapted from Li, 2012, 2018) to report the realities (i.e., challenges or issues) of technology use in schools and districts in Indonesia	
4	Presenting the literature review report in class	Presenting commonalities that the students find in their literature review to the class in no more than five slides	Academic English speaking
5	Writing lesson plans integrating technology learned in the class	Working in a group of three students to write a lesson plan integrating technology they have practiced (from Hamilton, 2018) and based on the theories they have learned	Academic English writing

No	Tasks	Brief Descriptions	Language Learning Opportunities
6	Conducting the technology workshops based on the lesson plans in the class	In the same group as that to write the lesson plan, the students lead the classroom to practice using one/two technology applications based on a lesson plan that the group has developed.	English speaking for the authentic audience (i.e., classmates and school teachers)
7	Conducting the technology workshop based on the lesson plans for teachers in the school	In the same group as that to write the lesson plan, the students conduct a community service project (in the form of a workshop) in a school selected by the lecturer. In the workshop, they train teachers in the chosen school on using various simple technology tools (i.e., the ones they learned in the class) for language learning purposes.	
8	Attending the guest lecture session	Discussing *teaching with artificial intelligence: using writing generators in the classroom*; the invited speaker was from a state university in Indonesia with a PhD in language, literacy, and technology education	English listening and speaking (i.e., listening to the talk and asking questions to the speaker)
9	Writing the report of the workshop activities in the school and publishing it in a community service journal	The students will report their community service activity done in the school in the form of a community service paper (e.g., similar to Mali, 2022; Subekti & Wati, 2020) and publish it in the journal.	Academic English writing

Note. For quality assurance and feasibility of the tasks, all the tasks' activities in the table had been presented in the staff meeting of the Master's Program for inputs before the semester began and had been approved by the head of the study program. Also, all the tasks in Table 1 were designed based on Egbert and Shahrokni's (2018) task engagement principles to ensure that all the tasks were authentic, interesting, and *not* too challenging. It was also to ensure that the students could have enough time to do the tasks, interact with their classmates and course instructor, and receive constructive feedback and guidance from their instructor throughout the process of completing all the tasks.

The participants were also asked to answer open-ended questions to clarify their answers to the closed-ended questions (i.e., *in 5-10 sentences, please explain why you find those three tasks most useful; in 5-10 sentences, please clarify why you find those three tasks most challenging*) and write constructive suggestions for improvement of the class for future students. In total, seven students responded to the GF.

Soon after all responses in the GF were collected, I asked the participants via Gmail space if they were willing to participate in a semi-structured interview to clarify their answers in the GF. Three students, Erika, Sandra, and Calesia (pseudonyms), were willing to be interviewed. Then, I contacted them to arrange an offline, face-to-face interview session with me, who would ask the same questions as those in the GF. Similar to Kusuma (2022), Mali (2023), and Syahabuddin et al. (2020), I allowed the participants to answer my interview questions either in English or in their first language, *Bahasa Indonesia,* to ensure that they could provide detailed responses without any language barriers and

anxiety. Probing questions were asked to clarify responses given by the participants. All the interview sessions, 20-25 minutes each, were audio-recorded and transcribed. Answers in the participants' first language were translated into English using *DeepL* translation website (https://www.deepl.com/en/translator) and then crosschecked using *Grammarly Premium* account for the grammatical accuracy of the translation. After that, I emailed each interviewee the interview transcript in English and asked them to confirm if it explained what they wanted to say. After their confirmation, the transcript was analyzed. Using more than one data source can help researchers enhance the truthfulness of their qualitative research findings and conclusions (Ary et al., 2019; Telaumbanua et al., 2020).

