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EFL Teachers' Perception of ICT Integration in EFL Teaching and the Current Practice of ICT in EFL Teaching

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ABSTRACT

This study was aimed to find out the perceptions of EFL teachers on the use of ICT and how much they had integrated it into their EFL classes. A survey study was employed in this study involving EFL teachers who were alumni of English Education Study Program of a state-owned university in South Sumatra. The survey was conducted online using the Google form and distributed across all districts and major cities in South Sumatra Province and several other Indonesian provinces through the WhatsApp alumni community. Research findings revealed teachers had a positive attitude toward ICT integration in EFL lessons and a highly positive attitude toward the effectiveness of ICT in assisting students in learning more effectively. The findings also showed that while most teachers used ICT in their EFL teaching and learning activities, just 24% admitted to doing so on a daily basis in their regular EFL classes. Teachers agreed that there were still some barriers limiting them from adopting ICT in their EFL lessons, such as a lack of facilities and resources for teachers.

Keywords: *ICT, teachers' perception, digital literacy, EFL teaching*

Introduction

The use of digital technology in EFL teaching today is inevitable. Almost all current teaching media today are digitalized, including those used in EFL teaching. Even the teaching material is digitalized as well. The use of an MP4 player displaying a video with sound through an LCD projector for speaking class and MP3 player playing dialogues or songs for a listening class are two examples of the use of digital technology in an EFL classroom (Eryansyah et al., 2019). Another application of digital technology in the EFL classroom is the use of power-point presentations by the teachers or students (as an individual or group presentation) that include texts, graphics, sounds, and animation. In brief, digital technology has become an important element of EFL teaching and learning activities and has an important effect on EFL students' motivation and engagement in learning English (Alshahran, 2017).

As the impact of the Covid-19 outbreak which demanded online teaching and learning activities, teaching and learning activities in the classroom today can be done offline, online or both (hybrid). This condition really requires EFL teachers including those teaching at university level to use digital technologies in their teaching and learning activities. Both EFL teachers and students are required to use their PCs, laptops, mobile phones, tablets, digital cameras, or any digital devices in their online, offline, or hybrid teaching and learning. For that reason, they must be digitally literate (Hayati & Arini, 2021).

Some studies in EFL teaching have been conducted to investigate the impact of digital technologies on students' achievements. Research findings show that the integration of digital technology in EFL classrooms improves students' learning (Alazemi et al., 2019; Azmi, 2017; Munzur, 2017). A study conducted by Alazemi et al. (2019) concluded that the integration of digital technology in EFL teaching improves students' writing performance, interaction, and participation. Similarly, a study done by Munzur (2017) showed that the use of technology in reading class has enhanced students' competence and motivation in reading. Another study done by Azmi (2017) claimed that proper practice of ICT in the classroom "promotes learning, enhances interaction and communication, boosts autonomous learning, maximizes targeted outcomes, motivates learners and helps them improve their performance in the EFL classroom" (p. 117). In summary, the outcomes of the three studies above show that using ICT in EFL classes has positive effects.

To get the most benefits of ICT use in EFL teaching, EFL teachers themselves must be digitally literate. They must not only know about digital technology but they must also have knowledge and skills to integrate the technology in their classrooms (Abbasova & Mammadova, 2019). The importance of their digital literacy is also caused by the fact that most students today are digitally literate and that digital gadgets are available and relatively affordable. EFL instructors that are digitally literate can utilize ICT to establish innovative ways of teaching and learning both within and outside the classroom (Eryansyah et al., 2019).

Although most EFL teachers today are digital natives, there is no guarantee that they have no problems in integrating digital technologies in their EFL classrooms. Teachers' problems in integrating ICT in EFL teaching and learning were examined by Champa et al. (2019). They discovered four variables that hinder ICT integration in EFL teaching and learning. They are teachers' lack of training on ICT, less knowledge of ICT programs, less ICT skills, and limited ICT learning materials. In the same vein, Bingimlas (2009) and Gebremedhin and Fenta (2015) share similar findings that there are three factors inhibiting ICT interaction in EFL teaching. They are teachers' low confidence in using ICT, low ICT skills, and limited ICT resources. Among the problems above, Mathevula and Uwizeyimana (2014) found that teachers' less ICT skills is the biggest problem. One of the factors causing their lack of ICT skills as found by Mathevula and Uwizeyimana (2014) was because of their ages which were in the late of 40s. They were essentially digital immigrants, to put it another way.

