

## INVESTIGATING INDONESIAN EFL TEACHERS' PERCEPTIONS ON THE INTEGRATION OF ICT IN ENGLISH LANGUAGE LEARNING

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### **Abstract**

In this modern era, meaningful ELT enterprises cannot be detached from contextual ICT integration. It is strongly believed that the accurate internalization of ICT potentially promotes a more student-centered learning model where EFL learners can elevate their target language competencies to the utmost levels. This current small-scale qualitative study attempted to specifically investigate Indonesian EFL teachers' perceptions on the integration of ICT in English language learning. To fulfill this research objectivity, 5 open-ended written narrative inquiry questions were administered to 2 experienced Indonesian EFL teachers possessing advanced technology skills. Based on the obtained research results, the further utilization of ICT in nowadays ELT processes since EFL learners have progressively transformed into more vigorous, autonomous, proactive, and proficient target language academicians. Concerning the significant advancement of this present study, future researchers are strongly encouraged to involve a greater number of Indonesian EFL teachers experiencing more variegated backgrounds in using ICT and incorporate a wide variety of research instruments to produce more generalizable research results.

**Keywords:** ICT, EFL teachers' perceptions, narrative inquiry

### **Introduction**

Nowadays, second language teaching-learning enterprises are not merely manifested traditionally but also technologically. One of the rewarding teaching media worthwhile to be implemented in modern ELT enterprises is ICT. It is strongly believed that through the integration of ICT, EFL learners can simultaneously foster their target language competencies and digital literacy preparing their readiness to face the demanding future working worlds. Caena and Redecker (2019) postulate that it is indispensably important to equip globalized EFL learners with advanced ICT skills besides enriching their target language-specific competencies to transform them into agents of life changes significantly contributing to wide society. In a similar vein, Pardede (2020) states that under the guidance of proper ICT implementations, EFL learners can potentially become more digital natives capable of devising various effective solutions while encountering tangible life issues. Thus, it is worth suggesting for the government,

educational stakeholders, and policymakers to establish more mutual collaborative networking in investing all the potential resources that can assist EFL learners to acquire advanced ICT skills. Of course, they have to build adequate school facilities, conduct more intensive ICT skills training, and constantly motivate EFL teachers to apply ICT in their diverse wide-ranging classroom contexts. This suggestion is in harmony with the theory of ICT adduced by Lawrence and Tar (2018) asserting that EFL learners will transfigure into more proficient target language academicians and digital citizenships when all ELT parties together with the government work hand in hand to bring about insistent technological supports for each school institution.

However, a great number of EFL teachers are not ready yet to internalize ICT in their apparent classroom learning situations. The major reason for this reluctant feeling is they are still not accustomed to teaching their learners by utilizing various technological platforms and lack sufficient professional skills to operate these devices efficiently. In line with these drawbacks, Ranellucci et al., (2020) discover that a considerable number of worldwide EFL teachers experience a higher level of anxiety while incorporating ICT in their targeted classroom circumstances due to the incomplete familiarization with the technology and scant exposure to intensive technology training in the subject-specific fields. To an extent surprise, although most EFL teachers in this modern age have been equipped with adequate knowledge of ICT skills during engaging in their college learning dynamics, they are still encountering serious impediments while attempting to harness this teaching media in real-time classroom surroundings. This matter occurred since the classroom learning events are completely different from the teaching practicums classroom they generally used to implement this contextual teaching media.

As a result, university stakeholders are strongly advocated designing ICT integration exposure programs appropriate with some probable second language learning processes happening in tangible classroom arenas. Tondeur et al., (2017) reveal that EFL teachers are still reluctant to integrate ICT in their everyday lessons since their background knowledge of this teaching media does not truly match with the existing classroom learning processes they are facing. In another study, Hu (2015) frankly acknowledges that there seems a huge gap between what has already been taught with the real classroom conditions EFL teachers are dealing with regarding the proper utilization of ICT resulted in ineffective ICT integration. Khokhar and Javed (2016) highly recommend ELT parties and university stakeholders to make a clearer discernment concerning EFL teacher candidates who are going to integrate ICT in their future classroom learning circumstances to promote more holistic language learning experiences for all learners.

