

DIGITAL IMMIGRANT EFL TEACHERS' EXPERIENCES IN THE EARLY PHASE OF SHIFTING FROM OFFLINE TO ONLINE LEARNING: A CASE STUDY

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Abstract

The shifting of classroom instruction from face-to-face to online learning is inevitable due to the Pandemic. The condition has forced teachers to adapt to educational technology, especially digital immigrant EFL teachers who are not, in general, familiar with the digital technology. Not much research has been done regarding the experiences of digital immigrant EFL teachers, the challenges of digital immigrant EFL teachers, and how digital immigrant EFL teachers adapt in the early phase of the transition from offline to online learning. Therefore, this study aims to investigate the experiences and adaptation of digital immigrant EFL teachers in the early phase of the transition from offline to online learning. Qualitative research in the form of a case study was used as a research approach. The researchers took the data from interviews, observations, and documents. There were two English teachers as respondents in this study. The data obtained from the interviews were then transcribed verbatim and analyzed using thematic analysis. The current study shows that there are two main themes as findings to be discussed; Digital immigrant EFL teacher experiences at the beginning of offline to online learning, and how Digital immigrant EFL teachers adapt to teaching online. Most Digital Immigrant EFL teachers had different ways of adaptation. However, the difficulties in online teaching were able to be managed since teachers were constantly learning to improve their digital literacy. This study might have implications for the understanding of the practices of digital immigrant EFL teachers in the context of teachers' professional development

Keywords: digital immigrant, digital native, EFL teachers, online and offline learning

Abstrak

Perubahan pembelajaran luar jaringan ke pembelajaran dalam jaringan sudah tidak dapat dihindari karena situasi pandemi. Kondisi tersebut mengharuskan guru untuk beradaptasi dengan teknologi pembelajaran, terutama guru bahasa Inggris 'digital immigrant' yang pada umumnya kurang menguasai teknologi digital. Belum banyak penelitian yang dilakukan mengenai pengalaman guru Bahasa Inggris 'digital immigrant', tantangan mereka, dan bagaimana mereka beradaptasi pada fase awal transisi dari pembelajaran luar jaringan ke dalam jaringan. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki pengalaman dan adaptasi guru bahasa Inggris 'digital immigrant' pada fase awal transisi dari pembelajaran luar jaringan ke dalam jaringan. Penelitian kualitatif dalam bentuk studi kasus digunakan sebagai pendekatan penelitian. Peneliti mengambil data dari hasil wawancara, observasi, dan studi dokumen. Ada dua guru bahasa Inggris sebagai responden dalam penelitian ini. Data yang diperoleh dari hasil wawancara kemudian ditranskrip secara verbatim dan dianalisis menggunakan analisis tematik. Hasil studi ini menunjukkan bahwa ada dua tema utama sebagai temuan yang akan dibahas: pengalaman guru bahasa Inggris 'digital immigrant' di awal pembelajaran luar jaringan ke dalam jaringan, dan bagaimana guru Bahasa Inggris 'digital immigrant' beradaptasi dengan pengajaran dalam jaringan. Sebagian besar guru bahasa Inggris 'digital immigrant' memiliki cara adaptasi yang berbeda-beda. Walaupun demikian, tantangan-tantangan dalam pengajaran dalam jaringan dapat diatasi karena para guru terus belajar untuk meningkatkan literasi digital mereka. Studi ini dapat berimplikasi pada pemahaman praktik guru bahasa Inggris 'digital immigrant' dalam konteks pengembangan profesional guru

Kata Kunci: 'digital immigrant', 'digital native', guru bahasa Inggris, pembelajaran daring dan luring

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INTRODUCTION

Due to the Covid-19 pandemic, teaching and learning were forced to switch to online replacing face-to-face meeting. This of course led to many changes in the education aspect. The transition of the learning system from offline to online also certainly has an impact on teachers and students. In the New Normal era, teachers and students must be aware of utilizing online education in line with the pandemic period. Because teachers have an important role in the teaching and learning process, they need to use a lot of online media in education to support teaching (Suryana et al., 2021).

