

# The Exploration of EFL Teachers' Technological Practices in Indonesian Schools

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## ABSTRACT

Indonesian schools in the post-pandemic situation and after the release of the national policy in Indonesia encourage teachers to integrate technology into their teaching practices. This study involved 111 EFL teachers from 21 provinces in Indonesia to answer a set of questions in an online closed-ended questionnaire that specifically asked about the teachers' frequency of using technology for EFL teaching and learning purposes, the kinds of technology they used, specific purposes of using the technology, and perceptions and challenges of using technology for the teaching and learning purposes. All the responses were exported and analyzed using Microsoft Excel to perform descriptive statistics to answer the research questions of this study. The data analysis showed that the teachers spend around 4 hours a week using various technology for their EFL teaching and learning practices. They also have positive perceptions towards the use of technology regardless of the limited time to use the technology and various external factors (i.e., limited school facilities, school policy about bringing phones to school, and students' lack of technological skills) that might pose potential challenges when integrating technology in their classrooms. Notably, sharing English learning materials, giving tasks to their students, and finding material resources related to lessons are the most common reasons for teachers to use technology. Practical recommendations to enhance the teachers' skills in using technology in Indonesian school settings and directions for future research are discussed.

## KEYWORDS:

Technology;  
Technology practices;  
EFL teachers;  
EFL teaching and learning  
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## Introduction

Technology has increasingly played an important role in education worldwide (Boonmoh et al., 2021; Mali & Salsbury, 2021; Richards, 2015). Also, it has been widely used in language teaching and learning, starting from software, websites, and mobile apps (Dudeney & Hockly, 2012) to more advanced technology, such as augmented reality, virtual reality, and artificial intelligence (Bonner & Reinders, 2018; Hockly & Dudeney, 2018; Sumakul et al., 2022). One of the factors for the wide use of technology in education can be ascribed to various potential that technology can give to support language teachers and students in teaching and learning four language skills, such as reading (La Hanisi et al., 2018; Watkins & Wilkins, 2011), listening (Ivone & Renandya, 2019; Reinders & Cho, 2010; Saputra & Fatimah, 2018), writing (Mali, 2019; Mali & Salsbury, 2021; Mali & Santosa, 2021; Mendoza, 2017), and speaking (Mali, 2021; Mindog, 2016; Wulandari, 2019).

However, using technology for language teaching and learning purposes has not been without its challenges. From teachers' perspectives, limited school facilities, poor internet connections, and heavy teaching loads are some commonly cited challenges that hinder them from using technology in their classes and fully maximizing the potential of the technology (Mahyoob, 2020; Nugroho et al., 2021; Pham et al., 2019). In line with heavy teaching loads, teachers often complained about school administrative tasks that potentially hindered them from exploring various technology tools to integrate into their classrooms (BBC Indonesia, 2019; Masrin, 2022; Mundy et al., 2012; Park & Son, 2009; Rusiana, 2020).

In Indonesia, a developing country in South East Asia, teachers in all education sectors (i.e., elementary, junior, and senior high school levels) are encouraged to maximize the use of technology by the top-down national policy released by the Ministry of Education, Culture, Research, and Technology Number 16 of 2022 concerning the process standard in early childhood education, primary education, and secondary education (Makarim, 2022). That particular policy statement about integrating technology into language learning is explicitly stated in Article 7, Verse 2:

[...] learning strategies to provide quality learning experiences are implemented by providing opportunities to apply learning materials to real problems or contexts, by encouraging learners' active interaction and participation, by optimizing the use of resources available in the Education unit and/or community, and/or by using information and communication technology devices. (Translated by the researcher)

As a positive response to this regulation, the researcher is interested in exploring recent schoolteachers' technological-related practices and issues in the post-pandemic situation and after the release of the national policy, particularly that of English language teachers in Indonesian schools. The exploration can be done by following up the previous studies that explore the frequency of using technology for EFL teaching and learning purposes among English language teachers, kinds of technology the teachers use, specific purposes of using the technology, teachers' perceptions, and challenges of using technology for EFL teaching and learning.