Apart from all the taxing challenges and probable solutions proposed above, there are a substantive number of advantageous values potentially reaped by EFL learners after being exposed to ICT in their classroom vicinities. First, the accurate utilization of ICT can motivate learners to continue exploring a vast range of richer information independently resulted in the significant elevation of their target language skills. Kreutz and Rhodin (2016) showcase that the proper incorporation of ICT in the target language learning classrooms has enabled all EFL learners to become more life-long knowledge seekers highly eager to rejuvenate their existing knowledge from time to time. Second, the appropriate utilization of ICT can also

promote more enjoyable learning activities in which learners are strongly motivated to become more proactive, supportive, and positive learning community members.

This conception is tightly interwoven with the theory of ICT adduced by Shittu and Shittu (2015) believing that when language teachers have successfully applied ICT compatible with existent learners' learning needs, conditions, and preferences, it can be ensured that they will transfigure into more active learning participants sufficiently desirous of disseminating the obtained skills or knowledge to other learning counterparts. Third, the further integration of ICT can significantly maintain learners' concentration for a long period due to the pleasurable learning dynamics continuously promoted by this teaching media. This last benefit seems to concur with the theory of ICT put forward by Steiner and Mendelovitch (2017) repudiating that it is vitally essential for EFL teachers to interlink the ICT integration with specific learners' target language levels, development, and interest to promote more enjoyable learning processes where they can preserve their learning focus longer. In Indonesian EFL teaching-learning contexts, the utilization of ICT has also been deemed as one of the pivotal teaching aid components sustaining our learners' language learning motivation, development, and effortful actions.

The 2013 curriculum document clearly stated that it becomes progressively important to sustainably buttress learners' target language skills and digital competencies growth with the supervision of proper ICT integration. Reversely, the actual realization of ICT integration in our nation is still scant. Cahyono and Mutiaraningrum (2015) report that there are still a great number of Indonesian school institutions that cannot afford the use of ICT in their classroom surroundings due to the minimum budgets, professional skills, and facilities. The dearth of ICT integration is also attributable to EFL teachers' minimum awareness. Harendita (2013) finds out that a substantial number of Indonesian EFL teachers do not internalize ICT in their diverse classroom learning vicinities since they have been accustomed to traditional teaching media continually applied in their teaching-learning processes.

There were 5 relevant studies quoted by the researcher to better validate this present small-scale qualitative investigation. The first study was run by Aminullah et al., (2019) uncovering that although most Indonesian EFL teachers fully valued the further utilization of ICT, they still encountered serious impediments while applying this teaching media in their classroom contexts such as lack of technological devices, professional competencies, and commitment. Cahyani and Cahyono (2012) unfolded that a great number of Indonesian EFL teachers appraised the integration of ICT in their varied classroom settings since it had progressively improved their learners' target language skills to the utmost potentials. In another study, Dewi et al., (2019) strongly recommended Indonesian EFL teachers design more in-depth learning activities and objectivities harmonious with their learners' proficiency, interest, and pace before integrating ICT in their classrooms to promote a higher degree of learning enjoyment bringing them closer to the full target language attainment. Furthermore, Jannah et al., (2020) exhibited that advanced digital literacy currently possessed by Indonesian EFL teachers would determine the further meaningful incorporation of ICT in various classroom situations. Hence, it is indispensably important for ELT stakeholders as well as the government to equip teachers with decent knowledge of ICT accurate integration. In the last study,

Rinekso and Kurniawan (2020) unearthed that a considerable number of Indonesian EFL teachers had appreciated the full maximization of ICT due to the significant escalation of their learners' learning autonomy and classroom participation.

Irrespective of the fruitful and rewarding research findings brought about by these above-mentioned studies, this literature has not specifically explored Indonesian EFL teachers' perceptions on the integration of ICT in English language learning. Concerning this research objectivity, this current small-scale qualitative study aimed to conduct a more in-depth investigation toward 2 experienced Indonesian EFL teachers having been accustomed and skilful in utilizing this technological integration. By obtaining the rewarding data from them, the researcher felt assured that the potential research results could pave the more feasible trajectories for Indonesian ELT experts, teachers, practitioners, and policy-makers concerning the proper utilization of ICT in a wider array of second language classroom settings. One specific research problem was posed to guide the further exploration of this study namely: (1) to what extent do Indonesian EFL teachers integrate ICT in their English language learning processes?

