

Vocational school EFL teachers' practices of integrating ICT into English lessons: Teachers' voices

Rojab Siti Rodliyah

Department of English Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia, Bandung, West Java, Indonesia

ABSTRACT

Despite numerous studies on ICT-ELT integration, little is known about how English teachers in vocational schools in Asia and particularly in Indonesia integrate ICT into their English lessons. To fill this gap, this study aims to investigate how vocational English teachers integrate ICT into their English teaching practices in vocational high school settings. It specifically examines vocational high school English teachers' reasons for using ICT, the ways the English teachers integrate ICT into their English lessons, and their perceptions of benefits and challenges of incorporating ICT into English classrooms. Guided by a case study design, three EFL teachers teaching at vocational high schools where ICT tools were readily available were recruited to participate in the study. Empirical data were collected through interviews and classroom observations. It was found that the teachers were self-motivated to use ICT in their English lessons due to their interests and positive attitudes towards ICT. This study also showed that the English teachers integrated ICT into their English lessons for different reasons. All the teachers agreed on the benefits of ICT-ELT integration to facilitate their learning and teaching process. They also shared the same view on the challenges they encountered when using ICT tools in the classroom. They voiced the need for training on ICT in ELT. This study highlights the importance of school support so as to promote ICT-based language teaching by providing adequate technology access and facilities as well as professional training in ICT for language teachers.

Keywords: Digital literacy; ICT-ELT integration; ICT tools; technological pedagogical content knowledge (TPCK)

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INTRODUCTION

The rapid advancement of information and communication technology (ICT) has brought about some changes in almost all aspects of our life, including education in general and ELT in particular (Dudeney & Huckly, 2012, Whyte, 2014). This is because technology offers easy access to different people, languages, cultures, and social practices (Chun, Kern, & Smith, 2016). Technology can also bring changes what is required of teachers in several ways (Uerz, Volman, & Kral, 2018). Not only are teachers expected to use

technology to support new ways of teaching and learning (Drent & Meelissen, 2008), but they are also to develop their students' technological literacy to prepare them for working and learning in the 21st century (UNESCO, 2011). Particularly in ELT, the need for incorporating ICT into classroom practices pertains to the emergence of new literacies due to multiple modes of communication which include written texts in print and electronically along with the semiotic symbols embedded in such texts (visuals, graphics, audios). These multimodal resources call for new approaches to

language pedagogy which requires teachers to integrate ICT into ELT.

ICT-ELT integration is not a new term despite the lack of a precise definition of the term. Wang and Woo (2007), for example, define it as “a process of using any ICT (including information resources on the web, multimedia programs in CD-ROMs, learning objects, or other tools) to enhance student learning.” The integration of ICT into ELT has undergone a dramatic shift from time to time (Dudeny & Huckly, 2012), from simple word processing and gap-filling exercises, the use of web 2.0, and the Internet to the emergence of social web and mobile technologies which allow teachers and students to be connected globally. Thus, studies on ICT-ELT integration have evolved mainly around the use of various ICT tools to mediate English language teaching (ELT).

The current trend in ICT-ELT integration has focused on the use of multimodal technology. For example, Qian and McCormick (2014) investigated the use of an online discussion forum which was perceived to be very useful for learners as a virtual platform to share their experiences, difficulties, and resources. Lee (2014) found that digital news empowered students to use their own voices for self-expression and self-reflection, promoted their multiteracy skills, and further improved their speaking fluency. Benson (2015), explored how discourse analysis tools might be used to uncover evidence of language and intercultural learning in comments on YouTube videos involving Chinese-English translanguaging. Liu (2016) found the positive effect of concept-mapping vocabulary learning through mobile application on students' vocabulary learning acquisition and retention. More studies explored the use of other innovative ICT tools such as the use of online video-assisted extensive listening (Widodo & Rozak, 2016), web-based collaborative writing (Yim & Warschauer, 2017), mobile-assisted TBLT (Chen & Lin, 2018), and multimodal video making (Yeh, 2018).