Those previous studies relevant to this research, conducted in Indonesian school settings (Al-Munawwarah, 2014; Cahyani & Cahyono, 2012; Muslem et al., 2018; Silviyanti & Yusuf, 2015) have the following commonalities. First, they involved teachers in EFL settings in Indonesia, where, based on the study (Richards & Schmidt, 2010), people learn English in a formal classroom setting with limited opportunities for using the language outside the classroom for communication purposes. Second, the research findings communicate similar results that Indonesian EFL teachers have positive perceptions of using technology for language teaching and learning purposes. For example, they concur that students might learn EFL better if their teachers use technology in their classrooms; technology might increase students' learning motivation, make learning more enjoyable, and help teachers obtain learning information easily. Then, from time to time, teachers encounter challenges in utilizing technology for their teaching and learning purposes due to external factors like lack of teachers' and students' technological skills, limited time to explore technology, minimum school facilities, and low internet connections in classrooms. Third, the studies inform that the teachers use many technology tools to serve various purposes, most commonly online websites to find authentic learning materials related to their lessons, online dictionaries for vocabulary learning, computer software, and PowerPoint presentations. Fourth,

methodologically speaking, the previous researchers commonly used a Likert-scale type questionnaire to collect the teachers' perceptions on the use of technology; yet, the studies were conducted before the pandemic situation and the release of the current national policy and involved a limited number of participants from the same province, such as in Banda Aceh (Muslem et al., 2018; Silviyanti & Yusuf, 2015), East Java (Cahyani & Cahyono, 2012), West Java (Al-Munawwarah, 2014), Yogyakarta and Jakarta (Son et al., 2011). The inclusion of EFL teachers' perceptions from various provinces in Indonesia regarding the technological-related practices and issues of using technology, especially in the post-pandemic situations and after the release of the national policy, should complement the discussions in the previous studies.

With all these backgrounds in mind, the researcher aimed to answer the following research questions: 1) What is the frequency of using technology for EFL teaching and learning purposes among the English language teachers? 2) What kinds of technology do the teachers use for their EFL teaching and learning practices? 3) What are specific purposes of using the technology? 4) What are the teachers' perceptions of using technology for EFL teaching and learning? 5) What are the teachers' challenges in using technology for EFL teaching and learning? Answers to these research questions should also provide clear pictures of technological-related practices by Indonesian EFL teachers, which will be used to propose evidence-based, doable, and concrete recommendations for EFL teachers and school authorities to enhance the teachers' skills in using technology to support their language teaching and learning practices, particularly in Indonesian school settings.

## Method

The researcher used a quantitative analysis of questionnaire data (Muslem et al., 2018; Tri & Nguyen, 2014) to answer the research questions. The following paragraphs will present detailed descriptions of the participants of this study, data collection instruments, and ways to analyze the research data.

This study involved 111 EFL teachers from 21 provinces in Indonesia. The participants in this study were recruited during *Pendidikan Profesi Guru* or Teacher Profession Education Program (henceforth called TPE) held in a private university in Central Java, Indonesia, from August to December 2022. Table 1 presents the breakdown of the participants by province.

**Table 1.** The participants by province

<b>Provinces</b>	<b><i>n</i></b>	<b>Provinces</b>	<b><i>n</i></b>
Banda Aceh	1	Lampung	1
Bangka-Belitung	3	Maluku	1
Batam	1	West Nusa Tenggara	2
Yogyakarta	1	East Nusa Tenggara	3
Jambi	5	Riau	5
West Java	3	South Sulawesi	1
Central Java	65	Southeast Sulawesi	1
West Kalimantan	3	West Sumatera	2
South Kalimantan	1	South Sumatera	1
East Kalimantan	1	North Sumatera	2
Riau Islands	8		

The participants teach at different school levels, such as elementary school (3%), junior high school (59%), senior high school (14%), and vocational high school (25%). Additionally, they have different years of teaching experience, such as 1-5 years (17%), 6-10 years (40%), and 11-15 years (33%). Meanwhile, a few teachers have taught for over 15 years (10%).