## **Literature Review**

### ***The Advantageous Values of ICT in EFL Classroom Learning Processes***

ICT can be deemed as one of the pivotal technological platforms aiming to ease human beings' communication events in the light of engaging and interactive enterprises. Isnani (2019) states that ICT has progressively elicited mushrooming attention from educators all over the globe due to its practicality, adaptability, and feasibility offered to them. In EFL classroom learning dynamics, ICT also played a major important role in disseminating ample authentic teaching-learning resources in the form of interesting videos that can sustainably enhance learners' target language competencies development. Anchored on this paradigm, Hadzilacos et al., (2016) forthrightly repudiate that it is worthy of attention for worldwide EFL teachers to start implementing ICT in their multivariate classroom learning vicinities to create more mutual knowledge sharing, which can terrifically elevate EFL learners' target language skills. Some previous studies indicated a vast range of advantageous values addressed by ICT.

Amirsheibani and Iraj (2014) displayed that the proper incorporation of ICT had successfully improved university EFL learners' writing skills due to the continual error correction guidance provided by this digital platform. In another investigation, Hafifah and Sulisty (2020) mentioned that the continual utilization of ICT had enabled EFL learners to prolifically increase their target language competencies since they have experienced a higher degree of enjoyment during the teaching-learning enterprises. In consonance with these above-mentioned findings, Vaiyapuri (2020) found out that a vast majority of EFL teachers, as well as learners, inculcated more positive perceptions toward the integration of ICT in their specific classroom circumstances due to the significant escalation of tenacious learning characters, communicative competencies, and self-confidence. Having mentioned all these specific benefactors potentially promoted by ICT, it can be parsed that the accurate, contextual, and continual integration of ICT can progressively influence EFL learners' cognitive, affective, and psychological growth contributable to fully achieve more satisfying target language learning success.

### ***The Specific Roles of ICT in Modern ELT Enterprises***

It is worth accentuating here that globalized EFL teachers are commissioned to heed their profound attention toward the further integration of ICT amid diverse wide-ranging classroom surroundings. In conjunction with this belief, Parvin (2015) strongly emphasized that the precise internalization of ICT in varied second language learning enterprises is a must in this changeable era unless both teachers and learners will be overwhelmed with the dramatic educational shifts occurring from time-to-time manner. Furthermore, the crucial role of ICT is also can be discerned from ELT enterprises taking place in this 21st-century era. Since there is a wider array of information requiring EFL teachers and learners to be pickier in selecting the best teaching-learning activities matching suitably with their existing classroom situations, ICT is functioned to eradicate all the learning barriers by addressing a wider array of relevant teaching-learning resources contextual with the particular learning surroundings.

This second critical role is closely interlinked with the finding of Fatimah and Santiana (2017) averred that under the continuous supervision of ICT integration, both EFL teachers and learners could experience more transformative second language learning venture where mutual knowledge transmission does not merely reside inside of classroom walls but also out-of-class conditions. This aforesaid conception strongly indicates that the presence of ICT has gradually mitigated restricted classroom learning boundaries relying solely on teachers since learners can explore boundless information autonomously without constant supervision from their teachers. Ammanni and Aparanjani (2016) strongly claim that the focal point of ICT integration is to ceaselessly impart more meaningful second language learning supervisions where learners can enrich their knowledge, improve their skills, and preserve their best learning performances independently. When all EFL learners are strongly prompted to discover a vast array of knowledge autonomously, it can be ensured that they can potentially withstand the taxing learning obstructions hindering their enjoyment. It is no wonder that these types of learners will transfigure into more competent, self-reliant, and resilient target language academicians who are open-minded as well as adaptable to varied dramatic life changes. These above-explained conceptions are inextricably associated with the ICT theory avowed by Imawan and Ashadi (2019) phrasing that the internalization of ICT is increasingly necessary for this 21st century teaching-learning venture since EFL learners will feel more pleased with their target language achievements and improvements after engaging in relentless knowledge discovery.