Looking at the ICT integration problems above, where less ICT skills were faced by most of EFL teachers, it is then important to find out why this condition happens. It is then the objective of doing this study, to find out the factors affecting EFL teachers' digital literacy skills and offer the solutions of the problems. This condition is urgently to be solved as it is not relevant with the condition of post covid-19 era where all teachers including EFL teachers are encouraged to perform the teaching and learning activities online, offline, and/or hybrid. The integration of digital technologies in their teaching cannot be avoided and is demanded in the development of education and society in the 21st century (Ganicheva et al., 2019).

This study was carried out to investigate EFL teachers' perceptions of ICT integration in their EFL teaching, as well as their practice of ICT integration in their EFL teaching. Two research questions to answer in this study were "Do EFL teachers have positive perceptions of the integration of digital technology in their EFL classes?" and "To what extent have they integrated ICT technology in their EFL classes?" Derived from the research questions above, the goals of this study were to identify EFL teachers' current perceptions on the use of ICT in EFL teaching, as well as the actual practice of integrating ICT into EFL teaching, based on the research questions above.

Literature Review

²¹ *Literacy in ICT*

ICT, which stands for *Information and Communication Technology*, is a commonly used term referring to educational technology, computer-based technology, learning technology, or digital technology (Lee & Finger, 2010). It is one of the 21st century skills under the Information, media, and technology skills. According to Partnership for 21st Century Skills (2007), there are three skills that millennial generations must acquire in order to survive in the twenty-first century. The three types of skills are: learning and innovation; information, media, and technology; and life and career skills. Having ICT

skills is unquestionably vital, since it has become a fundamental part of our daily lives.

Importance of Digital Literacy in EFL teaching

To be able to operate ICT devices, being digitally literate is deemed important. Current EFL students, who are digital natives, are predominantly familiar and accustomed to using digital devices (smart phones, laptops, tablets, iPad, etc.) in their daily life. Unfortunately, the EFL teachers, in which most of them are digital immigrants, are not really familiar and accustomed to using those devices. In other words, most of EFL teachers especially those who are in their 50s are digitally illiterate (Tampubolon, 2017). They use digital devices especially smartphones only “as a medium for communication or information sharing” (Eryansyah et al., 2019, p. 444). When they are challenged to incorporate ICT in their EFL classes as instructed in the curriculum, they feel inconvenient. Bingimlas (2009) claims that their inconvenience to incorporate ICT into their EFL classes can be caused by three factors (less self-confidence, incompetence, and less access to ICT resources). Therefore, they should be introduced with ICT resources and provided with ICT professional development and technical support. Once they are already digitally literate, they will be confident, competent, and familiar with ICT devices, which in the end, will facilitate them to integrate ICT in their EFL classes.

As mentioned before, most of the EFL students who are digital natives are already familiar with and accustomed to using digital devices. It means that there are still a small number of them who are not digitally literate. Their less knowledge and skills of ICT can be caused by several factors, i.e. “professional use of ICT, school ICT capacity, personal computer, teacher attitudes and motivation” (Vitanova et al., 2015, p. 1088).

ICT Skills

ICT skills are believed very important to be owned by EFL teachers especially considering the fact that in this digital era many EFL students are more experienced in the use of technology than the teachers. Therefore, they must have ICT skills that can be integrated in their EFL classes properly (Çakici, 2016; Samuel & Zaitun, 2007). Samuel and Zaitun (2007) divide ICT skills into basic and advanced level. EFL teachers will be considered having basic ICT skills if their abilities in using ICT are limited to “surf the internet, use Microsoft PowerPoint and do presentation, use Microsoft Word, use the spreadsheet (Microsoft Excel), send and receive e-mail, retrieve information from internet, use CD-ROM, understand basic computer commands, and use the printer” (Samuel & Zaitun, 2007, p. 7). Once they are able to use ICT to communicate and collaborate with others, create educational websites, plan social databases, incorporate ICT devices in teaching and learning activities, chat with others using chatting applications, and participate in audio or video meetings, they must have advanced ICT skills (Samuel & Zaitun, 2007).

ICT Integration in EFL Classes

As the EFL students today are already digitally literate, this condition is an opportunity for EFL teachers with ICT skills. They can integrate ICT in their EFL classes. Research have shown that integrating ICT in EFL classes gave benefits to EFL students, i.e., increasing students' motivation and engagement, independent learning, promoting critical thinking, and developing their language skills (Alsied & Pathan, 2013; Azmi, 2017; Çakici, 2016; Li & Walsh, 2010).