The researcher used a closed-ended questionnaire, which was adapted from Cahyani and Cahyono (2012), Muslem et al. (2018), Park and Son (2009), Silviyanti and Yusuf (2015), and Son et al. (2011), to collect the research data. The questionnaire had five main parts. The first part explained the brief purpose of the study; thus, all the participants were aware that their responses were used for research purposes. Moreover, to increase the participation rate, the researcher also informed the participants that they could access the researcher's edited book for free at the end of the survey. The second part was related to the participants' biographical information. The third part asked kinds of technology that they liked to use for their EFL teaching and learning and why they used it; the participants were provided with a list of options to select. The next part of questionnaire sought to explore their perceptions of using technology (i.e., benefits and challenges of using technology for language learning). Items in this part were in the form of statements and asked the participants to evaluate a list of statements on a Likert-type scale (i.e., Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1)). To ensure the reliability of the teachers' responses or "the extent to which a measure yields consistent results" (Ary et al., 2019, p. 344), the researcher ran a Cronbach's alpha reliability analysis to the Likert-scale responses, which had a Cronbach's alpha value ranging from 0.850 to 0.971; these numbers (according to Cohen et al., 2007; Liu et al., 2011; Nguyen & Habók, 2021) indicate high reliability of the results. All the questionnaire items described above were put in a Google Form and distributed to the participants via WhatsApp groups of the participants' TPE program with the assistance of the TPE admin.

The researcher exported all the responses recorded in the Google Form into a Microsoft Excel file. The responses were then processed to perform "descriptive statistics in which frequencies and percentages were computed and analyzed to answer the research questions" (Tri & Nguyen, 2014, p. 37). The results of the analysis were then discussed in light of the related literature. Previous researchers (Cahyani & Cahyono, 2012; Muslem et al., 2018) successfully used the same data analysis technique in their study.

## Result

In this study, technology practically refers to "electronic tools, software, and hardware intertwined with the Internet for EFL teaching and learning purposes" (Mali & Salsbury, 2021, p. 250). Previous researchers (Cahyani & Cahyono, 2012; Mali, 2022a, 2022b; Muslem et al., 2018; Park & Son, 2009; Silviyanti & Yusuf, 2015) similarly use this definition to talk about types of technology in their research findings and discussions.

### *Frequency of using technology for EFL teaching and learning purposes*

The first research question asked the teachers how many hours they spent using technology for their EFL teaching and learning purposes. The data informed us that the majority of them (38%) spent 1-2 hours a week using technology. Meanwhile, some other teachers spent around 3-4 hours (23%) and even more than 4 hours (19%) a week to use technology. However, the data informed a quite high number of teachers (20%) who spent less than 1 hour a week using technology for EFL teaching and learning purposes.

### *Kinds of technology for EFL teaching and learning purposes*

When asked about the kinds of technology that the teachers like to use for their EFL teaching and learning purposes, more than half of them were into the use of Microsoft Word (60%), social media (54%), online dictionary (53%), and websites on the Internet (52%). Most of them also liked to use WhatsApp (84%), PowerPoint (86%) and YouTube (86%). Table 2 presents a summary of the participants' responses.

**Table 2.** Technology that the participants like to use for their EFL teaching and learning

No	Technology	Response Rate	
		n	%
1	PowerPoint	95	86%
2	YouTube	96	86%
3	WhatsApp	93	84%
4	Microsoft Word	67	60%
5	Social media	60	54%
6	Online dictionary	59	53%
7	Websites on the Internet	58	52%
8	Google translate	47	42%
9	Canva	42	38%
10	Google search engine	39	35%
11	Educational games	38	34%
12	Email	35	32%
13	Google docs	31	28%
14	Telegram	23	21%
15	Google slides	22	20%
16	Online discussion boards	9	8%
17	Blog	5	5%

Meanwhile, as shown in Table 2, a small number of teachers used Telegram (21%), Google Slides (20%), online discussion boards (8%), and Blog (5%) for their EFL teaching and learning.