In Indonesia context, the global pandemic has greatly affected the education system, now the government has set a public policy to shift learning that is usually done offline in formal classes to online learning outside the classroom, including teaching English as a foreign language (EFL). The current situation resulted in several consequences for teaching and learning practices. First, the unexpected shift from face-to-face learning to online has surprised teachers and students as it was never predicted before. Second, teachers and students must be able to adapt to some changes in teaching and learning activities, such as the use of technology, designing online materials, and assessing online student learning outcomes. Third, this shift from offline to online learning presents several issues, especially for teachers (Nugroho et al., 2021).

Digital immigrant is those born before 1980, where since they were born they did not grow up with digital technology, and they have not learned to use technology to the fullest in all their daily activities and work (Pattee et al., 2011). Digital immigrants in his childhood do not interact with the internet, so they never have an experience in using internet access. Besides, they also never use a PC or handphone until they grow up. They are not born in the digital era, but gradually they begin to get to know digital technology by adapting various digital art facts in their days (Wang & Wang, 2017).

EFL digital immigrant teachers are newcomer teachers in the digital age. They are not proficient in using technology from an early age, they just start to know technology and digital media as adults, and they are also used to teaching offline for decades using face-to-face methods. Judging by today's technology, it is not like forty years ago, so digital immigrant EFL teachers have limited knowledge of technology knowledge and digital media for teaching (Saroh et al., 2020). It is undeniable that current technological developments are developing rapidly which make it difficult for teachers (digital immigrants) who are almost entering retirement age to adapt. The radical transformation that occurs in the teaching and learning process in the world of education creates various obstacles. Some teachers are not ready with

the online Learning Management System (LMS). Many teachers are also not ready for online learning content. As well as the problem of uneven internet connectivity in the area. These challenges leave them with limited time to study and prepare.

Currently, the Indonesian government has established a public policy to shift face-to-face learning which is usually done formally in the classroom to online learning, including in EFL teaching (Nugroho et al., 2021). In this case, it was necessary to realize that teachers must be able to adapt. The unpreparedness of teachers and students for online learning will be a problem. The shift from conventional learning systems to online systems is very sudden and without proper preparation. However, all must be done so that the learning process can run smoothly, and students participate actively even in online learning. The stuttering of online learning is seen in front of us, not just in one or two schools, but in several areas in Indonesia. The use of several applications in online learning is very helpful for teachers in this learning process. Teachers must be accustomed to teaching by utilizing complex online media that must be packaged effectively, easily accessible, and understood by students (Nugroho et al., 2021).

A very important component of the online learning process needs to be improved. In this case, it is necessary to pay close attention to the experiences of some digital Immigrant teachers in facing the challenges of shifting offline to online learning, so that other teachers can learn from the experience, and they are ready to use technology following the times accordingly. Teachers must be able to make models and learning strategies that are by the character of students in their schools. In the EFL context, the study regarding the digital immigrant teachers is still underexplored. Therefore, this study aims to investigate the experiences and adaptation of digital immigrant EFL teachers in the early phase of the transition from offline to online learning. The research questions are formulated as follows: (1) What are the experiences of the digital immigrant EFL teachers in the early phase of shifting from offline to online learning? (2) How do the digital immigrant EFL Teachers adapt in the early phase of shifting from offline to online learning?

Understanding Digital Immigrant and Digital Immigrant EFL Teachers

Digital immigrants are those who were born before the entry of technology, such as smartphones, internet, computers. The term immigrant corresponds to their adoption of web technology or "immigrating" to the technology environment (Riegel & Mete, 2018). Digital immigrants are those born before 1980, where since they were born they did not grow up with digital technology, and they have not learned to use technology to the fullest in all their daily activities and work (Saroh et al., 2020).