Nevertheless, integrating ICT in EFL classes is not easy. It demands advanced ICT skills from the EFL teachers. The current development of email, internet applications, multimedia materials, image and video applications, chatting applications, audio and video conferences definitely impacts the ways of using ICT in everyday teaching and learning activities. Therefore, EFL teachers who have high level of ICT skills will get advantage. Research finding show that teachers with more skills in ICT tend to "use ICT tools more frequently in their teaching" (Tezci, 2009 cited in Rahimi & Yadollahi, 2011, p. 24). Vice-versa,

Perceptions of Teachers on the Integration of ICT in EFL Classes

EFL teachers may have different perceptions about the integration of ICT in their EFL classes. Their perceptions can be positive, that is, leading to ICT use or negative, limiting ICT use (Silviyanti & Yusuf, 2015). Some factors may affect EFL teachers' positive perception toward ICT integration in EFL classes. Firstly, those who are aware of the roles of digital technology in helping EFL students improving their language skills may have positive perceptions toward ICT integration in EFL classes (Alshumaimeri, 2008; Mollaei & Riasati, 2013). Secondly, those who are digitally literate tend to have tendency to integrate ICT in their EFL classes. Thirdly, the availability of ICT at school also affects EFL teachers' positive perception towards ICT integration in EFL classes. Fourthly, EFL teachers' age also affects their perception toward the integration of ICT in EFL classes. Finally, ICT trainings

Some studies had examined teachers' perception of ICT integration in EFL classes. A study conducted by Dinh (2015) investigating factors affecting EFL teachers' ICT use in the classroom found EFL teachers' positive perception of the ICT integration in EFL classes. They got support their university because the use of ICT in EFL teaching was mandatory. Another study by Steiner and Mendelovitch (2017) who investigated science teachers also found teachers' positive perception on ICT integration in EFL classes. They found that the integration stimulated students' concentration and learning activities and improved their teaching. A recent study done by Fitri and Putro (2020) also found EFL teachers' positive perception toward the integration of ICT in EFL classes especially during the covid-19 pandemic which gave them no choice to disagree with the integration of ICT in their EFL teaching.

This study looked into EFL teachers' perceptions toward ICT integration in EFL classes, the effectiveness of ICT integration for student learning, and current ICT use in EFL teaching practices, such as experience with ICT for EFL teaching, ICT-based

activities for EFL teaching, internet-based teaching materials, and obstacles to using ICT in EFL teaching and learning.

Methods

Research Design and Participants

This research was a survey study involving EFL teachers graduated from English Education Study Program, Sriwijaya University and spread in all districts and mayor cities in South Sumatra Province and some other provinces in Indonesia. It aimed to learn about their existing understanding of ICT as well as their perceptions of it. Incorporating ICT into English language instruction. As the teachers voluntarily participated in this study, the sampling technique used in this study was voluntary response sampling. The final sample was drawn from the prospective participants who are willing and qualified to take part in the survey (Murairwa, 2015). They became the target of this study as in the era of education in the 21st century, The level of digital literacy of EFL teachers has a significant impact on the success of EFL instruction. Moreover, being digitally literate was considered relevant to the current condition of Covid-19 pandemics which forced educational institutions to perform teaching and learning activities online. Only teachers, including EFL teachers with good level of digital literacy had the ability to do these activities well. As a result, it was critical to undertake this study in order to map out EFL teachers' present digital literacy abilities, perceptions of ICT integration in EFL teaching, and current use of ICT in EFL classrooms.

EFL teachers teaching in junior and senior high schools in South Sumatra Province and neighboring regions were among the participants in this study. They were invited to participate in an online survey through the association of English education study program alumni. They were contacted to participate in the survey voluntarily through the WhatsApp group alumni.

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Data Collection and Analysis

The data needed for this study were collected in the form of online survey using Google Form. The survey consisted of ready-made questionnaires adapted from Merillo and Domingo (2019) and 21st Century European Classroom (2016). It had three sections. The first section sought EFL instructors' opinions on ICT integration in EFL classes, while the second sought opinions on the efficacy of ICT integration for student learning. Both parts used a Likert-type scale, with respondents choosing one of four alternatives to assess their degree of agreement or disagreement with the statements (1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree). The third component was created to gather data on the use of ICT in EFL classrooms. This section consisted of four sub-sections, namely experience with ICT for teaching in the form of yes-no questions. The other three sub-sections (ICT-based activities for teaching, ICT-based learning materials, and obstacles to using ICT in EFL teaching) were in the form of multiple-choice questions. The collected data were analyzed by

using Google Form and were presented in the forms of charts.

