



Empowering ICT Potentials in English Language Teaching

Dinda Mei Ayu Utami¹, Prihantoro², Eka Apriani³, Jumatul Hidayah⁴, Ciptro Handrianto⁵

^{1,2,3,4}English Tadris Department, Institut Agama Islam Negeri (IAIN) Curup, Jl. Dr. AK Gani No. 01, Curup Utara, Kabupaten Rejang Lebong, Bengkulu, 39119, Indonesia

E-mail: ¹dindameiutami12@gmail.com, ²prihantoro@student.upi.edu, ³eka.apriani@iaincurup.ac.id, ⁴hidayah_jumatul@yahoo.com

⁵Faculty of Human Development, Sultan Idris Education University, Tanjung Malim, 35900, Malaysia

E-mail: ⁵handriantociptro@gmail.com

Abstract— In the field of English teaching and learning, the Covid-19 outbreak brings a challenge to English lecturers in order to be able to maintain the continuity of English teaching and learning online by using ICT tools effectively. Thus, this study sought to investigate the uses of ICT tools and the barriers related to the uses of ICT tools in teaching English. Drawing upon a qualitative method, 12 English lecturers at IAIN Curup were purposively selected to be the subjects of this study. Interviews and open-ended questionnaire were deployed to garner the data from the subjects, and the data were triangulated and analyzed using an interactive model of analysis. The findings revealed that the English lecturers used various ICT tools in different ways and purposes. However, some barriers led them to some difficulties of using ICT tools. The barriers were such as: not all ICT media that had been prepared either by the institution or personally could be applied properly; difficulty in playing the roles of lecturers, as were usually done without the highly technical ICT media; the difference in expectations between lecturers and students related to the ICT media used; difficulty in building an interactive atmosphere when using ICT media; and difficulty in providing effective learning responses when using ICT media.

Keywords— English teaching; ICT tools; online learning

Manuscript received 16 Apr. 2021; Revised 14 Aug. 2021; Accepted 30 Sept. 2021

I. INTRODUCTION

ICT breakthroughs have brought new challenges and opportunities in the field of education to restructure the teaching, learning, and knowledge transfer environment and have opened new avenues for learners as well as teachers (Jeong, 2017; Ma et al., 2020). It also plays an important role and has become an essential part of the English language (Bostancıoğlu & Handley, 2018). ICT includes the internet, wireless network, cell phones, smartphones, notebooks, and other communication media (Apriani et al., 2019; Apriani & Hidayah, 2019; Sanjaya et al., 2020). The use of ICT in English teaching and learning promotes the quality improvement of teaching and learning.

Due to the phenomenon of COVID-19's threat, colleges and universities are faced with decisions on how to continue teaching and learning at home (study at home) by maximizing the use of the online system (Carrillo & Flores, 2020). The spread of the Covid-19 pandemic caused educational institutions not to undertake face-to-face interactions in the classroom. It makes it incredibly hard for universities to overcome the existing learning difficulties faced by lecturers and students (Bryson & Andres, 2020).

The Republic of Indonesia's government has instructed the people to stay at home and conduct self-quarantining until the condition improves better. The State Islamic Institute (in Indonesian abbreviation called IAIN) of Curup is striving to make preventive efforts to protect the health of all students, lecturers, employees, and all related parties. As the foregoing, all of the lecturing activities are conducted using online methods. This calls for effective supporting media, especially in terms of the use of ICT in teaching and learning processes.

Over the past two decades, research findings have proven that the utilization of ICT in English learning provides positive effects on students. The application of ICT enables students to use English in an authentic, communicative, and stress-free atmosphere. It also supports student-centred learning through teacher-student interaction (Lei & So, 2021). The results of previous studies also revealed that the utilization of ICT in English learning facilitated students to improve their English skills and proficiency (Apriani & Hidayah, 2019). ICT promoted the improvement of students' reading achievement, writing achievement, and vocabulary mastery as it exposed them to a more techno-geeks learning atmosphere and various authentic online materials (Wang & Chen, 2019).