A number of studies on ICT integration also investigated factors that influence the extent to which teachers integrate ICT into ELT. Tondeur, Hermans, van Braak, and Valcke (2008), for example, categorize the factors into school and teachers' characteristics while other researchers (Celik & Aytin, 2014; Dashtestani, 2014) group them into internal and external factors. The school characteristics include availability of computers, ICT policy, and ICT training; teacher characteristics include gender, computer experience, beliefs, and innovativeness. Internal factors, on the other hand, embrace teachers' competence, confidence, and attitudes towards ICT; the external factors include, among others, the availability of infrastructure, support, and time. In spite of a large number of studies on the utilization of technology to facilitate English learning and teaching, little is known about whether and to what extent Indonesian EFL teachers, especially vocational high school teachers, use ICT in their classrooms. Most of the aforementioned studies focus on the use of specific ICT or innovative tools in ELT although some

studies on how Indonesian EFL teachers integrate ICT into their English lesson on a daily basis. A recent study by Kurniawati, Maolida and Anjaniputra (2018), for instance, investigated the praxis of digital literacy of Indonesian senior high school EFL teachers in Indonesia. Another study by Son, Robb, and Charismiadji (2017) conducted a survey on Indonesian EFL teachers' computer literacy and competency.

Given the importance of ICT in ELT and different from the previous studies presented earlier, the present case study explores the ways vocational high school English teachers integrate ICT into their English lessons for different reasons and what benefits and challenges they perceive and encounter while including ICT tools in their teaching practices. Thus, the contribution of the study is to provide a better understanding of how English teachers make use of a myriad of technological tools so as to mediate their English teaching practices and students' English learning situated in vocational high schools where English is still viewed as a foreign language.

METHODS

This case study was conducted at two vocational schools in East Java, Indonesia. The reason for choosing these two schools was due to a wide range of ICT tools available in the schools, allowing for ICT-ELT integration. The information regarding these two schools was obtained from an informal conversation with some teachers in the area regarding what ICT tools vocational schools got. These teachers recommended that the two schools were better technologically-equipped than other schools. In both schools, English was treated as a required subject; the focus of this English was on English for General Purposes (EGP) (Widodo, 2015). It was taught for four hours per week (twice class periods a week). Based on the school curriculum, the English subject was claimed to use a functional and notional framework for English teaching that follows certain general English competency standards for grades X, XI, and XII: novice, elementary, and intermediate (see Widodo, 2015). Although the nature of the schools was vocational, the English lessons taught were orientated towards EGP that includes such four skills as listening, speaking, reading, and writing. More emphasis was on reading and grammar (see Widodo, 2015). This was especially geared to prepare students to pass the TOEIC test. The schools implemented the 2013 English Curriculum. The use of technology to enrich learning and teaching activities as one of the principles of the development of the 2013 Curriculum (see Widodo, 2016) was evident in both schools.

After visiting the schools and meeting with the school principals, I was introduced to six English teachers from both schools (3 teachers from each school). They were given an initial questionnaire to complete in order to explore the ICT tools they used in their English lessons. The in-print questionnaire

consisted of three parts. The first part asked about teachers' personal data (name, age, educational background, length of teaching, and whether they had attended training on ICT before (see Appendix). The second part was a twenty-item closed-ended questionnaire asking the teachers to tick the ICT tools they used in their classes. The last part required the teachers to give their written consent whether they would be available to be further involved in the present study.

Participants

Of the six teachers from the two schools who completed the questionnaire, only three teachers were willing to participate in this study; thus, they were selected as the participants of this research. After being informed of the research and what they were expected to do, the

teachers agreed to participate in the research and consented to be interviewed and observed for data collection. We had regular communication to establish rapport before conducting the interview and the classroom observation (Crano, Brewer, & Lac, 2015).

The three teachers were identified as Andi, Bayu, and Citra (pseudonyms). Andi and Citra taught at the same vocational school majoring on multimedia and computer while Bayu taught at a vocational school majoring in computer engineering. In terms of age, the teacher participants ranged from 29 to 38 years old. Andi and Citra had attended ICT training while Bayu had never attended such training. All of the teachers claimed that they were digitally literate; they were familiar with and knew how to use digital technology. The demographic information of the participants is summarized in Table 1.