Digital immigrants may prefer face-to-face interaction over digital because for them digital interaction is a new thing they have to learn. This digital immigrant group is often called Generation X (Gen X), because they were not born and did not grow up in the world of digitalization. However, it does not mean that digital immigrants are totally 'blind' to technology. They can recognize and use digital technology if they can adapt well (Kinash et al., 2013).

Seen from the EFL setting, an English teacher is someone who has obtained the qualifications to teach at an institution and has been recognized by obtaining a teaching certification (Arkam, 2011). EFL teachers must have a good preparation of how they teach and how they get along with their surroundings. The success of EFL teachers can be seen from their success when they can actively involve their students in teaching, make their teaching interesting, motivate students to learn, and create relevant materials.

The change in learning from being offline to online was surprising for teachers, especially EFL digital immigrant teachers. Teaching online was a challenge for them because they have to adapt to the change in their teaching method from face-to-face to online using technology that they are not good at (Nugroho et al., 2021). Digital immigrant teachers transfer the teaching process from face-to-face to online is very difficult due to several obstacles they face, and they have to find the right strategy to overcome them.

Face-to-Face and Online Learning English Language Learning Practices

Offline learning is learning that takes place face-to-face which requires meetings in the classroom (Zaremba & Smoleński, 2000). This learning is done directly by meeting physically. In general, face-to-face learning has a teacher-centered and student-centered strategy. The method used is usually lectures, presentations, discussions, and questions and answers. Face-to-face learning allows the interaction of students in one environment to achieve the experience of interacting directly. Teaching English as a foreign language (EFL) in Indonesia may use more offline learning methods, especially their digital immigrant teachers who are accustomed to teaching using traditional methods preferring the old way of teaching to modern ones.

Online learning is learning that takes place via the internet or commonly referred to as e-learning. Online Learning is a learning that is carried out without meeting in person or face to face in class, but it is carried out remotely via an internet connection. The online learning environment consists of synchronous and asynchronous. The asynchronous environment provides material in the form of power point presentations, handouts, articles, and audio/video lectures. Asynchronous mode is a form of online teaching that is common and most often used because of its flexible modus operandi which can be accessed anytime and anywhere through

a Learning Management System (LMS). The synchronous environment refers to teaching that is more real-time because there is simultaneous interaction via voice chat rooms or video conferencing that facilitates face-to-face meetings that resemble traditional classrooms (Kessler, 2018; Perveen, 2016; Ramadani & Xhaferi, 2020).

The corona virus pandemic forces us to study from home to prevent the spread of disease. A hybrid learning system which is a combined mode of synchronous and asynchronous learning (Perveen, 2016) is one of the options. In hybrid mode learning, learning activities are more active because it facilitates teachers to teach students using various techniques and activities in the teaching and learning process. In addition, this mode facilitates communication and interaction between students and teachers, so they can easily provide feedback through space and time.

METHOD

Approach of the Study

The researchers used a qualitative case study. Creswell (2003, as cited in Marvasti, 2018) defined a case study as a study that explores in depth, an activity, event, process of one or more individuals. The researcher must spend time interacting with the people being studied. The rationale of using this approach is that the researchers believe it is the most suitable to answer the research questions to a more detailed and in-depth understanding. This is to say that qualitative research helps researchers easily dig deeper information related to the topic under study to determine research objectives. In this study, researchers tend to observe digital immigrant teachers in teaching EFL online classes.

Data and Source of Data

The data in this study were the transcription of interviews, notes of observations, and documents in the form of teachers' lesson plans. Data were taken from two English teachers at a senior high school level in Surabaya, Indonesia. The study involved EFL digital immigrant teachers who were born around 1965 to 1980 or generation X with minimum 10 years teaching experience. The reason of the subject selection is that besides the familiarity of the researchers with the respondents, the researchers considered that the subjects of the research have met the criteria of the respondent to take the data covering digital immigrant teachers and the length of teaching experience.