Many previous studies have been conducted on the online learning orientation, but not on the uses of ICT tools. For instance, according to previous research, online learning was widely used in various educational institutions in various countries prior to the rise of the Covid-19 phenomenon (see Cote and Emmett (2015) and Tsai (2015) for examples of online learning implementation). When combined with the right systems, tools, and concepts, online learning can help to make learning more accessible to everyone, removing physical barriers as a barrier to learning in the classroom (Fang et al., 2019). Previous research has found that online learning has a number of drawbacks and contradictory viewpoints. Huang (2019) found that in face-to-face classes, teachers' cognitive, affective, and managerial (controlling) roles are more visible than in online classes. It should be noted that, if not properly prepared, online modes can obscure the role of teachers in these three areas. Research conducted by Gómez-Rey et al. (2016) regarding the perceptions of teachers and students about online learning revealed that there are different points of view, where teachers want and orient online learning to be carried out in the dimension of collaborative learning which prioritizes interactions between teachers and students and between students and students, while students are more willing and oriented towards their individual learning.

Previous studies have also provided an overview of the factors that must be addressed in order for online learning to be successful. Barberà et al. (2016) highlighted many factors such as the ability to use different online learning resources, learning motivation, goals or aspirations based on online learning, previous experience, and general abilities or competencies that students have. Learning from research conducted by Hernández-Lara dan Serradell-López (2018), the effectiveness of online learning can be seen from the relationship between the generic (general) abilities of students with their learning results, consistency between learning goals and the learning process, and compatibility between expectations and students' satisfaction. Such linkages can significantly contribute to the effectiveness of online learning. According to Wei et al. (2015), increasing interactive elements promotes the growth of online learning. Furthermore, how attentive the instructor is to the contact created by students also determines the success of online learning (Martin et al., 2018).

The above studies have provided useful insights in their fields, however, there are still few studies on the uses of ICT tools especially in terms of teaching English at a university level. The pandemic outbreak immediately prompted lecturers in the English department at IAIN Curup to develop a variety of online education programs to assist students in continuing learning at home, as well as virtual teaching and knowledge transfer from teachers during the new normal period. As previously stated, this study focuses on exploring lecturers' teaching innovation tools by empowering ICT potential during the COVID 19 pandemic period because it is critical in the English language teaching and learning process now and in the future. In this case, the lectures will, naturally and consequently, face some barriers in the implementation of ICT tools during teaching and learning at the English education department. Therefore, this research intends to work on the following research questions:

How do lecturers empower ICT potential as supporting media in teaching English at the English department of IAIN Curup? What are the barriers that the lecturers experience during the application of ICT in teaching English at the English department of IAIN Curup?

II. REVIEW OF LITERATURE

A. *Information and Communication Technologies (ICT)*

Information and communication technology (ICT) is a term that explains how people interact through technology (Ko et al., 2014). Information and communication technologies (ICT) are technologies that are used to transmit, process, store, build, display, distribute, or share data electronically. This broad definition of ICT includes radio, television, film, DVDs, telephone (both fixed line and mobile phones), satellite networks, computer and network hardware and software, as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail, and blogs (Jeong, 2017).

In a UNESCO document circulated online, ICT was identified with a broader perspective advocating its scope, importance, and nature of use, especially in the field of education: Information and communication technologies (ICTs) are a broad category of technological tools and services that are used to communicate, as well as create, disseminate, store, and manage data (Wu et al., 2017). Since communication and information are so important in the educational process, ICT has a long history in education. ICT has played an educational role in formal and non-formal contexts, government structures, public and private educational institutions, for-profit and non-profit organizations, and secular and religious communities.

ICT encompasses all aspects of computer technology, including hardware, peripheral devices, media, distribution systems, and applications (Zulu, 2019). The foregoing is also used by UNESCO to define the incorporation of technology into the classroom. However, information and communication technology (ICT) is ingrained in our daily lives and plays a critical role in education. In several countries, the debate over ICT in education centres on the future's impact of ICT on teaching and learning, as well as the measures that must be implemented to ensure that ICT's potential to enrich students' learning experiences is realized (Ma et al., 2020).