Table 1. Demographic information on teacher participants

Participants	Age	Sex	Education	Teaching experience	Previous Training on ICT
Andi	34	Male	S-2	8 Years	Yes
Bayu	29	Male	S2	5 Years	No
Citra	38	Female	S-1	14 Years	Yes

Data collection and analysis

The data for this study were mainly garnered from multiple interviewing with the teachers and classroom observations. The following are the guiding questions asked in the interview:

1. Do you use ICT in your lessons? What are they? How often do you use it?
2. What are your reasons for using ICT in your teaching learning process?
3. How do you integrate ICT into your lessons?
4. What are the benefits and challenges of ICT-ELT integration?

A semi-structured interview was conducted because the format was open-ended, and the interview was encouraged to elaborate on the issues raised in an explanatory manner (Dörnyei, 2007). The interview was conducted informally twice, each lasted 25-30 minutes at the teachers' schools. Meanwhile the observation was carried out to see how what ICT tools were actually used and how the teachers incorporated such tools into their English teaching practices. Prior to the observation, I asked the teachers for their permission to observe and record their classes. They granted me the permission because I assured them that the observation was not to evaluate the way they taught, but to see how they used ICT in class and to capture real-life classroom realities. The teachers and I then arranged the time the teachers were available for observation based on their teaching schedules. During the observation, I sat at the back of the classroom to see and record the lessons. I played a role as a non-participant observer because I was not involved in the teaching and learning process.

To avoid observer's paradox (Widodo, 2015), I conducted multiple classroom observations.

The interviews were recorded, and the interview data were transcribed. Transcribing involves "close observation of data through carefully repeated and attentive listening" (Widodo, 2014, p. 102). In what follows, I read the interview transcripts many times to closely make sense of the data, describe the phenomena examined to convey the complexity of the research, and classify/code the data into themes (Gay, Mills, & Parisian (2006). In coding the data, content analysis was employed (Crano, Brewer, & Lac, 2016). The coding unit could take the form of a word or a theme, which represents underlying ideas, motives, or views. This required thoughtful reading and interpretation of the transcripts in order to generate categories. This coding categorized the data into specific codes/patterns from which the data originated. For example, the data "I like using ICT" were grouped into the theme "interest in using ICT" because of the word, "like." During the coding phase, the data from the interview were compared and triangulated with the data from the observation until the emergent categories in the data set were saturated. To build data credibility, member checking was conducted by communicating the transcripts with the participants to make sure that the data were accurately presented, analyzed, and interpreted (Widodo, 2014).

FINDINGS AND DISCUSSION

From the analysis of the thematic content of the interview transcripts and observation notes, four major themes emerged: the types of ICT tools used by the teachers, their reasons for using ICT, methods of

integration, and the benefits and challenges of ICT-ELT integration. These themes reflected the questions asked during the interviews.

The types of ICT tools used by the teachers

The interview findings indicated that all the teachers used ICT tools in their English teaching practices. They used a myriad of hardware tools, including laptops, smartphones, modems, LCD Projectors, speakers, DVD players, cameras, and webcams. In terms of software used, all of the teachers were familiar with and frequent

users of a word processor (MS Words), spreadsheet (Excel) and PowerPoint, and communication 1.0 tools (email). However, Andi used other specific software in his class, such as Wondershare Quiz for in-class quizzes and tests. Bayu, on the other hand, used social media (Facebook-closed group), BBM, and Whatsapp to create conversation groups where he could interact with his students. Citra used a blog, Google+, and social learning platform (Edmodo) to supplement her offline classes. There was only a slight difference in the types of ICT tools used by the teachers as shown in Table 2.