Data analysis procedures

Answers to the open-ended questions in the GF (i.e., around 1300 words) and the transcribed interview data (i.e., about 3000 words) were analyzed using a data analysis spiral strategy (by Creswell & Poth, 2018), where researchers enter with data of text and exit with an account or a narrative. Overall, the analysis process consists of the following phases. First, *managing and organizing data,* I compiled all the data in one Microsoft Word file. Second, *reading and memoing emerging ideas,* I read all the data carefully several times to immerse myself in the data. Then, I took notes on important ideas found in the data. Third, *describing and classifying codes into themes,* I highlighted all relevant texts related to the research questions and coded them in words or phrases (see Table 2). All these codes were then analyzed for commonalities to be developed into themes. Fourth, *developing and assessing interpretations,* I reread all the emergent themes and checked with notes I wrote in the second phase of the data analysis to confirm the accuracy of my analysis. Fifth, *representing and visualizing the data,* I put all the codes and themes into three tables (see Tables 2-4) as answers to the research questions. I then presented excerpts of the interview and responses to the open-ended questions in the questionnaire as supporting data. Sixth, *presenting accounts of findings,* I wrote the research findings to answer the research questions. These data analysis phases have been successfully used by Kusuma (2022) to analyze his research data similar to this study.

Findings and Discussion

Findings

This section summarized and presented the overall findings from the research participants in order of the research questions. To recall the abbreviation used in this study, I use IDT to refer to my Introduction to Digital Technology course. Besides, I use the pronoun *I* and *me* as well as the word *lecturer* interchangeably to refer to me as the course instructor of the IDT course.

The classroom tasks the students find most useful

Based on the questionnaire data, there were three classroom tasks that the students found most useful in their IDT course, namely (1) writing the literature review report, (2) conducting the technology workshop based on the lesson plans for teachers in the school (both favored by 71.4% of the participants), and (3) writing the report of the workshop activities in the school and publishing it in a community service journal (favored by 57.1% of the participants). The students in

the IDT course had various reasons why they found these tasks most useful for them. Table 2 summarizes the overall responses from the research participants.

Table 2. Why the students consider the tasks most useful

The Classroom Tasks	Codes	Sample Excerpts
Writing the literature review report	New learning experiences	"Writing the literature review report was a new activity I experienced. It helped me to practice writing about topics around us with certain methods." [Questionnaire, student 3]
		"That was my first time doing that. I had never thought we could write such a systematic report based on news articles." [Questionnaire, student 6]
	Having new insights	"[…] This activity helps to see realities outside Java islands because we review articles that tell what is going on in Kalimantan, Nusa Tenggara, and Papua islands; the learning situations and facilities are far from what we have here in Java." [Interview, Erika]
		"It opened my eyes, especially regarding the development of the use of technology in remote areas in Indonesia. I can know what the situation is in those areas. I got so many insights, enlightening my perspectives." [Interview, Calesia]
Conducting the technology workshop based on the lesson plans for teachers in the school	Benefit communities outside the class	"I feel lucky enough to encounter such learning experiences; I can share what I learn in class with the people who need the knowledge. This class is proof that after gaining the knowledge in class, students need to directly put it into practice, which I do not find much in other classes." [Questionnaire, student 4]
		"As for the workshop for teachers at the school, I was pleased that we could also have the chance (real experience) to contribute to the society." [Questionnaire, student 6].
		"We can share what we learn in the class with other people outside the class. That is a plus point. If what we learn is just for ourselves, we might forget it easily […]" [Interview, Erika]
		"I am very happy because I can teach what we know and have learned in the classroom to the community, especially at the school. Sharing is caring, right? […]" [Interview, Calesia]
Writing the report of the workshop activities in the school and publishing it in a community service journal	New learning experiences	"[…] It is because this is my first time writing a paper to be submitted to a journal." [Questionnaire, student 7]
	Improving future practice	"We can read the report we write, reflect on activities we did, and see feedback from our workshop participants; these can help us to do better community service in the future." [Interview, Erika]

When this paper was written, my students and I successfully published the literature review report in a national journal. It was a self-fulfillment feeling for the students: "[…] this is one of my achievements; being able to write and publish my

writing in a journal. I can tell that not all undergraduates can publish in a journal. I had never thought of it before. Besides, I can put that publication in my CV, which is useful for my future career" [Interview, Sandra]. Another student said, "[…] I am proud of myself because, with the published article, my name is displayed on *Google Scholar*, and my name appears when I Google it […]" [Interview, Calesia].