Research Ethics

As the data were collected through online survey, the researchers personally asked respondents' permission and willingness to participate in the survey by contacting them through emails and/or WhatsApp messengers. Their participation was voluntarily. They had rights to refuse their participation if they did not want to. To protect respondents' personal data, they were asked to write their pseudonyms instead of their real names.

Results and Discussion

RESULTS

Respondents

From the 224 alumni registered in the WhatsApp group alumni association, 50 alumni responded on the survey where there were 12 males and 38 females. Their ages ranged from 25 to 45 years old (See Table 1) and majority of them have been teaching English more than ten years as seen in Table 2.

Table 1. Respondents' ages

Age			
30<	30-35	36-45	46-55
10 (20%)	13 (26%)	19 (38%)	8 (16%)

All the respondents involved in this study were full time English teachers, therefore, majority of them had more than ten years of teaching experience (See Table 2 below).

Table 2. Respondents' teaching experiences

Teaching experience					
5<	5-10	11-15	16-20	21-25	26-30
9 (18%)	12 (24%)	11 (22%)	8 (16%)	9 (18%)	1 (2%)

School Locations

In term of school locations, the respondents were spread in almost every district and mayor city in South Sumatra Province and some cities in other provinces in Sumatra as can be seen in Table 3 below.

Table 3. School locations

Provinces	Districts/Municipal Cities	Number (Percentages)
South Sumatra Province	13 Ogan Komering Ulu	3 (6%)
	Ogan Komering Ilir	2 (4%)
	Muara Enim	2 (4%)
	Musi Rawas	4 (8%)
	Musi Banyuasin	2 (4%)
	Banyuasin	4 (8%)
	Ogan Komering Ulu Timur	3 (6%)
	Ogan Ilir	2 (4%)
	Pali	2 (4%)
	Musi Rawas Utara	1 (2%)
	Palembang	13 (26%)
	Prabumulih	1 (2%)
	Pagar Alam	1 (2%)
Lubuk Linggau	1 (2%)	
Nearby Provinces	Other cities	9 (18%)

Teachers' perception on ICT integration in EFL classes

Table 4. Teachers' perception on ICT integration in EFL classes

No	Teachers' perception	Likert Scale			
		16 Strongly disagree	Disagree	Agree	Strongly Agree
1	I am confident in my ability to master 6 w ICT skills.	0 (0%)	1 (2%)	22 (44%)	27 (54%)
2	I find that using ICT makes teaching easier for me.	0 (0%)	1 (2%)	29 (58%)	20 (40%)
3	I am aware of the numerous advantages that ICT provides for successful education.	0 (0%)	1 (2%)	26 (52%)	23 (46%)
4	I believe that ICT-assisted instruction improves learning effectiveness.	0 (0%)	2 (4%)	21 (42%)	27 (54%)
5	Teachers may utilize ICT to improve their teaching by using more up-to-date resources.	0 (0%)	0 (0%)	15 (30%)	35 (70%)
6	I believe that incorporating ICT into the classroom increases the quality of instruction.	0 (0%)	3 (6%)	19 (38%)	28 (56%)
7	I believe that using ICT to develop instructional tools and materials is beneficial.	0 (0%)	0 (0%)	15 (30%)	35 (70%)

8	Students can be more active and engaged in the classroom when ICT is used.	0 (0%)	5 (10%)	22 (44%)	23 (46%)
9	If ICT is employed in the classroom, I have more time to cater to the needs of my pupils.	0 (0%)	7 (14%)	31 (62%)	12 (24%)
10	Without the use of ICT, I will not be able to teach effectively.	2 (4%)	17 (34%)	23 (46%)	8 (16%)
11	I believe that using ICT in the classroom is a waste of time.	30 (60%)	15 (30%)	2 (4%)	4 (6%)
12	I am certain that my kids will study more effectively without the use of technology.	14 (28%)	29 (58%)	3 (6%)	4 (8%)
13	If ICT is utilized in the classroom, the classroom management is out of control.	14 (28%)	23 (46%)	8 (16%)	5 (10%)
14	When ICT is utilized in the classroom, students pay less attention.	23 (46%)	13 (26%)	9 (18%)	5 (10%)
15	If ICT is used in the classroom, students make little effort for their lesson.	20 (40%)	18 (36%)	9 (18%)	3 (6%)

Table 4 shows that the majority of teachers had a favourable opinion of ICT integration in language instruction. This conclusion can be seen from their responses concerning their perception on the integration of ICT in their language teaching. Almost all of them, where (44%) were confident in learning new ICT skills even 54% of them were very confident in learning the new skills of ICT. More than half of them (58%) agreed and the rest (40%) strongly agreed that ICT eased their language teaching, offered effective language teaching (52%), and improved quality of teaching (56%). Majority of them (70%) considered ICT helped them to get more updated teaching materials and eased them in preparing teaching resources and materials. Almost half of them (46%) strongly agree that ICT made students active and more engaged during the learning, believed that they could cater students' need (62%) and were confident their students learned best (58%) when ICT was used in learning.