Table 2. Types of ICT used by the teachers

No	Types of ICT		Andi	Bayu	Citra
1	Hardware	Camera	V	V	V
2		Laptop	V	V	V
3		LCD Projector	V	V	V
4		Printer	V	V	V
5		DVD Player	V	V	V
6		Speaker	V	V	V
7		Video recorder	V	V	V
8		Radio	-	-	-
9		TV	-	-	-
10	Software	Smartphone	V	V	V
11		MS Word	V	V	V
12		PowerPoint	V	V	V
13		Excell	V	V	V
14		Browser	V	V	V
15		Email	V	V	V
16		Blog	-	-	V
17		Whatsapp	V	V	V
18		Facebook	-	V	V
19		Edmodo	-	-	V
20		SMS	V	V	V
21	Others		Wondershare Quiz Application	-	Google + Web Cam

To verify this finding, classroom observations were conducted twice. In the first observation, Andi reviewed class materials using PowerPoint (Observation #1, October 12th, 2016). After that, he asked the students to open their laptop and did some exercises using the Wondershare Quiz application. In the second class period, he explained the new materials using Flash PowerPoint (observation #2, October 2016). Bayu used the same tool, such as PowerPoint to present class materials, but he asked the students to explore more topics by browsing related information from the Internet on their smart phone (Observation #1, October 19th, 2016). Then, the students reported their search to the class. In the next class period, he only used PowerPoint (observation #2, November 1, 2016). Bayu said that as an out-of-class activity, he created a Whatsapp group which served as a conversation group where students could participate and learn to use English for communication via Whatsapp. Citra, similarly, used PowerPoint in her first class period. She also used video related to the topic to create a more interesting lesson (observation #1, October 25th, 2016). In the second class period, she still used PowerPoint for reviewing the materials but this time she also displayed the blog where

she supplemented the materials. The students and Citra discussed a task (writing a recount text) which had been posted on the blog one week before. In this respect, the students commented on each other’s task on the blog. In class, Citra highlighted the weaknesses that students made on the blog so they could learn and correct them together (Observation # 2, 2 November 2nd, 2016). In short, the description of the ICT tools used is presented in Table 3.

This finding showed that all of the teachers were familiar with many types of ICT tools. This concurs with the result of a survey by Son, Robb and Charismiadji (2017) on Indonesian EFL teachers’ computer literacy and competency which reveals that most teachers have regular access to computers and the Internet. Among the many tools mentioned above, the ICT tools that all teachers used frequently in the classroom were presentation software and LCD projectors. This also corroborates the findings reported by Kurniawati, Maolida and Anjaniputra (2018) regarding the praxis of digital literacy of senior high school EFL teachers in the classroom; they found that the technology used most by the digital immigrant teacher were presentation software and LCD projectors.

Table 3. Classroom Observation Results

Teachers	Session	ICT use
Andi	Session 1	PowerPoint, LCD Projector, Wondershare Quiz
Bayu	Session 2	PowerPoint, LCD Projector
	Session 1	PowerPoint, LCD Projector, Smartphone
	Session 2	PowerPoint LCD Projector
Citra	Session 1	PowerPoint, LCD Projector, Video
	Session 2	PowerPoint, LCD Projector, Blog

The teachers' familiarity with many types of ICT tools implies that they had adequate digital literacy in the sense that they knew and were able to use the digital tools in their daily life. However, the limited variation of the tools they used in the classroom shows that they had not optimally used ICT for teaching and learning purposes. This result serves as a trigger for ELT teachers' reflection, which may indicate how innovative they are in their ICT-ELT integration and what they can

do to make progress in their professional development. This might also be of interest of policy makers to decide on key directions for teacher training in ICT-ELT integration.

Reasons for using ICT tools

The interviews with the teachers revealed that they all used ICT in their teaching and learning process because of several reasons as presented in Table 4.