The classroom tasks the students find most challenging

Based on the questionnaire data, four classroom tasks were considered the most challenging for the students in their IDT course. Those tasks were (1) writing the report of the workshop activities in the school and publishing it in a community service journal, (2) writing group reflection to respond to the lecture's presentation session, (3) writing the literature review report, and (4) attending the guest lecture session. All those activities were selected by 42.9% of the participants. Table 3 summarizes the overall responses from the research participants.

Table 3. Why the students consider the tasks most challenging

The Classroom Tasks	Codes	Sample Excerpts
Writing the report of the workshop activities in the school and publishing it in a community service journal	Writing down ideas in mind	"I just find it difficult to write things in mind to sentences, even just for a paragraph, and there is a writing example from the lecturer to follow. Yet, it's still hard for me […]" [Interview, Sandra]
	Receiving direct feedback from the lecturer	"I sometimes get really slow to think about what to say. But if what I write is immediately corrected, I feel less motivated to continue my writing […]" [Interview, Sandra]
	Writing in the class	"That was my first time writing together with all my classmates in class. It was challenging for me. I need time to be alone to write without any distractions from friends in the class. My point is not all people can write well by being together in the class. I need to adjust to write that way, in that class setting" [Interview, Calesia]
		"We have to write in class time. That's hard. I have to look for ideas first outside the class […]" [Interview, Sandra]
	Limited time to write	"If I am not mistaken, we only have two weeks to write the paper. I need more time […]" [Interview, Sandra]
		"[…] We had limited time to finish writing the paper […]" [Interview, Calesia]
Writing group reflection to respond to the lecture's presentation session	Working in groups	"Writing in a group requires more patience because all my group members do not live in Salatiga." [Questionnaire, student 2]
		"Working with people who are busy and did not give much attention to deadline is quite challenging" [Questionnaire, student 3]
Writing the literature review report	Reading many articles	"Basically, we have to read a lot to complete the task. I do not really like it. Also, I have to manage my time so I can read those articles […]" [Interview, Erika]
Attending the guest lecture session	The online setting	"[…] We attend it online. Hopefully, we can have the offline session" [Questionnaire, student 4]
		"The guest lecture session was actually useful, but I personally felt it was challenging because it was

The Classroom Tasks	Codes	Sample Excerpts
		done online. I struggle a lot when I have to attend online sessions; I am not good at managing my focus/concentration in an online setting." [Questionnaire, student 6] "[…] It was challenging because the meeting was online, and the speaker made less interaction with the students" [Questionnaire, student 7]

The findings might indicate that the writing parts are the most challenging tasks for the students in the IDT course.

Practical ways to improve the IDT course

The participants suggested various ways to improve teaching and learning practices in the IDT course, as summarized in Table 4.

Table 4. The practical ways to improve the course

Themes	Codes	Sample Excerpts
The lecturer should always supportively guide the students to complete every task.	When writing and publishing an academic paper	"I really like that class. Even though the target is high, such as writing a paper and publishing it in a journal, the way the lecturer guides us is better than the other classes. It is clear what we should do to achieve the classroom goals. The lecturer is there to accompany and support us along the way [...]" [Interview, Sandra]
The lecturer should use a more common communication application tool with his students.	Using WhatsApp to replace Google Chat	"[…] WhatsApp is much more common among us and easier to use compared with Google Chat that you use to communicate with us outside the class." [Interview, Erika] "I personally think that we can move the Google space for group chat to WhatsApp because we barely open Google Space." [Questionnaire, student 3]
The lecturer should consider time to complete a task more carefully.	Writing the report for the community service activity in the school	"It was a little hurry to complete writing the report for the community service activity." [Interview, Erika] "We had a limited to finish the task only in two weeks." [Interview, Calesia] "If I may suggest, considering my lack of experience in writing, it might be better to add more time to complete the paper." [Questionnaire, student 4]
The lecturer should use another book as a main reference in the class.	Using a new book	"The book (i.e., Hamilton, 2018) needs to be updated. Some links mentioned in the book cannot work when we click them." [Questionnaire, student 6]

In the next section, I will discuss all these findings in light of the relevant literature to answer the research questions of this study.