### **Method**

This current small-scale qualitative investigation was run under the guidance of narrative inquiry to fully obtain newly-learned data from the targeted research participants based on the apparent life stories depicted by them. Deveci and Onder (2013) believe that in the light of narrative inquiry, the researchers can potentially attain more authentic portrayals out of the specific life events told by the research participants. Concerning the above-mentioned research nature, the researcher planned to distribute 5 open-ended written narrative inquiry questions to 2 invited Indonesian EFL teachers having already gained richer ELT enterprises with the support of ICT. This specific set of narrative inquiry questions would be administered via Whats App to gain more in-depth research findings due to the extensive data gathering period given for the research participants.

Both teachers graduated from English Education Master Study Program, Sanata Dharma University, Yogyakarta. Specifically, they were from different academic years. The first teacher accomplished his study in 2020. The second teacher finished her study in 2021. Irrespective of these differences, both teachers are considered as innovative, creative, and professional EFL educators fitting with the context of this present study since they strongly perceived that the integration of ICT can work as one of the propelling forces continually promoting more meaningful second language learning encounters for all learners possessing unique life, learning, and socio-cultural backgrounds.

Consistent with all these research participants' general premises, the researcher aimed to conduct more exhaustive analysis of the obtained research results by subdividing them into some specific research themes. After determining the intended research themes, the researcher also planned to include all relevant ICT theories and previous findings to generate more reliable research results for both globalized and Indonesian EFL parties highly desirous of incorporating this teaching-learning media in their subject-specific fields.

### **Findings and Discussion**

In this section, the researcher attempted to delineate each data obtained from 2 interviewees. Those data were subdivided into 2 major themes namely: (1) The full integration of ICT can progressively promote more meaningful teaching-learning enterprises and (2). The accurate internalization of ICT can supportively assist EFL learning enterprises. The overarching explications of the above-mentioned research themes can be discerned in these following lines.

#### ***Theme 1: The Full Integration of ICT can Progressively Promote More Meaningful Teaching-Learning enterprises***

The first EFL teacher had constantly integrated ICT during his 6 year teaching experiences. Based on his long-lengthy teaching journey, the first teachers sanctioned that the internalization of ICT could continuously promote more meaning-making teaching-learning activities. This positive appraisal took place since learners can potentially undergo more extensive, flexible, and boundless knowledge seeking experiences. It can also be simply stated that the implementation of ICT can enable EFL learners in this modern age to discover a wider range of beneficial information, learning platforms, and qualified learning media that sustain their language skills development. When all learners have successfully gained this profound awareness, their language learning autonomy will be significantly increased. As a result, their existing academic achievements, target language skills, and self-motivation are remarkably elevated into the utmost levels.

All these above-explained conceptions are tightly interwoven with the prior findings obtained by Azmi (2017) discovering that a great number of university EFL learners have successfully reaped more gratifying target language learning outcomes, cultivated a higher degree of learning motivation, and improved their learning autonomy after being exposed to ICT integration in their diverse-wide ranging classroom vicinities. In another identical investigation, Badia et al., (2013) deduced that the further accurate incorporation of ICT in multiverse EFL classroom settings had continuously brought up more fruitful target language learning outcomes and independent learning behaviour for all learners. Mohammed et al., (2017) strongly

encouraged EFL teachers to start implementing ICT in their vast range of classroom circumstances to provide clearer teaching-learning instructions and enjoyable learning dynamics where all learners' target language competencies can be continually nurtured. The following excerpts taken from the first teacher is also resonated well with all these advantageous values.

[The First Teacher: *The main learning advantage obtained by my students is that they can learn easily without any time and place borders.*]

[The First Teacher: *In the light of ICT integration, they can easily gather online everywhere they are and join the class because they can easily open any sources in order to explore the learning materials.*]

In the same vein, the first teacher also frankly confessed that he had fully ingrained a higher level of self-confidence while applying ICT in all EFL learning surroundings he teaches. The first teacher felt ascertained with his technological competencies since he had been accustomed in utilizing this broad digital learning platform since 2015. There are wide arrays of supportive factors affecting this first teacher's advanced technological literacy. First, the first teacher has been already equipped with intensive ICT trainings during his campus life. Put more simply, all the core courses forming in his study journey had required him to become a more digital native resulted in the striking elevation of his technological skills. This premise is closely linked with the finding of Boonmoh et al., (2021) asserting that it is of crucial importance for higher educational institutions to arm EFL teachers' candidates with advanced knowledge of ICT development to holistically promote more contextual and organized language teaching learning venture in the future events.