Table 4. Reasons for Using ICT

Reasons	Andi	Bayu	Citra
Interests in ICT	Well, I am interested in ICT, I use it in my daily life, and I also use it to support my teaching	I am familiar with ICT, I like using it, and I think students are also familiar with it, besides we have the facilities. So, why not use it?	I like exploring new technology and how it can be used in my lessons
Demands of the new world	I think it is the demand of the new world, otherwise, we will be left behind	Because I teach students who live with technology, and I have to adapt (my teaching) to their ways of learning	This is digital era, we have to adjust our teaching. Traditional ways using conventional media are not appropriate anymore
Beliefs in the benefits of ICT	I use quiz application to facilitate students' learning because they can access it anytime anywhere and do the exercises repeatedly until they get a good score	Using ICT makes students more interested and motivated to learn. If I only explain in front of the class, they will be bored. But when I show a movie, for example, they will enjoy the lesson	You know, vocational students tend to have low motivation to learn English because they are more focused on learning their major. So I need to make them motivated by using various ICT tools. Today's students are digital natives, so I must adjust my teaching
Confidence in using ICT	I think I am good enough at using the ICT tools because I use them in my daily life	I am familiar with most current ICT tools and able to use them	ICT is part of my life...I like exploring new technology and I learn a lot from today's kids. They are digital natives so they learn new technology quickly

As presented in Table 4, it can be inferred that all teachers integrated ICT into ELT due to their interests in ICT, the demands of the new world, the beliefs that using ICT would boost students' motivation in learning and make the learning more effective and their confidence in using ICT. In addition, all of the teachers had a positive attitude toward ICT. They believed that using ICT would have a positive impact on their teaching practices. Their digital literacy, self-efficacy, and positive attitudes towards ICT were the internal factors affecting the ICT integration (Asabere & Ahmed, 2013; Dashtestani, 2014; Hu & McGrath, 2011; Kao, Tsai, & Shih, 2014).

This finding means that all the teachers were self-motivated to use ICT in their classroom. They felt a need for using technology, and this was a good start because once they had motivation, they would not consider using ICT in their classroom as a pressure, but as a necessity. They just needed to have the opportunity to learn how to effectively integrate ICT into their lessons and they could further explore it by themselves because they already had adequate digital literacy. Their teaching practices were intrinsically-driven by their beliefs in the benefits of ICT and thus they would find ways to maximize the benefits of technology in order to optimize their students' learning.

Methods of integration

The interviews and the classroom observations also indicated that all teachers shared similar ways of integrating ICT tools into their daily activities, such as using the Internet to search and share teaching materials and PowerPoint to prepare presentations. Word processing (MS Word) and spreadsheet (Excel) were used for daily administration-related tasks like preparing lesson plans, recording students' attendance, and calculating students scores. These were the common ways in which the teacher participants integrated ICT to support their teaching and learning process.

However, there were some marked differences in their actual practices using ICT among the three teachers, which reflected different degree of their Technological Pedagogical Content Knowledge (TPCK). Andi said that in addition to using PowerPoint in almost every class period, he used an application called Wondershare Quiz to administer quizzes and tests. He believed that students learned better by doing a variety of exercises. During the classroom observation, I noticed that the students seemed to enjoy doing the exercises using the application on their own laptop, as it enabled them to work offline and practice repeatedly. This way, the students could learn the materials more easily.

In terms of a variation of ICT integration methods in the classroom, Andi admitted that he only used PowerPoint and the quiz application. Despite his ability to use many kinds of technology, he was not really confident in using different ICT tools for teaching and learning purposes. This indicated that he had acquired technological knowledge (TK) but not enough TPCK (Mishra and Koehler, 2006), as reflected in this excerpt:

I know how to use some ICT tools, for example blogs, social media, and some applications on mobile phone but I am not really sure how to integrate it into teaching and learning process (Andi, Interview # 2, October 2016)

Bayu, by contrast, reported that students learned better if they used the language for communication. Therefore, he used ICT more for communicative purposes; he created an FB closed group and Whatsapp group and BBM conversation club to enhance students' communication skills. Activities involving the aforementioned social media, however, were not evident in the classroom observation, as these activities were done outside of the classroom. In class, Bayu only used PowerPoint along with some videos and animations in the presentation to make students more interested.