### *Purposes of using the technology*

What are the specific purposes of using the technology in their EFL teaching and learning practices? As displayed in Table 3, many teachers used the technology to share learning materials with their students (79%), give tasks to students (68%), and find learning materials (67%). Other common reasons were to use technology for reading (58%), listening (54%), writing (50%) and speaking (50%) practice.

**Table 3.** Reasons for using the technology

No	Technology	Response Rate	
		n	%
1	Sharing English learning materials with my students	88	79%
2	Giving tasks to my students	76	68%
3	Finding material resources related to lessons	74	67%
4	Reading practice	64	58%
5	Vocabulary practice	63	57%
6	Discussing classroom assignments with my students	62	56%
7	Preparing classroom presentation	62	56%
8	Listening practice	60	54%
9	Writing practice	56	50%
10	Speaking practice	55	50%
11	Grammar practice	50	45%
12	Text chatting with students and other teachers on subject matter	50	45%
13	Video editing	30	27%
14	Video conferencing (online classroom)	29	26%
15	Blogging	2	2%

Table 3 also informs that the teacher used the technology to discuss classroom assignments with their students (56%) and prepare class presentations (56%). Meanwhile, a smaller percentage of the teachers used technology to edit videos (27%), do a video conference (26%), and blog (2%).

### *Perceptions of using technology for EFL teaching and learning purposes*

Generally, Table 4 indicates teachers' positive perceptions of the use of technology for their EFL teaching and learning purposes. Most favorably, the teachers believe that the use of technology makes their English language teaching and learning more enjoyable (M=3.40), helps the teachers access interesting and more updated English language materials (M=3.34), help their students acquire English vocabulary better (M=3.34), and make their teaching more powerful than teaching without technology (M=3.34).

**Table 4.** Perceptions of using technology

No	Perceptions	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
1	The use of technology helps my students study English more effectively than just using books and printed materials.	42%	52%	1%	5%	3.32	0.72
2	The use of technology helps my students improve their reading skills.	35%	59%	0%	5%	3.24	0.72
3	The use of technology helps my students improve their listening skills.	39%	55%	2%	5%	3.28	0.72
4	The use of technology helps my students improve their speaking skills.	33%	59%	4%	5%	3.21	0.71
5	The use of technology helps my students improve their writing skills.	32%	58%	6%	5%	3.16	0.73
6	The use of technology helps my students learn English language grammar well.	29%	61%	5%	5%	3.14	0.71
7	The use of technology helps my students acquire English vocabulary better.	45%	49%	2%	5%	3.34	0.73
8	Teaching English with the support of technology is more powerful than teaching without technology.	44%	50%	3%	4%	3.34	0.71
9	The use of technology is important in language teaching.	36%	57%	3%	5%	3.24	0.72
10	The use of technology supports teacher and	40%	55%	1%	5%	3.30	0.71

	students' communication.						
11	The use of technology makes my English language teaching and learning more enjoyable.	50%	45%	1%	5%	3.40	0.73
12	The use of technology enhances my students' learning motivation.	38%	57%	0%	5%	3.27	0.73
13	The use of technology enhances my teaching performance.	39%	56%	1%	5%	3.29	0.71
14	The use of technology helps me to access interesting and more updated English language materials.	44%	50%	1%	5%	3.34	0.72
15	I think technology can replace my role as a teacher in teaching English to my students.	17%	26%	35%	22%	2.39	1.01

Note. Cronbach alpha of the survey results = .971

Moreover, most teachers also viewed technology as helping their students study English more effectively than just using books and printed materials ( $M=3.32$ ). Despite the benefits of technology for EFL teaching and learning, they mostly disagreed that technology could replace their role in teaching English to their students ( $M=2.39$ ).