Data Collection Techniques

The data were collected through interview, observations, and document reviews. The interview contained the questions about the experiences of digital immigrant EFL teachers, the challenges of digital immigrant EFL teachers, and how digital immigrant EFL teachers adapt

in the early phase of the transition from offline to online learning. After the interview, the data were then transcribed verbatim. To support the main data, observations were also done when the teachers were teaching, and several notes were taken from the observation. Besides, review of the teachers' lesson plans was also conducted to know how they designed the teaching and learning activities. Researchers validated the data by using data source of triangulation in the form of interview, observation, and documents.

Data Analysis

After collecting the data, the data were then analyzed using thematic analysis. According to Braun & Clarke (as cited by Adhabi & Anozie, 2017), thematic analysis is a technique of analyzing data with the aim of identifying patterns or themes through data that has been collected by researchers. This method was a very effective method to find patterns in a research phenomenon. The following were several stages in conducting thematic analysis covering reading and understanding data, compiling code, and coding the data. There are two stages in this coding step including initial coding, and axial coding. The data revealed two main themes and seven sub-themes regarding the experiences of the digital immigrant EFL teachers in the early phase of shifting from offline to online learning and they adapt in the early phase of shifting from offline to online learning based on the research questions mentioned before.

FINDINGS AND DISCUSSION

Finding

Digital Immigrant EFL Teachers' Experiences in the Early Phase of Shifting from Offline to Online Learning

This theme presents the research findings that the researcher found during the research. This is related to the experience of digital immigrant EFL teachers in the early phase of shifting offline to online learning. The findings show that there are four sub-themes related to the experience of EFL digital immigrant teachers. The first sub-theme is teachers' sense of challenges in utilizing technology for online learning. The second sub-theme is negotiating student differences on learning devices and internet connections. The third sub-theme is awareness of age factors contributing to technology adaptation. Finally, the fourth sub-theme is the use of special applications in the teaching and learning process.

Teachers' Sense of Challenge in Utilizing Technology for Online Learning

Teachers seemed to take advantage of online education in due to the pandemic. Teachers had to teach online that went beyond their common practices. Not all teachers had sufficient digital literacy that can be used to teach their students. Teachers felt to be challenged and forced

to learn the technology. This can be seen from the teacher's answer: "Sangat, kita tertantang sekali dalam pembelajaran daring. paling tidak kita harus menguasai satu dari media. kita harus tau bagaimana menggunakan komputer, kemampuan kita diuji disitu" (Really, we are very challenged in online learning. At least we have to master one of the media. We have to know how to use a computer, our skills are tested there) (T1). In fact, there was also teacher who found it difficult and took a long time to learn about technology. This can be seen in the following answer: "ya, tentunya kesulitan bagi saya, karena itu tadi faktor usia nyambungnya lama" (yes, of course it is difficult for me, because that was the age factor for the long connection) (T2).

Their responses explained that teachers tended to be very challenged in online learning. Digital immigrant teachers are teachers who are not familiar with digital technology from birth. While younger teachers are the teachers who are already familiar with technology from the moment they are born. Teachers felt challenged by the transition phase from offline to online learning. However, they still wanted to learn. and they did not want to be left behind by technological advances.

Negotiating the Students' Disparities toward Learning Device and Internet Connections

Teachers also thought about the differences among students which affected online learning such as learning devices and internet connections. As teachers who taught many students in schools, they wanted to give the best to their students. They really understood if there were obstacles in the online learning process. Teachers wanted students to learn well. This is correspondent with the following teacher's statements:

Karena kendalannya mohon maaf, anak-anak yang kurang mampu tentunya, itu sangat kesulitan dipaketan. Karena kan sangat banyak sekali paketan yang dibutuhkan. Kecuali kalau dirumahnya ada wifi gitu, dia bisa langsung menggunakan. Jadi anak-anak yang tidak punya paketan tentunya juga ya kasian juga gitu yaa. Kita juga harus berfikir juga kesana diberi tugas apa anak-anak kalau ndak punya paketan itu. (Because of the problem, I apologize, the underprivileged students, of course it is very difficult to get internet quota. Because there are so many quotas needed. Unless there is wifi at home, he can use it directly. Therefore, students who do not have internet quota, of course, are also sad. We also have to think about what tasks that the students will be given if they do not have the internet quota) (T2).