I think I use conventional tools in class, like PowerPoint, videos, nothing special. But for out-of-class activity, I encouraged them to use their mobile phone to practice English by participating in an English Whatsapp Club. I think they like it (Bayu, Interview # 2, October 2016).

Meanwhile, Citra reported that she used ICT for more creative and expansive functions, such as using video conferences, blogs, and social learning platforms (Edmodo). She believed that learning would be enhanced if various media were used and if students were provided an opportunity and channel for self-expression. During the classroom observation, I noted that she did not only use presentation slides, but she also displayed the blog where the students sent the assignments and discussed the materials and assignments based on what they submitted there. Teacher-students and students-students interactions were evident on their blogs.

It is hard to keep students motivated to learn English, so I have to keep thinking of new ways to engage them to the lessons. For example today I use video, next week I use PowerPoint, next two week we have a video making, and so on. (Citra, interview #2, October 2016).

The findings showed that the teachers had tried to integrate ICT into their English lessons at a meso level, where teachers used ICT in certain topics to supplement students' learning (Wang & Woo, 2007). As for the stage of ICT integration (UNESCO, 2005), one of the teachers (Citra) was at the infusing stage, because she knew how and when to use the ICT and had actually used ICT extensively in their classroom, while the other two were at the applying stage. This concurs with Kurniawati et al.'s (2018) research findings in which the teacher participants were at the adaptation stage (following ACOT framework), where they made an attempt to realize the integration of new technology into their teaching.

From the findings, it can be inferred that Citra was the most active user of ICT both in terms of frequency of use and types of ICT tools used. She integrated various types of ICT tools that the other two teachers did not use, such as a webcam for video conferencing, blogs, and social learning platform (Edmodo). The fact that she was female and the most senior teacher among the three—yet the most active and creative user of ICT—seemed to be in stark contrast to other studies that highlighted the significant and varied uses of ICT by male teachers in comparison to their female counterpart (Todman, 2000; Wozney, Venkatesh & Abrami, 2006). Todman's study, for example, showed that males on average tended to acquire computer self-efficacy faster than females, while Wozney et al. (2006) reported that male teachers used computers for various purposes more significantly than females. It was also found that female teachers reported a greater degree of computer anxiety than males (Russle & Bradley, 1997). Other research found that age was a factor affecting ICT integration (Inan & Lowther, 2010; Yaghi, 2001). Inan and Lowther (2010) reported that veteran teachers' readiness and technology integration were lower in comparison to novices, while Yaghi (2010) found that older teachers were less confident in using computer.

The result of this study, however, showed that age was not a significant factor in ICT-ELT integration.

Wozney et al. (2006) categorized ten functional uses of computer technology, including instructional, communicative, organizational, analytical, recreational, expansive, creative, expressive, evaluative, and informative, and it was found that the teachers in this study used nine out of ten functions considerably (informative, expressive, communicative, instructional, expansive, organizational, analytical, creative, evaluative) as displayed in Table 5. The three teachers

shared the same uses of ICT for all those nine functions, but from the observation and interview, there was a clear distinction among them. Andi used ICT mainly for an evaluative function, Bayu for a communicative function, while Citra for expressive and creative functions. The different emphasis was due to teachers' preference in using the ICT resulting from their beliefs in how ICT could best support the teaching and learning process. None of the teachers used the recreational function in class.

Table 5. Teachers' functional uses of computer technology (adopted from Wozney, et al., 2006)

Functional Uses of Computer Technology	Andi	Bayu	Citra
Instructional (e.g., drill practices, tutorials, remediation)	Yes (often)	Yes (often)	Yes (often)
Communicative (e.g., email, ICQ, computer conferencing, LCD projector)	Yes (often)	Yes (always)	Yes (often)
Organizational (e.g., database, spreadsheets, record keeping, lesson plans)	Yes (often)	Yes (often)	Yes (often)
Analytical/Programming (e.g., statistics, charting, graphing, drafting, robotics)	Yes (seldom)	Yes (seldom)	Yes (seldom)
Recreational (e.g., games)	No	No	No
Expansive (e.g., simulations, experiments, exploratory environments, brainstorming)	Yes (seldom)	Yes (seldom)	Yes (often)
Creative (e.g., desktop publishing, digital video, digital camera, scanners, graphics)	Yes (seldom)	Yes (seldom)	Yes (often)
Expressive (e.g., word processing, on-line journal)	Yes (seldom)	Yes (often)	Yes (often)
Evaluative (e.g., assignments, portfolio, testing)	Yes (always)	Yes (sometimes)	Yes (often)
Informative (e.g., Internet, CD-ROM)	Yes (often)	Yes (often)	Yes (often)