Finally, almost half of them strongly agreed that their teaching was not effective without the use of ICT (46%) and the majority of them did not believe that using ICT in the classroom had led it to go out of control (74%; 28% strongly disagreed and 46% disagreed), students' less attention (72%; 46% strongly disagreed and 26% disagreed), and students' less effort in learning (76%; 40% strongly disagreed and 36% disagreed).

Effectiveness of ICT integration for students' learning

Table 5. Effectiveness of ICT integration for students' learning

No	Effectiveness of ICT integration	Likert Scale			
		Strongly disagree	Disagree	Agree	Strongly Agree
		17			

1	Students may use ICT to be more innovative, creative, and productive.	1 (2%)	1 (2%)	25 (50%)	23 (46%)
2	Students can utilize ICT to find relevant knowledge and information for learning.	0 (0%)	1 (2%)	18 (36%)	31 (62%)
3	Students are more likely to communicate with their peers when they utilize ICT.	0 (0%)	5 (10%)	27 (54%)	18 (36%)
4	The usage of ICT boosts students' confidence in their ability to fully engage in class.	0 (0%)	10 (20%)	28 (56%)	12 (24%)
5	I believe that using ICT helps students study more efficiently.	0 (0%)	8 (16%)	26 (52%)	16 (32%)
6	I believe that the usage of ICT aids in the broadening of students' knowledge perspective.	0 (0%)	2 (4%)	28 (56%)	20 (40%)
7	I believe that the usage of ICT aids in the improvement of pupils' abilities, particularly in reading and writing.	0 (0%)	5 (10%)	28 (56%)	17 (34%)
8	With the usage of ICT, students are more well-behaved and under control.	3 (6%)	14 (28%)	22 (44%)	11 (22%)
9	Students can better communicate their ideas and views when they use ICT.	1 (2%)	7 (14%)	29 (58%)	13 (26%)
10	For the optimum learning experience for students, ICT is used to encourage active and interesting lessons.	0 (0%)	6 (12%)	26 (52%)	18 (36%)

The findings in Table 5 demonstrate that incorporating ICT into language instruction has a favourable impact on students. This conclusion is based on the comments of EFL teachers about the efficiency of ICT integration for student learning. Almost all the teachers (96%, where 50% agreed and 46% strongly agreed) considered that ICT allowed students to be more creative, imaginative, and productive. ICT also helped students locate related knowledge and information for learning, according to almost all of them (98 percent, 36 percent agreed, and 62 percent strongly agreed). The big majority of the teachers (90%, 54% agreed and 36% strongly agreed) considered that ICT encouraged students to communicate more with their classmates and another big majority of them (80%, 56% agreed and 26% strongly agreed) believed that the use of ICT increased students' class participation.

Well over three quarters (84%, 52% agreed and 32% strongly agreed) thought that students learned more effectively with ICT. The usage of ICT was seen to assist students extend their knowledge paradigm by a large majority of students (96 percent, 56 percent agreed, and 40 percent strongly agreed). Another large majority (90 percent, 56 percent agreed, and 34 percent strongly agreed) said that using ICT helped pupils enhance their reading and writing abilities.

With the usage of ICT, more than half of the teachers (66 percent, 44 percent, and 22 percent strongly agreed) said that the children were more behaved and under control. Over three-quarters of students (84 percent, 58 percent, and 26 percent strongly agreed) said that using ICT helped them better communicate their ideas and

views. Over three-quarters of respondents (86 percent, 52 percent agreed, and 36 percent strongly agreed) believe that using ICT in the classroom fosters dynamic and engaging lessons for the optimal learning experience for students.

ICT practice in EFL classroom

1. Experience with ICT for EFL teaching

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The data in Table 6 below show the teachers' experience in using computers and/or internet for language teaching. In the previous 12 months, they had all (100%) utilized computers and/or the internet to prepare their lessons and almost all of them (96%) had used computers and/or internet for class teaching both online and offline in the last 12 months.