Second, the first teacher is also a life-long technological discoverer. Whenever he designed particular teaching-learning materials for all learners possessing different ages, proficiency, and learning interest, he is always committed to integrate technological things on it to make the specific learning enterprises more captivating as well as interactive. This argument is in conjunction with the previous finding of Andoh (2012) highly advocating all ELT parties to work hand-in-hand with various educational institutions in addressing intensive ICT training programs for both senior and pre-service EFL teachers to elevate their technological confidence leading them to infuse a higher level of technology learning autonomy in their daily routines.

Third, the first teacher also holds robust positive perceptions toward the ICT integration in this 21st century teaching-learning era. According to the first teacher's professional perspective, every EFL teacher working under ever-changing age at the present moment are required to possess a higher level of positive appraisals concerning the ICT integration unless EFL teaching-learning activities will be handicapped as tedious, meaningless, and frustrating enterprises by our learners. Similarly, Aydin (2013) forthrightly repudiated that a higher degree of EFL teachers' positive perceptions combining with professional technological competencies could bring about more tenacious teaching-learning efforts resulted

in more gratifying target language learning attainment obtained by learners. Similar conceptions have also been stated clearly by the first teacher as follows.

[The First Teacher: *I am confident in using ICT in the classroom because I have been teaching by utilizing ICT since I began teaching in 2015.*]

[The First Teacher: *My students and I consider using ICT to foster the efficiency of our teaching-learning process. Most of the time, we use online meeting platform to conduct our class.*]

[The First Teacher: *Nowadays, I teach online a lot and get used to the use of ICT in the classroom as my main teaching utility. Most of the time, we use online meeting platform to conduct our class. We also use ICT to deal with our teaching-learning needs every day.*]

Furthermore, the continual, meaningful, and precise utilization of ICT is not without its taxing impediments. The first teacher propounded that he frequently encountered general obstructions while implementing ICT in his classroom vicinities. The first hurdle deals with teachers and learners' developing technological competencies in making use of ICT. Concerning his long-period teaching experiences, it was easier to discover a considerable number of EFL teachers and learners lack of adequate technological skills. Thus, he truly recommends that a series of intensive ICT training is urgently needed to improve EFL teachers' and learners' technological skills to boost their self-confidence while utilizing ICT amid teaching-learning enterprises and effectively direct them to gain more fruitful target language learning outcomes.

All these argumentations are mutually associated with the previous finding of Siswandi (2017) unearthing that the vast majority of EFL teachers as well as learners sustainably undergo more favourable second language learning activities after their technological competencies are concurrently elevated through varied continual ICT training. Isnani (2019) parsed that the crucial importance of efficient ICT internalization heavily depends on EFL teachers' innovation, creativity, and current standpoint either promoting more enlightening or fruitless teaching-learning dynamics for all learners. Ghavifekr et al., (2016) strongly prompted nowadays educational institutions to continually enhance EFL teachers' innovative, creative, and contextual perception toward the further incorporation of ICT to transfigure them into more resilient educators capable of withstanding a vast array of arduous teaching-learning obstacles. Following these above-explicated contentions, the first teacher also disseminated identical viewpoints as can be observed in the following lines.