Discussions

As the answer to the first research question, related to classroom tasks the students find most useful and possible reasons for that, the findings inform that the writing parts, i.e., writing the literature review report and the report for the

workshop activities in the school, seem to be the most useful activities for the students in the IDT course. It was a new learning experience for the students to write an academic paper and submit it to a journal. Besides a plus point to the campus accreditation (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2021; Makarim, 2023), successfully publishing their article in a journal (e.g., read Mali et al., 2023; Tanore et al., 2023) makes the students proud of themselves, and positively impact their future career. That proud feeling and sense of happiness that the students feel is also experienced by many scholars around the world when they can get their paper published in a journal, as documented in a discussion forum on *Research Gate*'s website (see https://www.researchgate.net/post/How-did-you-feel-when-your-first-research-paper-was-published, one of the largest research databases in the world.

In writing the literature review report, the students can learn a new method (e.g., from Li, 2012, 2018) of writing a literature review and gain insights into the realities and challenges of using technology in schools and districts in remote areas in Indonesia. An authentic task is when students feel they can learn from it (Shahrokni, 2016). Moreover, unlike the previous studies (e.g., Akçayır & Akçayır, 2017; Bella & Santosa, 2023; Putri et al., 2023; Utami & Santosa, 2023) that base their literature review on journal articles, the present study informs the students' practices on writing literature review paper based on local newspaper articles (read Mali et al., 2023), which should offer methodological novelty in the literature. Therefore, although writing and publishing an article in a journal can be a long and challenging journey that requires patience (Altınmakas & Bayyurt, 2019; Diasti & Mbato, 2020; Mali, 2023; Purwanti & Kastuhandani, 2023), the publication outcome is rewarding. As an American writer, Zig Ziglar, said, difficult roads lead to beautiful destinations.

Besides the writing tasks, conducting the technology workshop for the school teachers is another useful activity and authentic task (see Egbert & Shahrokni, 2018) for the students. The reason for that is that it gives the students opportunities to benefit communities outside their class, a task they will perform when they work as lecturers in a higher education context; they will be required to teach, conduct research, publish their work in an academic journal, and apply their knowledge to serve their community. They can share the technological-related knowledge they have learned in class with teachers in the school. Notably, "presenting to authentic audiences encourages students to be thoughtful about their creative works" (Hamilton, 2018, n.p.). When more graduate students can share the technological knowledge that they learn in class more actively through regular free workshops or similar activities as a part of their university's community service program (i.e., funded by their campus or a particular grant), they can bring benefits to teachers in schools who (according to Diamini & Mbatha, 2018; Kreijns et al., 2013) often deal with monetary constraint to join a technology workshop. The workshop from time-to-time, is said to be one of possible ways to introduce teachers with various technology tools and train them to use the tools for their language teaching and learning purposes (Alsolami, 2022; Cahyani & Cahyono, 2012; Mali, 2022b; Nugroho et al., 2022; Tütüniş et al., 2022; Wei, 2022; Zhang, 2022). Essentially, the technology workshop for the school teachers and the writing and publication tasks done by the students in the IDT course might also show a positive response to the current national policies (see Makarim, 2023) that encourage the integration of

technology in the teaching and learning, research, and community service activities in the higher education in Indonesia

As the answer to the second research question, related to classroom tasks the students find most challenging and possible reasons for that, notably, the students consider the writing activities one of the most challenging tasks, although it also benefits them in various ways, as discussed previously. This finding accords with that reported by some researchers (e.g., Altınmakas & Bayyurt, 2019; Diasti & Mbato, 2020; Mali, 2023; Purwanti & Kastuhandani, 2023) that writing academically in English is a challenging task for students in EFL contexts. Some external factors caused the challenges. For example, concerning writing the report of the workshop activities in the school, some students expect more time from the lecturer to complete the task. Besides, asking the students to write and complete the report during class does not work for some students, who prefer a more private space to write well. That is why Egbert and Shahrokni (2018) reminded teachers to allow their students to control some aspects of tasks given to them so that they are much more likely to engage in the tasks; pushing students to complete tasks with a rigid schedule might work effectively for some students, but might ignore the needs of others.