Table 6. Experience with ICT for EFL teaching

No	Experience with ICT	Yes	No
1	In the previous 12 months, have you utilized computers and/or the internet to plan lessons?	50 (100%)	0 (0%)
2	In the previous 12 months, have you utilized computers and/or the internet to teach in front of/with students (online)?	48 (96%)	2 (4%)

2. ICT-based activities for EFL teaching

The EFL teachers had integrated ICT in their teaching activities. This information can be seen in Table 7 below. More than half of the teachers (52%) had used internet daily to browse and collect information when preparing their lessons. Less than half of them (40 percent) used the internet on a daily basis to gather learning materials/resources for pupils to use during lessons. More over a quarter (30%) of them utilized programs on a regular basis to create presentations for lectures, as well as daily exercises and chores for pupils (3%). ICT was utilized by less than a quarter of them (20%) to offer feedback and/or assess students' learning. Use the school's website or a virtual learning environment / learning platform to download, upload, and explore materials (22%). A small percentage of them (8%) placed student homework on the school website, assessed digital learning materials in the topic you teach (10 %), and looked for online professional development options in the subject you teach (12 %).

Table 7. ICT-based activities for EFL teaching

No	ICT-based activities	Frequency			
		Never or almost never	Several times in a month	At least once a week	Every day or almost every day
1	Go to the internet and look it up to get material for classes,	0 (0%)	10 (20%)	14 (28%)	26 (52%)

2	Search or browse the internet for learning materials or resources that students may utilize in class	0 (0%)	14 (28%)	16 (32%)	20 (40%)
3	Prepare presentations for lessons may be done using apps	2 (4%)	17 (34%)	16 (32%)	15 (30%)
4	Make your own student-friendly digital learning resources	9 (18%)	24 (48%)	11 (22%)	6 (12%)
5	Prepare assignments and exercises for pupils	0 (0%)	13 (26%)	20 (40%)	17 (34%)
6	provide homework assignments for pupils on the school's website	17 (34%)	15 (30%)	14 (28%)	4 (8%)
3	Use ICT to offer feedback to pupils and/or to assess their progress	7 (14%)	19 (38%)	14 (28%)	10 (20%)
7	Assess digital learning materials for the subject you teach	4 (8%)	20 (40%)	21 (42%)	5 (10%)
8	Use the school's website or a virtual learning environment / learning platform to download, upload, or view materials.	2 (4%)	21 (42%)	16 (32%)	11 (22%)
9	Look for online professional development opportunities	4 (8%)	28 (56%)	12 (24%)	6 (12%)
10					

3. Internet-based learning materials

In term of internet-based learning materials, data in Table 8 show that most of the teachers had used ICT-based materials they got online. Almost all of them (98%) had search their teaching materials online and another big majority of them (94%) used existing online material from established educational sources to be their teaching material. More than half of them (58%) used teaching material available on school network or database and less than half of them (48%) used offline material available on CDs.

Table 8. Internet-based learning materials

No	Internet-based learning materials	Yes	No
1	Material that you've looked up on the internet	49 (98%)	1 (2%)
2	Existing online material from established educational sources	47 (94%)	3 (6%)
3	Material accessible in the school's computer network or database	29 (58%)	21 (42%)
4	Electronic offline material (e.g., CD-ROM)	24 (48%)	26 (52%)

4. Obstacles to integrating ICT in EFL classes

The results of the survey as seen in Table 9 below revealed that only 7.9% of teachers admitted to having a lot of problems in using ICT for their teaching and

learning activities, with an insufficient number of interactive whiteboards as a concern (16%), while 33.2 percent have a partial problem, with 48 percent of teachers reported that the issue is related to inadequate internet bandwidth or speed, 38.9% have minor issues, 48 percent of 10 teachers stated that they lack interest, and 20% have no issues at all, and 46 percent of the teachers stated that integrating ICT in EFL teaching is not a priority in their school.