[The First Teacher: *I often face some challenges related to the technical things and the limited knowledge of my students on the use of the ICT in the classroom.*]

[The First Teacher: *To prevent the problems of ICT integration in the class, it is needed to improve the knowledge about technology to both students and teachers.*]

[The First teacher: *We need a lot of practice to be able to develop ourselves in mastering the use of technology in our classroom.*]

***Theme B: The Accurate Internalization of ICT can Supportively Assist EFL Learning Enterprises***

The second EFL teacher forthrightly confessed that the precise incorporation of ICT can provide a more supportive EFL learning venture for all learners. This positive learning outcome should be ascertained based on EFL teachers' positive perspectives toward this technology platform. In this case, the second EFL teacher holds such a strong contention that the utilization of ICT is of critical importance during this modern language teaching-learning enterprise. She mentioned that ICT can potentially lead her learners to enrich their target language learning competencies, develop their digital literacy, and elevate their social skills more meaningfully. As a senior EFL teacher who has been teaching for 12 years, the second EFL teacher had progressively broadened her ICT skills both inside and outside of classroom contexts. Even, she frequently conducts a series of intensive ICT skills training for the benefit of other teachers' professional growth.

Again, this initiative action is of great significance to not merely make EFL teachers become more digital literate but also well-organized learning facilitators. These argumentations are also in the view of Juliana and Muslem (2017) mentioning that it is extremely indispensable for EFL teachers to inculcate a higher level of positive paradigms toward ICT use in various classroom settings to present more interactive, meaning-making, and fun learning activities for learners. Concerning this advantageous value, Katemba (2020) unearthed that a considerable number of EFL teachers were capable of conducting more meaningful language learning processes when they had been armed with advanced ICT knowledge. On the other hand, they were also concurrently suggested to disseminate more mutual knowledge sharing with other colleagues to altogether bringing about more comfortable teaching-learning dynamics. All these above-explained conceptions are closely intertwined with the following interview excerpts obtained from the second teacher.

[The Second Teacher: *I am having high self-confidence in utilizing ICT in my classroom. I've been exploring teaching using technology since 2017.*]

[The Second Teacher: *I also have experiences to train school teachers in Yogyakarta to using certain technology to teach and prepare their classes.*]

[The Second Teacher: *I believe that the students are helped a lot with the ICT integration during the teaching. They learn English more effectively and easily.*]

Further, the second EFL teacher adduced that she is always well-prepared to harness a wide variety of effective technology devices sustaining the further implementation of ICT in her classroom learning contexts. More specifically, she continually fosters her ICT skills to the utmost potentials by making use of gadgets, software, and learning applications contextual with her learners' language learning needs. By committing to carrying out all these tangible actions, the second EFL

teacher also attained more robust professional development as a language educator since the sophisticated technology platforms as well as innovative teaching methodologies transforming her into a more high-quality learning facilitator bringing about a pleasurable learning atmosphere in which learners' learning motivation continuously grows.

As such, a more student-centered learning model has gradually been manifested with the supportive assistance of ICT since learners will become more confident, proactive, independent, and socialized in sharing the relevant knowledge contributable to cultivate other learning companions' language skills as well. In parallel with all these premises, Khan and Kuddus (2020) avow that the primacy of ICT needs to be pondered more conscientiously and reflectively by EFL teachers since it has successfully promoted manifold benefits for the further advancement of learners' target language skills, self-confidence, activeness, and learning autonomy development. Liu et al., (2018) strongly prompted worldwide EFL teachers to avoid implementing a one-size-fits-all ICT approach in their particular classroom learning situations.

Instead, they are highly recommended to become more mindful, thoughtful, and careful before designing the targeted teaching-learning materials in accord with ICT to full provide a more enjoyable learning atmosphere for learners. In another study, Gunuc and Kuzu (2014) uncovered that the majority of EFL teachers had been capable of conducting more meaningful, transformative, and flexible teaching-learning processes in the accompaniment of ICT simultaneously resulted in the progressive improvement of EFL teachers' professional development. The appropriateness of ICT integration in modern ELT enterprises is also fully acknowledged by the second teacher as follows.

[The Second Teacher: *I have been utilizing ICT for exploring and developing my teaching methods, for class preparation and teaching development.*]

[The Second Teacher: *I have facilitated myself with gadgets, software, and applications for my own teaching development and handling classes.*]

In reverse, the appropriate, efficient, and meaningful ICT integration in nowadays ELT enterprises is also confined by some specific hurdles. This assertion is collectively agreed upon by the second teacher. She frankly repudiated that the further incorporation of ICT can recursively expose EFL learners to frustrating and meaningless learning enterprises. This serious impediment may take place since most school institutions that resided in this archipelago still lacked stable internet connectivity, especially some schools established in remote areas. In her perspective, adequate school facilities are a must for every school desirous of applying ICT in its classroom learning vicinities.