From that explanation, it is shown that teachers were very concerned about differences in their students, especially economic factors because they greatly affected the continuity of online learning.

The Awareness of Age Factor Contributing to the Technology Adaptation

The teachers also realized that they are not young anymore. They must struggle to adapt to technological developments in online learning. Teachers who have entered the age of 50 years. They realized that their knowledge of technological developments is minimal, but they still wanted to learn even though it takes a long time to learn it. This is reflected in the teacher's responses such as: "Sangat-sangat mempengaruhi, terutama seperti yang saya rasakan sendiri usia saya sudah lebih dari 50 tahun. Ya tentunya jika diajari tentang IT itu sangat lama sekali. Berbeda dengan anak-anak muda sekarang sudah pinter- pinter ya" (It really affects me, especially as I feel myself that I am more than 50 years old. Yes, of course if I was taught about IT, it would take a very long time. Unlike today's young people who are smart) (T2). As for the opinion of other teacher who also said that the age factor did affect them. The following is the expression of a teacher: "Dari segi kecanggihan kita dalam menggunakan alat pembelajaran memang ada pengaruh dari dari usia" (In terms of the sophistication in using learning tools, there is indeed an influence off age) (T1).

From the above statements, it turns out that the teacher confirmed that the age factor greatly affected the process of learning their technological knowledge.

The Use of Certain Application in Teaching and Learning Process

To create good learning outcomes for students, teachers explained the material clearly and had to use various ways of teaching online. Teachers realized the importance of how to deliver learning materials and to take advantages of special applications to make the teaching process. One of the respondents stated:

Dari dinas memang diberi fasilitas aplikasi, kita menggunakan aplikasi microsoft 365 atau menggunakan office 365 atau teams ya, itu sudah fasilitasnya disitu sudah lengkap semua ya, aplikasi apa aja cuman kita kadang kadang ngak tau ini berguna untuk apa kalau kita ngak mengikuti diklat diklat yang diberikan" (From the official, we are given application facilities, we use the Microsoft 365 application or use Office 365 or Teams, yes, the facilities are complete there. Yes, any application, but sometimes we do not know how to use it if we do not participate in trainings provided) (T2).

Additionally, another teacher who also said that they learned to use particular applications which were trained to them: "Ya untuk sementara ini kita belajar microsoft office, Sistem 365 penggunaan google, google class yang memang pada saat pandemi itu yang diajarkan kepada kita" (Yes, for now we are learning Microsoft Office, System 365 using Google. Google Classroom was trained to us during the Pandemic) (T1).

From the results of observations and documents in the teachers' lesson plan, it was also found that teachers used certain applications that were taught to them to teach online. In their

lesson plans, they used PowerPoint and Microsoft 365 or Teams. In this case, it shows that teachers needed direction to determine what applications to use for online teaching.

Digital Immigrant EFL Teachers' Adjustment in the Early Phase of Shifting from Offline to Online Learning

Digital immigrant teachers are used to teaching offline so that in the initial phase of shifting from offline to online learning they have to adapt including joining professional development geared to teaching online, self-improvement through independent learning and colleagues' assistances, maintaining self-motivation for progressive learning.

Joining Professional Development Geared to Teaching Online

Digital immigrant teachers took part in professional development that was directed to teach online. This is in accordance with one teacher's explanation: "Sebelumnya kita sudah ada pelatihan dari dinas pendidikan kita. Dalam era pandemi kita diwajibkan untuk memberikan pembelajaran kepada siswa dengan menggunakan Microsoft 365. "Yang jelas, dinas pendidikan kota sudah memberikan wadah dalam pembelajaran Online" (Previously we had training from our educational authorities. In this Pandemic Era, we are required to provide learning to students using Microsoft 365. What is clear, the educational authorities have provided a place for online learning) (T1).