Variations in the ways the three teacher participants integrated ICT tools indicated that they had already acquired TPCK, as suggested by Mishra and Koehler (2006). They were able to choose ICT tools appropriately for different purposes. This is essential since ICT integration should not be seen as merely the use of ICT in the classroom, but it is also about how to use it appropriately in order to optimize students' learning. ICT is not an end in itself, but a tool. For this reason, it is imperative that teachers not only upgrade their ICT skills/literacy but also ICT-based pedagogy. The teachers' TPCK needs strengthening since among the three teachers, only one teacher that had used various ICT-ELT integration techniques in her classroom. This implies that the other two teachers may still need to upgrade their pedagogical competence. As Cox, Preston and Cox (1999) argue, teachers' training should focus on pedagogical issues so as to make teachers convinced of the value of ICT integration.

The benefits and challenges of ICT integration

The three teachers reported that the use of ICT made their lessons more interesting, practical, and flexible; however, in terms of students' English competence improvement, they had different opinions. Andi said that he had never assessed the impact of ICT use on students' skills, but because he used ICT mostly for quizzes/assessment, there was indeed an increase in the students' scores. Yet he could not be sure whether the increase was due to the frequency of drilling and practice or due to the ICT used.

I have never investigated whether there was improvement in students' skill, such as in their

peaking or writing, because my quiz application is mainly for assessing their grammar and reading skills. Their score increased because they did a lot of exercises, so I think there is an impact. (Andi, interview #2, October 2016).

Bayu mentioned that he used ICT mainly to motivate students to learn English and to be confident to use English to communicate via a BBM conversation group; his goal was mainly to raise his students' confidence in using the language. He had no concrete data on the significant improvement of his students' competence.

I didn't score their English skill from their use of technology, but I saw they actively converse in WA group so I expect that their English will be better. My main focus is to make them confident to use English. (Bayu, interview #2, October 2016).

Citra reported that she also used ICT to keep students motivated to learn. However, she noticed improvement in the students' writing skills after they did numerous writing practices in their blogs. She commented:

I think I see some improvement in their writing...because they publish their writing on blog, every one can read it, so they try to make it as good as possible. At least they try to check the grammar before submitting the task. (Citra, interview #2 October 2016).

Based on the classroom observation, I noticed that Citra 3 was able to spark enthusiasm for learning and to creatively engage the students in the learning process. She did this through showing a video in her presentation, assigning students to make a video for a group's project and displaying the students' writing on their blogs. She also used Edmodo occasionally, and students could access it from their mobile phones. In the other classes, on the other hand, the students did not show the same level of enthusiasm; this was probably because the teachers only used presentation slides and did not vary the use of ICT in the classroom. These findings suggest that teachers need to explore variations of ICT tools to be used in the classroom to avoid students' boredom. Using the same tool every day will make students lose their motivation and enthusiasm and results in less engagement with the lessons.

While Citra was able to motivate students to develop their writing skills through personal blogs (c.f. Vurdien, 2014), this study did not reveal a significant impact of students' English competence due to the use of ICT. The impact on students' competence, however, seemed to be more indirect. As Golonka et al. (2014) pointed out, that most research has focused on ICT's viability for supporting FL learning and very few well-designed empirical studies support its efficacy for improving FL learning processes or outcomes. Therefore, further research should investigate whether ICT-ELT integration influences students' competence and in what ways it can contribute to students' improved competence.

