EXPLORING EFL TEACHERS' PERCEPTIONS, PRACTICES, AND CHALLENGES ON ICT INTEGRATION IN TEACHER PROFESSIONAL DEVELOPMENT

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INTRODUCTION

- ❑ ICT-integrated teaching & learning process in English education has been extensively practiced

- ❑ Studies show positive impacts of ICT-integrated ELT, e.g. better learning outcomes (Pratiwi & Waluyo, 2023) and more interesting, practical, & flexible learning (Rodliyah, 2018)

- ❑ Moreover, ICT tools have been positively impactful in teacher education program (pre-service teachers) (see Ngao et al., 2022)

- ❑ Despite the advantages, barriers in ICT integration practices are a common phenomenon

- ❑ However, studies concerning ICT-integrated TPDs of EFL (in-service) teachers are still underexplored (Walsh & Mann, 2019)
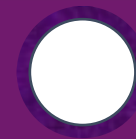
1
What are the teachers' **perceptions** on the utilization of ICT in their continuing professional development program activities?

2
In what ways does ICT **utilization** affect teacher professional development activities?

3
What **challenges** did the teachers face on the utilization of ICT in their continuing professional development activities?

LITERATURE REVIEW

TEACHER PROFESSIONAL DEVELOPMENT	
Definition	*ICT role in TPD*
❑ All activities intended to increase the teachers' knowledge, skills, expertise, etc (OECD, 2013) ❑ A process where teachers improve their professionalism including skills, practice, and knowledge (Evans, 2002)	❑ Access, flexibility and choice ❑ Improving administrative processes and transferable digital skills ❑ Collaboration, community and inclusion (Walsh & Mann, 2019)
Types	*Teachers' competences*
1) Standardized TPD (public activities), 2) Site-based TPD (institutional activities), and 3) Self-directed TPD (individual activities) (Gaible & Burns, 2005; Richard & Farrell, 2005)	❑ Pedagogical competences ❑ Personal competences ❑ Social competences ❑ Professional competences (Hatta, 2018)
Examples	
workshop, self-monitoring, teacher support group, keeping a teacher journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching, action research (Richard & Farrell, 2005)	

METHOD

Research Design	Participants	Data Collection	Data Analysis
Qualitative approach **Case study design** ❑ Potraying holistic and meaningful characteristics of real-life events during investigation, i.e. ICT-integrated TPD practices (Yin, 2018)	❑ 4 in-service English teachers teaching in different high schools in Bandung regency ❑ All participants hold bachelors' degree in English education with 3 – 8 years of teaching experience ❑ Savvy users of technology	**Semi-structured Interview** ❑ Gaining in-depth information to answer the research questions ❑ Recorded zoom meeting (15-30 minutes each)	1. Transcribing 2. Reading/memoing 3. Describing 4. Classifying 5. Interpreting (Gay et al., 2012)

FINDING AND DISCUSSION

1) EFL teachers' perception on Integrating ICT to TPD	
❑ Giving flexibility	Teachers in this current era are able to get involved in TPD activities regardless of where they are (Walsh & Mann, 2019)
❑ Facility of teaching and learning	ICT-integrated activities provide active, interesting, and effective teaching and learning (Ghavifekr & Rosdy, 2015)
❑ Providing easier administrative tasks	Facilitating to do tasks more easily, e.g. processing the scores of students' assessment more efficiently (Walsh & Mann, 2019)

FINDING AND DISCUSSION

2) EFL Teachers' Practices of ICT-Integrated TPD Activities		
❑ Getting material sources	Opening wider access to abundant sources of education and providing examples or simulations of high-quality teaching practice (Haddad & Draxler, 2002)	Pedagogical, content knowledge
❑ Having Interaction with others	Better access for teachers to approach professional associations to get mentorship, support, or partnership without worrying about distance (Mukuna, 2013)	Social, professional knowledge
❑ Doing administrative tasks	Helping teachers in multiple administrative things, such as a form of depositories of a lot of teachers' documents, preparing school reports (Mwalongo, 2011)	Professional knowledge
❑ Participating in workshops or teacher training online	Enabling large-scale distance learning for teachers from rural areas in western China to get an opportunity to get involved in a TPD program (Robinson, 2008)	Various knowledges
❑ Facilitaty of teaching and learning process	A means to get access to desired teaching and learning material (British Council, 2015)	Pedagogical, content knowledge

FINDING AND DISCUSSION

3) EFL Teachers' Challenges of ICT-Integrated TPD Activities	
❑ Lack of access and skill	▪ Access, skill, and contextualization are common problems that happen in ICT integration practices (Walsh & Mann, 2019)
❑ Unstable internet connection	▪ Educators encountered difficulties in their practice of integrating ICT in the program, such as digital illiteracy (Ngao et al., 2022)
❑ Students not having devices	

CONCLUSION

The EFL teachers positively perceive the ICT-integrated TPD

- Flexibility
- Teaching facility
- Easier administrative tasks

The EFL teachers have tried to utilize ICT tools in their TPDs activities

- Sources of material
- Tools to interact with others
- Doing administrative tasks
- Joining online forum
- Teaching facility

The EFL teachers faced some problems in the practice

- Lacking access and skill
- Unstable internet connection
- Students not having tools

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THANK YOU!

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