And there is also an explanation from another teacher: "Jadi fasilitas semua sudah difasilitasi oleh dinas pendidikan Surabaya memang. Kita pakai Teams untuk sekolah negeri karena disitu emm memang gratis" (so all the facilities have been provided by the educational authorities of Surabaya. We use the Ms Teams for the state schools because they are free there) (T2).

From the statements, it is discovered that teachers are given a platform for the education office to improve their quality in teaching online.

Self-Improvement through Independent Learning and Colleagues' Assistance

Digital immigrant teachers did not just wait for orders from the authorities, they also tried to improve themselves by learning independently as the teacher said:

Kita harus usaha sendiri, ada diklat yang bermanfaat misalnya tentang pengajaran atau pembelajaran media media yang baru baru atau menggunakan aplikasi yang baru kita ya harus juga belajar, tidak menunggu dari tugas dinas ya. Kalau menunggu tugas dari dinas ya tentunya berproses lama kita harus aktif sendiri" "ya saya harus bertanya dengan anak-anak yang lebih muda dari saya. (We have to make our own effort. There is useful training, for example about teaching or learning new media or using new applications. However, we have to be initiative to learn ourselves and do not wait for the authorities. If we are waiting from the authorities, of course it will take a long time. We have to be active. Yes, I have to ask person who is younger than me) (T2).

Another teacher also said; “Tidak sulit kalau kita mau belajar kalau kita sudah mempraktekkannya akan lebih mudah” (it is not difficult if we want to learn. If we have practiced it, it will be easier)

Teachers had the initiative to improve the quality of themselves. They tried to learn independently and seek information on their own to improve their professionalism in online teaching.

Maintaining Self-Motivation for Progressive Learning

Because the teacher's role in teaching has a huge impact on students, teachers also had the motivation to always be enthusiastic and increase their knowledge. Like what the teacher said:

Ya, ini kita harus tetep punya semangat itu. karena kita tertantang sekali. kalau tidak, kita akan ketinggalan. kita juga akan melihat hasil siswa kalau kita hanya lewat pembeajaran yang lama (offline) kita tidak akan bisa maju paling ndak kita harus belajar dan belajar. (Yes, we have to keep that spirit because we are very challenged. Otherwise, we will be left behind. We will also see the students' results. If we only go through old way of learning (offline), we will not be improved at least we have to study and learn) (T1).

Another teacher also said:

Kita harus mampu belajar dan belajar untuk mengikuti perkembangan zaman atau pendidikan. Sekarang ya karena ngak sama sperti kita dulu memang anak-anak harus dididik sesuai dengan zamannya, bukan zaman kita dulu. Sekarang sudah jamannya IT ya kita harus mau ndak mau kita harus belajar gitu. Dengan mengikuti adanya diklat diklat online yang diadakan pada saat kita pandemic banyak sekali diklat-diklat yang ditawarkan disitu. ya kita sendiri harus aktif sendiri. (We must be able to learn and learn, and to keep updated with education development. Now, because it is not the same as we used to be. It is true that students must be educated according to their era, not ours. Now is the era of IT, we have to learn it either we like it or not. We can learn by following the online training held during the Pandemic. Many trainings were offered there, and we have to be active) (T2).

Digital immigrant teachers were motivated and enthusiastic from within, and they were trying to pursue online learning technology.