The research finding also informs that my decision to correct errors in the students' writing directly in the class decreases students' motivation to write, as conveyed by Sandra in the interview session. With all these challenges in mind, I humbly acknowledge that I might fail to meet Egbert and Shahrokni's (2018) task engagement principles of supporting students' autonomy and including effective scaffolding for students, things I need to work better in the future IDT course so that I can enhance my students' "motivation, persistence, satisfaction, and achievement" (Egbert et al., 2021, p.1) in completing any tasks offered to them. Indeed, "administering appropriate feedback is among the most difficult but also most important conditions to meet" (Egbert & Shahrokni, 2018, p. 18).

As the answer to the third research question, the findings show some practical ways to improve the class for future students. First, the lecturer should always be present and guide the students in completing every classroom task. The more tasks lecturers give their students, the more time they should provide to guide them to complete the tasks successfully. Second, the lecturer should use a more common communication tool (i.e., WhatsApp) to share classroom information and tasks and discuss with his students. Third, the lecturer should consider giving more time for the students to complete the writing tasks. This might mean that the lecturer needs to consider the number of tasks (e.g., see Table 1) to be completed by students in a semester to provide more time to write and submit their work to an academic journal. That way, the lecturer can provide the "effective scaffolding" (Egbert & Shahrokni, 2018, p. 18) where students can have the right amount of time to complete their classroom tasks. Fourth, the lecturer might consider using another book as a primary reference or finding other materials to support the current book (i.e., Hamilton, 2018) used in the classroom. This research finding reminds lecturers to review a book to use in their classroom more thoroughly, not only the contents and discussions of the book but also its small components, such as whether or not hyperlinks available in the book work when students access them. I thank my students for their constructive inputs to improve the future IDT course. Indeed, "without hearing student voices, it is difficult to know how courses might be

improved" (Probst et al., 2016, p. 332). Have we spent some time hearing our students' voices about all classroom tasks assigned to our students in the course we are teaching?

Conclusion

To sum up, the study has informed various technology-integrated classroom tasks in an EFL setting that the students find most useful and challenging for them and practical ways the students suggest to improve teaching and learning practices for the future IDT course. There are commonalities in the research findings to emphasize. First, although considered the most challenging tasks for some students, the writing and publication tasks become the most useful and rewarding ones. Second, the students perceive writing the literature review report based on local online newspaper articles as a new and insightful learning experience. Third, the students appreciate classroom tasks (i.e., technology workshops for the teachers in the school) that give them opportunities to share their knowledge and benefit communities outside the class. Fourth, related to the writing tasks, the lecturer's instructions to give limited time to complete the tasks, encourage students to write in class, and give too much direct feedback to correct students' work become reasons why the students find the writing tasks challenging. Lastly, besides using a more common communication application tool with my students and considering using a new book as a main reference in the class, supporting the students' autonomy and providing more effective scaffolding for the students is what I need to work on better to improve teaching and learning activities in the IDT course in the upcoming semester.

This study has some limitations. It only involves students in the IDT course as the primary data sources, and there were only three students who participated in the interview session. To address these limitations, future researchers can consider inviting fellow EFL lecturers or practitioners with backgrounds in educational technology to review the course syllabus, classroom tasks, observe class meetings, and have constructive conversations with the researchers to improve classroom activities and tasks assigned to the students. Additionally, future researchers can make the interview session compulsory for all students in the similar IDT course to gain more voices for course enhancement. Regarding data collection, researchers can consider distributing the open-ended questionnaires regularly right after students complete two or three tasks, rather than waiting until the semester ends. That way will enable students to have fresher memories about the tasks when asked to provide feedback and reflect on the tasks they completed.

Additionally, I would like to present some guiding questions for future research explorations to follow up on the current study: Will the technology-integrated classroom tasks of the current study (see Table 1) work well in a similar course conducted at an undergraduate or doctorate program in other private and public universities in Indonesia or overseas? Do the students in those settings have identical/different views and reasons to the students in this study concerning the tasks they like the most and find most challenging? What are the perspectives of technology experts towards the classroom tasks presented in this study? Which classroom tasks (see Table 1) provide EFL students with the most language learning opportunities? What are the most recent generative artificial intelligence tools that can assist graduate students to write academically in English, considered the most

challenging task in this study? In closing, I hope that the findings and discussions of this study may help fellow EFL lecturers, teachers, or practitioners reflect on their teaching experiences and perhaps learn from mine.

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