Table 9. Obstacles to integrating ICT in EFL classes

No	Obstacles to using ICT	A lot	Partially	A little	Not at all
1	Insufficient number of internet-connected computers	6 (12%)	19 (38%)	20 (40%)	5 (10%)
2	Insufficient Internet bandwidth or speed	6 (12%)	24 (48%)	17 (34%)	3 (6%)
3	Insufficient number of interactive whiteboards	8 (16 %)	20 (40%)	15 (30%)	7 (14%)
4	School computers old or needing repair/replacement	7 (14%)	15 (30%)	14 (28%)	14 (28%)
5	Teachers' insufficient abilities	2 (4%)	19 (38%)	20 (40%)	9 (18%)
6	Insufficient technical support for teachers	5 (10%)	17 (34%)	21 (42%)	7 (14%)
7	Insufficient pedagogical support for teachers	6 (12%)	18 (36%)	20 (40%)	6 (12%)
8	There is a scarcity of appropriate content/material for teaching.	2 (4%)	16 (32%)	21 (42%)	11 (22%)
9	Integration of ICT into the curriculum is too challenging.	2 (4%)	13 (26%)	22 (44%)	13 (26%)
10	There are no pedagogical paradigms for using ICT for learning.	3 (6%)	16 (32%)	23 (4%)	8 (16%)
11	Students are under a lot of pressure to prepare for examinations and assessments.	2 (4%)	17 (34%)	22 (44%)	9 (18%)
12	The majority of instructors are opposed to the usage of ICT.	2 (4%)	20 (40%)	21 (41%)	7 (14%)
13	Teachers' lack of enthusiasm	3 (6%)	11 (22%)	24 (48%)	12(24%)
14	There is no or a hazy advantage to using ICT in the classroom	2 (4%)	10 (20%)	22 (44%)	16 (32%)
15	In our school, using ICT in teaching is not a priority.	3 (6%)	14 (28%)	10 (20%)	23 (46%)
Average		(7.9%)	(33.2%)	(38.9)	(20%)

DISCUSSION

The aim of this study was to investigate EFL teachers' perspectives on the integration of digital technology in the classroom, as well as how much ICT technology they had used in their classes. The respondents of this survey were mostly female (76%), less than half (46%) were at the age of 30 – 36 years old and 38% were between 36-45 years old, less than quarter (24%) having teaching experience between 5-10 years, and more than quarter of them (26%) teaching in schools in Palembang. Based on this

information, we can deduce that there were more female teachers than male teachers, and that those who used ICT in their regular EFL classes were more likely to be young city dwellers and were having teaching experience between 10 to 15 years. All these fact indicate that most of the EFL teachers were dominated by digital natives and were familiar with digital technologies. Therefore, it can be assumed that they are innately skilled technology users who are digitally knowledgeable (Smith et al., 2020). It is in line with previous research (Alshumaimeri, 2008; Fitri¹ & Putro, 2020; Mollaei & Riasati, 2013) where the findings show they had positive perception about the use of digital technologies in EFL teaching.

The results of the questionnaire revealed that, in response to the first research question, "Do EFL teachers have positive perceptions of the integration of digital technology in EFL classes?", teachers seemed to have positive perceptions of ICT integration in language teaching, in which ICT helped them improve teaching with more updated materials and prepare teaching resources. Furthermore, teachers seemed to have a very positive view of the efficacy of ICT incorporation for student learning, in which ICT helped students find related knowledge information for learning, encourages students to be more innovative, inventive, and productive, and allows students to be more creative, imaginative, and productive, and help them to broaden their knowledge and paradigm. All the findings from questionnaire related to EFL teachers' perception toward the integration digital technology in EFL classes seemed to be relevant with previous research findings that EFL teachers had positive perception about the integration of digital technology in EFL classes (Alshumaimeri, 2008; Fitri & Putro, 2020; Mollaei & Riasati, 2013).

The second research question is, "To what extent have they integrated ICT technology into their EFL classes?" In terms of using ICT in language classes, the majority of teachers (98 percent) said they had used it in their teaching and learning activities. In terms of ICT-based practices for EFL teaching, findings from the survey revealed that only 24% of teachers used ICT in their regular EFL classes, with 30.8 percent using ICT at least once a week, 36.2 percent using ICT many times a month, and 9% never or almost never integrate ICT in their EFL teaching activities. In terms of the usage of internet-based resources, the findings of the survey revealed that 74.5 percent of teachers have used internet-based learning materials in their teaching and learning, while the remaining teachers do not. All these findings showed that most of the teachers integrated ICT in their EFL classrooms. However, the intensity and frequency of ICT usage in EFL classrooms remained poor, with just 24% of teachers integrating ICT in their daily teaching activities, and about 9% of teachers never or almost never using ICT. These findings correspond with research findings presented by Bingimlas (2009), Champa et al. (2019). and Gebremedhin and Fenta (2015) that basically there were some problems that inhibited EFL teachers from integrating ICT technologies properly in their EFL classes. Those problems were made clear from the survey's findings that only 7.6% of teachers admitted to having a significant problem using ICT for their teaching and learning practices, while 33.2 percent admitted to

having a partial problem, 38.9% admitted to having a minor problem, and 20% admitted to having no problem at all. From the survey's findings, insufficient number of interactive whiteboards, school computers that were old and need to be replaced or repaired, insufficient number of internet-connected computers, insufficient internet capacity or speed, and insufficient pedagogical support for teachers were among the concerns raised by those who had a lot of problems with ICT.