Discussion

Every teacher has their own experience in teaching, especially in online teaching. Digital immigrant teachers who do not yet have a deep understanding of technology, and they must adapt themselves to follow the development of educational technology. Digital immigrant teachers are not young anymore, most of them find it difficult to use IT. This is in line with the research of Saroh et al (2020) which explained that digital immigrant EFL teachers had difficulty in creating digital learning media and increasing their teaching technology integration competence due to a lack of IT knowledge and skills. Baran & Cagiltay (2006) also explained that in online learning the teacher experienced some technical problems. They had difficulty

overcoming the problem. Most of them overcome this problem by asking other teachers who are more technologically savvy. They were aware that these capabilities were lacking and still needed help with technical issues. This is where the support of colleagues played an important role because they were able to each other whenever there was a problem. Another challenge experienced by digital immigrant EFL teachers was that teachers had to adapt to various new technologies that are growing over time. They needed to learn the new technology and got used to it for the learning process.

Currently, the government has set a public policy to shift learning that is usually done offline in formal classes to online learning outside the classroom, including teaching English as a foreign language (EFL). This transition from offline to online learning presents several challenges and difficulties, especially for digital immigrant teachers who were not familiar with modern technology at birth. This is in contrast to the research of Riegel & Mete (2018) which explained digital natives. Digital natives since they were born, they have grown up with technology. Digital natives tend to rely more on the availability of digital resources such as wi-fi, apps, websites, etc. While digital immigrants lack knowledge of technology. This led digital immigrant teachers to have to think about adapting themselves to technology. Knowledge of technology itself is very important for teachers because it is related to their image and identity as teachers whether they are of good or bad quality. They want to have a good image in front of their students. It raises their desire to learn continuously so that they can improve their quality for the betterment. They realized that if they did not want to learn technological advances, it would affect students' understanding and could not convey the material well. If students have a better understanding of the material taught by the teacher, it makes their learning outcomes better.

Even though digital immigrant teachers were not young anymore, they were still trying to learn. They did not want to be left behind with the times, especially technology. They had a high passion for always improving themselves in educational technology. This is in line with the research of OCDE (2009) which explained that teachers had the motivation from within themselves to increase their knowledge. They wanted to meet their learning needed effectively to achieve professional teaching.

To become a qualified teacher, every teacher has a different way to acquire their IT knowledge. One teacher explained that he participated in the training and education forums provided by the local education office. The forum is provided free for English teachers which contains material about new technologies for the classroom learning process and others. The forum can be one way to improve the skills of teachers. It depends on how active the teacher

is. The government provides training activities for all teachers, including EFL teachers, to attend training and workshops. Training is usually held online, so it is more flexible to follow. Research by Thessaloniki (2016) also explained that professional development forum training should be provided to develop competencies. Updating what already exists to the required level is also useful for closing competency gaps.

During the pandemic, teachers and students had to face conditions where they carried out the teaching and learning process without face-to-face interaction. Online distance learning is a solution in this era in all schools in Indonesia. Teachers chose to teach using an application that had been facilitated by the school, namely Microsoft 365 Teams. They found it easier to use, but it is also free and flexible. This is in line with the research of Suryana et al (2021) which explained that WhatsApp is considered the most effective learning medium used in distance online learning in the Post-Covid-19 New Normal era than other media or learning applications, such as Google Classroom and Zoom. Moreover, research of Taliding et al (2020) explained that online learning using Zoom application, Google Classroom and WhatsApp were an efficient application medium for online learning and also improved skills and developed their professionalism. On these terms, they had something in common.

CONCLUSION

The purpose of present study was to investigate the experience of digital immigrant EFL teachers and how they adapt in the early phase of shifting from offline to online learning. The finding indicated that digital immigrant EFL teachers felt challenged in utilizing technology for online learning as they are not digital natives. They realized that they are not young anymore so that it affected their knowledge of technology. Besides, they had to negotiate with the students' disparities in accessing the internet, and they had to utilize technology and applications in their teaching and learning practices. In additions, every digital immigrant EFL teacher had a way of adaptation by participating several professional development forums geared to teaching online, self-improvement through independent learning and colleagues' assistances, and maintaining self-motivation for progressive learning.

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