Without the presence of laudable school facilities, the integration of ICT will encounter serious obstructions since EFL learners' language learning motivation and competencies can potentially dwell at low levels. Munawwarah (2014) strongly motivated Indonesian educational institutions to reinforce EFL teachers' ICT skills and professional development growth by gradually establishing more up-to-date facilities to allow them to consistently maintain the utmost quality of their teaching activities. By the same token, Nikolopoulou and Gialamas (2016) unveiled that a substantial number of EFL teachers had been more capable of devising various effective classroom

management, language learning, and motivating strategies rewarding to corroborate their learners' learning endeavour through readily-used school facilities.

Önalın and Kurt (2020) critically address a wide variety of relevant aspects worth considering by EFL teachers before applying ICT in their specific classroom learning situations such as their experiences, knowledge, and confidence in utilizing technology as well as the availability of decent school facilities that can sustainably sustain further ICT implementation. All these aforementioned points are positively interlinked with the following second EFL teacher's interview excerpts.

[The Second Teacher: *The challenges are internet connection and inadequate facilities provided by school institutions in our country.*]

[The Second Teacher: *Sometimes I have to reschedule my classes due to the poor internet connection problem we have in our school. I do hope that my school can give us better internet connection in our upcoming learning processes.*]

## **Conclusion**

To put it in a nutshell, it is reasonably assumed that the continual, meaningful, and contextual ICT integration are three paramount attributes that should be actualized by modern EFL teachers willing to promote more holistic language learning ventures in the presence of diverse learners. In line with these lofty educational aims, EFL teachers are strongly encouraged to undertake a series of corresponding ways in the efficient internalization of ICT in their targeted classroom contexts. Firstly, they have to thoroughly ingrain a higher level of positive perspectives toward ICT to maximize its functions to the utmost levels. Secondly, they are commissioned to transfigure into life-long technology discoverers, who are continuously eager to upgrade their digital literacy. Thirdly, they are also required to design their particular lessons harmonious with the ICT platforms they utilize in classroom-specific situations. To fully complement all these positive pedagogical actions, school institutions in this nation are also suggested to impart continual assistance for EF teachers in overcoming general ICT obstacles such as digital illiterate and unstable internet connectivity.

By consistently fulfilling the conjoined role acted by EFL teachers and educational institutions in an attempt to maximize ICT internalization amid ELT enterprises, it can be ascertained that EFL learners will experience more favorable language learning enterprises where their digital, as well as target language competencies, are significantly elevated into the utmost levels. Furthermore, there were two specific shortcomings discovered in this current small-scale study. The first drawback is tightly interwoven with the minimal number of Indonesian EFL teachers having already experienced, confident, and professional in utilizing ICT through continuous learning activities might result in data interpretation bias. Hence, future researchers are strongly recommended to involve a great number of Indonesian EFL educators constituting of novice and senior teachers to provide more comprehensive portrayals concerning their apparent teaching-learning experiences while making use of ICT in distinctive classroom surroundings. The second deficiency dealt with the single research instrument utilized by the researcher.

Since the obtained data manifested in the form of stories only relied heavily on five open-ended written narrative inquiry questions, the data depictions forming in this study might not be reliable and relevant in other classroom learning climates, particularly the school institutions still struggling in equipping EFL teachers to possess more advanced ICT skills mastery. Hence, more varied research instruments like teachers' journaling, classroom observation, and teachers' Likert-scale questionnaire items are of great significance for future researchers planning to replicate this present study in other learning cultures to address more generalizable research findings worthwhile to be implemented by Indonesian ELT parties. Irrespective of these aforesaid drawbacks, the findings of this present small-scale qualitative study had paved a more enlightening pathway for Indonesian EFL educationalists, experts, practitioners, and experts concerning the specific utilities along with impediments while integrating ICT in their subject-specific fields, which potentially motivated them to sensibly design more contextual, enjoyable, and transformative ICT learning programs compatible with our learners' language learning proficiency, interests, needs, and preferences.

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