Despite their perceived benefits of ICT-ELT integration, all the teachers claimed that there were challenges or barriers to integrating ICT into ELT. First and foremost was unstable access or connection to the Internet and the infrastructure itself. Although the schools provided personal computers to be used for educational purposes, the Internet connection was often unstable which forced them to use their own modem instead. As Andi (Interview #1, October, 2016) claimed: "*The main problem is the poor Internet connection...sometimes we have to use our own modem to access the Internet.*" This is similar to what Dashtestani (2014) reported that the quantity and quality of online facilities are a main barrier to ICT integration.

Teacher-level barriers which include a lack of confidence, lack of competence, resistance to change and negative attitudes (Bingimlas, 2009) were not found in this study. Rather, it was school-level barriers that were apparent: a lack of teacher training, access, and technical support. The lack of training was mentioned as the second barrier by the teachers. Although all teachers in this study had relatively equal ICT literacy, they held the same view that ICT pedagogical training was still necessary to help them better-informed about how to effectively use ICT in the classroom. As Citra (Interview #2, October 2016) commented, "*Of course we need more training on how to integrate ICT into ELT because we have to know how teachers in other parts of*

the world use it in their classes." This conforms to the result of a survey on Indonesian EFL teachers conducted by Son, Rob and Charismiadji (2011) which indicated that there was the need for different training for different groups of teachers.

In general, the findings of this study concur with those of Celik and Aytin (2014), which showed that teachers had a positive attitude towards ICT and had high confidence in their own ICT literacy; the limited access/facility, nevertheless, became the main barrier to the implementation of ICT-mediated teaching practices. Compared to the current trends of ICT-ELT integration emphasizing the use of online applications, mobile learning, and web-based and social media-based learning, the ICT-ELT integration practices of the teachers in this study, however, were still left behind.

CONCLUSION

This study suggests that regardless of such factors as age, gender, educational background and previous ICT training, all the teachers integrated ICT into ELT to a certain degree due to their strong internal motivation and interest as well as perceived belief in its benefits. The limited variation of the integration methods, however, calls for further investigation into what factors causing them not to utilize the ICT tools available optimally. The teachers' voice regarding the need for tailored training on ICT-ELT integration requires immediate attention from the educational institutions and other related parties to meet this increasingly important need. The findings of the study also show that ICT integration requires teachers' technological pedagogical content knowledge (TPCK) which is essential to ensure the appropriate use of ICT in a teaching and learning process. Hence, training and courses on ICT-ELT integration and TPCK need to be included as an integral part of a language teacher preparation program.

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APPENDIX

Questionnaire

This questionnaire is intended to reveal the factors affecting ICT Use in ELT among EFL teachers. Your replies are kept confidential and are coded so that you are not identified by other external parties.

Notes:

The term “ICT” refers to technologies or digital devices such as CD players, TVs, projectors, computers, the Internet, the software and applications, and the learning management system (e.g., DOKEOS, Moodle, etc.). The term “institution” refers to your faculty/department/school, your current workplace.

Part 1. Background Information

Please kindly provide your background information in the space provided below.

Name : _____ (you may leave this space blank)

Sex: Male Female

Age: 20-30 30-40 40 -50 > 50

Teaching Experience: 1-10 11-20 21-30 > 30

Institution:

Has attended training on ICT: Yes No

2. Part 2: ICT Use

I use ICT in my course

always often sometimes seldom never

Please put a tick (V) next to the types of ICT (tool)s that you use to support your course.

Camera		Speaker		MS Word		Blog	
Laptop		Video recorder		Power Point		Chat (WA)	
LCD		TV		Excell		Facebook	
Printer		Radio		Browser		Edmodo	
DVD Player		Smartphone		Email		SMS	

Other tools (if any).....

Reasons for using the ICT:

3. Part 3: Willingness to Participate in the Research

Please fill in and sign this consent form indicating if you agree or disagree to be further involved in the research.

After being informed about the research, I agree/disagree to participate in the research and I can be contacted at :
(mobile number) or(email).

Signed.....

Date.....