### *Challenges in using technology for EFL teaching and learning purposes*

As shown in Table 5, the teachers generally seemed not to have big challenges in using technology for their EFL teaching and learning. For them, it is not difficult to use technology when teaching, and they know how to teach English with the support of technology. Moreover, the data also showed that the teachers could easily access the technology they would like to use.

**Table 5.** Challenges in using technology

No	Perceptions	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
1	It is difficult to use technology when teaching.	1%	18%	71%	10%	2.10	0.56
2	I do not know how to teach the English language with the	0%	5%	79%	16%	1.88	0.44



	support of technology.						
3	I cannot easily access the technology I would like to use.	3%	20%	63%	14%	2.11	0.67
4	I do not have time to explore technology because I am overwhelmed by the administration job in school.	4%	33%	55%	8%	2.32	0.68
5	I have not joined any training in using technology for English language teaching and learning purposes.	5%	25%	59%	11%	2.23	0.70
6	I do not have support when I encounter technical problems.	2%	22%	68%	9%	2.16	0.60
7	I have limited access to a good Internet connection.	6%	27%	56%	11%	2.29	0.74
8	My school has limited technological facilities.	6%	44%	42%	7%	2.50	0.72
9	My school policy does not allow students to bring their phone to school.	11%	35%	41%	13%	2.44	0.85
10	My students lack technological skills.	9%	40%	46%	5%	2.52	0.74

Note. Cronbach alpha of the survey results = .850

However, in Table 5, it is noted that some teachers are concerned with external factors, such as the limited technological facilities of their school (see item 8), their students' lack of technological skills (see item 10), and their school policy that does allow students to bring phones to school (see item 9). Moreover, a number of teachers (see item 4) did not have time to explore technology as they were overwhelmed by administrative jobs in their schools.

## Discussion

While the research findings communicate many things, the researcher would like to discuss some commonalities. The time spent by the teachers using technology for their EFL teaching and learning practices is similar to that reported by Muslem et al. (2018), which might indicate that the Indonesian EFL teachers in both studies generally spent less than 4 hours a week using technology for their EFL teaching and learning practices. Therefore, based on this

finding, the researcher argues that the teachers might prefer to use technology applications that are familiar to them, simple to use (e.g., social media and WhatsApp), enable them to find readily made learning materials for their students, and give instant and quick answers for their needs and inquiries (e.g., websites on the Internet and YouTube). The data shows that the teachers rarely used editing video technology and blog for their EFL teaching and learning practices. Why? They might need longer to learn how to use the video editing software and set up a new blog account. This finding confirms that of the previous studies (Cahyani & Cahyono, 2012; Muslem et al., 2018; Son et al., 2011) that EFL teachers at school levels rarely use a blog to support their teaching and learning practices, although blogging (Chang, 2020; Grosseck, 2009; Kresser et al., 2012; Mali, 2019; Zawilinski, 2009) might facilitate various language learning activities.

Consistent to previous studies (Cahyani & Cahyono, 2012; Muslem et al., 2018; Son et al., 2011), this research revealed that Microsoft Word, social media, online dictionary, websites on the Internet, and PowerPoint seemed to be most the favorite technology tools used by the teachers for their EFL teaching and learning purposes, even in the post-pandemic situation, although those tools might be “no longer special as teachers use them for daily teaching and learning activities” (Cahyani & Cahyono, 2012, p. 135) and have not met the future digital technology trends that Hockly and Dudeney (2018) predicted, such as the use of augmented reality (AR), virtual reality (VR), and artificial intelligence (AI). As the data suggested, sharing English learning materials, giving tasks to their students, and finding material resources related to lessons were the top three reasons for teachers to use the technology. These reasons might indicate that the teachers used the technology more for “teacher-centered purposes and activities as well as for their instructional delivery tool” (Li & Ni, 2011, p. 81).