The findings of this study corroborated earlier research that indicated that EFL instructors' views regarding the use of ICT in EFL classroom activities have a key influence in determining the value of ICT integration in EFL teaching and learning. Those with a favourable attitude toward the use of ICT in EFL teaching and learning will encourage integration, whereas those with a negative attitude will discourage it. In this study, 70% of teachers said that using ICT helps them enhance their teaching by providing more up-to-date materials and preparing teaching tools and materials, and 56% of teachers agreed that using ICT enhances their teaching efficiency. In other words, teachers agreed that incorporating ICT into their EFL classes benefited them greatly.

Teachers had accepted that incorporating new technology into EFL classrooms improved student learning (Alazemi, Sa'di, & Al-Jamal, 2019; Azmi, 2017; Munzur, 2017). According to the findings, 62 percent of teachers agreed that using ICT helped students find related knowledge information for learning, 46 percent agreed that using ICT enabled students to be more innovative, inventive, and efficient, and 40 percent agreed that using ICT helped students expand their knowledge and paradigm. The results support the findings of Alazemi et al. (2019), who found that using digital technology in EFL classes enhanced students' writing success, engagement, and participation. Similarly, Munzur (2017) found that incorporating technology into reading classes increased students' reading skill and motivation. Azmi (2017) reported that using ICT in the classroom "promotes learning, improves interaction and communication, boosts autonomous learning, maximizes targeted results, motivates learners, and helps them increase their performance in the EFL classroom" in another report (p. 117). It meant that the teachers believed that using ICT had aided students in learning more effectively.

Despite the fact that the majority of teachers (98%) said they used ICT in their regular EFL classes, the results showed that only 24% of them used ICT in their regular EFL classes. This may be due to difficulties the teachers had in incorporating ICT into their EFL classes. One of the issues raised was a shortage of facilities and resources for the teachers. These findings matched those of Champa, Rochsantiningsih, and Kristiana (2019), who looked at teachers' difficulties in incorporating ICT into regular EFL classes. They discovered that there are four barriers in incorporating ICT in EFL classes. Among them include teachers' lack of ICT expertise, understanding of ICT systems, ICT skills, and ICT learning materials. Bingimlas (2009) and Gebremedhin and Fenta (2015) both discovered three variables that prevent ICT engagement in EFL instruction. The culprits include teachers' lack of enthusiasm in utilizing ICT, their lack

of ICT knowledge, and their limited ICT resources. The most significant issue, according to (15) Mathevula and Uwizeyimana (2014), is a lack of ICT skills among instructors. One of the variables contributing to their lack of ICT abilities, according to Mathevula and Uwizeyimana (2014), was their age, which was in their late 40s. In other words, teachers need more assistance in order to develop their ICT skills.

Conclusion and Pedagogical Implications

The findings of this study centred on teachers' perceptions of ICT integration (12) EFL classroom and the extent to which teachers had applied ICT in EFL classroom. Teachers had a positive perception about ICT integration in EFL classes, and a highly positive attitude concerning the efficiency of ICT in aiding students in learning more efficiently, according to the (7) survey's findings. The results also revealed that while the majority of teachers utilized ICT in their EFL teaching and learning activities, just 24% acknowledged to using it in their regular EFL courses on a daily basis. Teachers also acknowledged that certain factors, such as less ICT facilities and resources for teachers, were still preventing them from using ICT in their EFL classes.

The study's limitations were described as a limited number of samples, time constraints, and a lack of variety in testing instruments, as well as the findings' generalizability. Nonetheless, the results of this study offered some useful information about ICT integration in EFL classrooms. As a result, more research is needed to get a clearer understanding of teachers' perceptions of ICT usage in EFL classrooms, which will require a larger sample size, a variety of research instruments, and more time to perform the analysis. As a result, more detailed data will be collected, and data (9) generalization will be possible, allowing for a greater understanding of the state of the teachers' perceptions of ICT usage in EFL classes.

Despite the fact that this study was performed on a small scale, the results offered useful insight on how teachers view ICT use in EFL classrooms. It supported the prior claim that instructors' attitudes toward ICT use influence ICT integration in EFL teaching and learning. The findings of this study will undoubtedly contribute to the body of knowledge regarding current teachers' perspectives on how ICT has been used in EFL teaching and learning in Indonesia, as well as raise awareness about the importance of incorporating ICT into EFL classes and providing more ICT facilities at schools for better EFL teaching and learning.

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