The data shows that the teachers (54%) like to use social media for their EFL teaching and learning purposes. However, the teachers should be aware that some students might feel insecure and uncomfortable displaying their work on social media (Fuchs & Akbar, 2013) as they are not yet confident with their English language skills. Moreover, the online privacy and security issues when using social media might also be a concern. For example, we do not want our students to use Facebook, then “open wide information about themselves and are not aware of privacy options regarding who can watch their profile” (Triana et al., 2020, p. 6). All of the potential for language learning, risks, and security of social media should be discussed with students before deciding to use social media in their learning process.

There is no doubt that the majority of the teachers have positive perceptions that the use of technology enhances their teaching performances and makes their English language teaching and learning more enjoyable, which continues positive perceptions of using technology for language learning among Indonesian EFL teachers as reported by Al-munawwarah (2014), Cahyani and Cahyono (2012), Muslem et al. (2018), Silviyanti and Yusuf (2015), and Son et al. (2011). Also, the teachers do not have any difficulties using technology when teaching. Moreover, most teachers have joined training about using technology for English language teaching and learning purposes. However, the data reported that not many teachers (i.e., less than 60% of the respondents) used technology to support their language learning practices with students, such as practicing reading, vocabulary, listening, writing, and speaking. This seems particularly relevant because, in addition to experiencing the limited technological facilities that the school has, the school policy does not allow students to bring their phones to school, and the students lack technological skills. Some of the teachers also struggled with the administration tasks from their school to fulfill the government’s requirements, an issue that has been voiced in Indonesian national newspapers (BBC

Indonesia, 2019; Masrin, 2022; Rusiana, 2020) and previous researchers (Mundy et al., 2012; Park & Son, 2009). These conditions might also hinder the teachers from fully implementing best practices in using technology they learned from their technological training in their classrooms. Besides, this finding might indicate a clear gap between the teachers' positive perceptions of the use of technology and what is going on in their schools related to the facilities, policies, and technological skills, which are similar gaps that Hafifah and Sulisty (2020); Mali (2017), Silviyanti and Yusuf (2015), and Son et al. (2011) also found in their research exploration, even before the pandemic. This gap can be a point to reflect by the Indonesian government, school authorities, teachers, and students about how technology, which might positively impact EFL teaching and learning activities, can be maximally used in Indonesian EFL classrooms.

In Indonesian educational contexts, the researcher doubts that teachers can free themselves from administrative tasks to fulfill the government's requirements. It might also take quite some time to deal with students' lack of technological skills. However, rather than complaining about the situation, blaming their school or government, and using that as a reason not to maximize the potential of technology, which they believe can bring various benefits for their EFL teaching and learning practice, the teachers are challenged to keep exploring various technology tools (e.g., other than social media, WhatsApp, websites on the Internet, YouTube, PowerPoint, and Microsoft Word). Importantly, those tools should be simple for their students who might lack technological skills, can be learned quickly, and be applicable with minimum technological facilities in schools.

## Conclusion and Recommendations

To sum up, the teachers spend around 4 hours a week using various technologies for their EFL teaching and learning purposes; the ones that they like to use the most are PowerPoint, YouTube, WhatsApp, Microsoft Word, social media, an online dictionary, and websites on the Internet. Secondly, the teachers have positive perceptions towards the use of technology for their EFL teaching and learning purposes regardless of the limited time to use the technology and the external factors (i.e., limited school facilities, school policy about bringing phones to school, and students' lack of technological skills) that might pose potential challenges when integrating technology in their classrooms. Then, sharing English learning materials, giving tasks to their students, and finding material resources related to lessons are cited as the most common reasons for teachers to use technology.

Informed by the findings of the study, the researcher would like to propose the following recommendations to enhance the teachers' skills in using technology to support their language teaching and learning practices, particularly in Indonesian school settings. *For EFL teachers*: they should make time to join future technological training or any teacher professional development programs that help them explore various potentials of social media, WhatsApp, websites on the Internet, YouTube, Microsoft Word, online dictionaries, PowerPoint, or other simple-to-use technology tools for engaging students in learning, *not* just as "a teacher's instructional delivery tool" (Li & Ni, 2011, p. 81). To be up to date with current digital technology trends, they should join any trainings that explore future digital technology tools (e.g., AR, VR, and AI) that they might use to provide new learning experiences for their students and help them achieve language learning goals. Many simple and easy-to-use AR, VR, and AI tools and websites enable teachers to give instant and quick answers to their teaching and learning needs and inquiries (e.g., read Bonner & Reinders, 2018; Mali, 2021a). Besides, various technology tools can be learned from various sources (i.e., books or articles)

that provide practical ideas for using technology in classes (Bobkina et al., 2020; Egbert, 2017; Egbert & Shahrokni, 2018; Hamilton, 2018; Mali, 2021a, 2021b; Megawati et al., 2021; Muhtaris & Ziemke, 2015). The key is that teachers must make time to learn and explore the technology.

For school authorities to support the teachers in joining teacher professional development sessions, the school authorities might think about arranging a fortnightly or monthly tech-talk program where all teachers, who might be a source of learning about technology (similar to Son et al., 2011), can meet in a 2-hour face-to-face session to explore any technology tools they might use for their teaching and supporting students' language skills practices. As a start, they might discuss the potential of a simple, easy-to-use tool or the ones they might be most familiar with (e.g., PowerPoint, WhatsApp, and YouTube). Then, one or two ICT teachers can be assigned to lead the discussion and exploration of the technology. Of course, teachers need to take turns leading the discussion. No judgmental feedback is allowed during this session. Everyone should help one another when trying technology applications. All technological ideas and skills developed from this session can then be shared with students in class regularly to deal with the student's lack of technological skills. Gradually, besides the hardware or software, in the meeting, teachers can discuss "the teaching and learning approach using digital technologies and the instructional design of materials that are aligned to the reality of their local cultural and educational contexts" (Hockly, 2014, p. 83). Once in a while, the school authorities can invite lecturers or experts from universities to lead the technological workshops and discussions in one session.

Besides conducting the tech-talk program, school authorities should also consider "the cost-benefit of effective technology use by ensuring that their investments support the teachers and can overcome some of the challenges of using technology" (Muslem et al., 2018, p. 19). The school authorities should also revisit their policy regarding the use of phones in schools, as many researchers (Arini et al., 2022; Junaidi et al., 2020; Reinders & Cho, 2010; Wulandari, 2019; Yusri & Goodwin, 2013) found potentials of mobile devices to facilitate various EFL learning purposes.

For future researchers they can replicate this study by involving more participants from each province and comparing their findings with what the researcher found in this study. They should also conduct classroom observations and in-depth interviews with EFL teachers to provide a clearer picture of how the teachers use all the technology (see Table 2) to facilitate language skills practices with students, a point that the researcher still cannot answer in this study. It might also be interesting to explore how teachers can maximize the potentials of Microsoft Word, YouTube, social media, online dictionaries, websites on the Internet, and PowerPoint more for "engaging students in communication, authentic social interaction, or meaningful language" (Li & Ni, 2011, p. 83). Future studies can also focus on answering the following questions: "To ban or not to ban: should phones be allowed in schools?" (Wright, 2018, n.p.) To what extent can language learning in Indonesian EFL contexts be supported by using phones or mobile devices in classrooms? Last, given that "AI and its automation feature could be the next big thing in education" (Sumakul et al., 2022, p. 233), future researchers can conduct an in-depth interview with school teachers to explore teachers' readiness to deal with AI for language teaching and learning and to what extent they believed if AI can replace their role as a teacher in teaching English to their students.

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