B. *The Use of Technological Media in English Language Teaching*

English language teaching (ELT) is a field where multimedia and technology are often used. Some ICT components help students stay motivated to learn and keep their communicative skills up to date. Information and communication technology (ICT) is now being used to improve people's lives. In recent years, its success has skyrocketed. The importance of ICT in the teaching-learning process has already been acknowledged by a number of language institutions around the world. When it comes to communicating, establishing, and handling information, ICT reigns supreme. People all over the world have used ICT to learn, including those who are unable to leave their homes. They are able to develop their education better by making

use of ICT. In teaching and learning, ICT tools can be used in a number of ways. These tools can be used in a number of different educational settings.

Several studies have provided references for ICT resources or tools that are used to support EFL teaching. The following are some of the resources or tools we can learn: the first is the language lab. The language lab is one of the most cutting-edge technological teaching aids. In the language lab, students can listen to audio and understand the different accents used, sing, and even record their voices (Ward & Andruske, 2013). Students can benefit from listening to standardized materials to help them improve their English pronunciation. Language lab is a goal-oriented curriculum that helps students to develop their English language skills. Audios, videos, flash-based games, and the internet have all been introduced to lab services in recent years (Lin, 2019). In contrast to a conventional classroom, a language lab offers a more comfortable atmosphere.

The second is films. Films are the most powerful tool in the hands of intelligent and resourceful teachers. Students are captivated by films, which pique their interest and help them recall what they have learned. Films are an effective tool to convey information, experience, and meaning (Reid, 2015). The third is television and radio. The use of radio and television will assist language learning. Both instruments provide access to a wide range of facilities at a low cost (Xiao, 2008). Since current affairs programs are updated on a regular basis, learners' language exposure has currently been grounded in the lives of native speakers. Television, which appeals to both the eyes and ears, is another important technical tool used by language teachers. Television provides a fully immersive and practical audio-visual simulation. Television also has linguistic gestures in addition to facial expressions (Prieler, 2016).

The fourth is E-mail. By creating a free personal email account, students can communicate with native speakers of the target language via e-mail (e.g., g-mail, yahoo, Hotmail, and the like) (Zhu, 2017). Students should turn in their homework to the teachers in charge of it and have it corrected. Before returning each piece of work, the teacher will include revisions, feedback, and suggestions for improving it. The fifth is YouTube. YouTube is a video-sharing website that can be used in the classroom to find and upload authentic video material (Wang & Chen, 2019). The sixth is Skype. Using Skype, students are allowed to communicate with teachers and peers who are located in various parts of the world (Terhune, 2016). The seventh is Blog. A blog is a frequently updated public-facing personal or technological publication. The blogs allow students to upload files and connect to them, making them perfect for use as online personal journals. When participants take on different roles in the writing process, such as readers/reviewers who respond to other writers' posts and writers-readers who respond to criticism of their own posts, blogging becomes communicative and interactive (Rybakova & Witte, 2019). Readers can then leave comments about what they have read, and blogs can be hosted in secure environments as well.

The eighth is iPods. Users of iPods, a multimedia system, can build, deliver, and share text, image, audio, and video scripts as needed (Lacina, 2008). Teachers can send text

messages to their students, which they can read and respond to. Students can also record and listen to speeches, poems, news stories, and short stories, among other items. As a result, iPods assist English learners in enhancing their listening, pronunciation, vocabulary, grammar, and writing abilities. The ninth is mobile phones. Learners can look up new words and extend their vocabulary by using the dictionary feature on their phones (Yang, 2020). They can double-check the spelling, pronunciation, and application of the word in question. They can also use the short message service (SMS) to send and receive questions from their teachers.

III. METHOD

The present research used a qualitative method. The rationale beyond the adoption of a qualitative method was because this research tried to understand a phenomenon in its natural setting (Fraenkel et al., 2012). Also, this research was designed to find out how English lecturers considered the uses of ICT tools in English teaching. In so doing, the present research worked on two aims, namely revealing the implementation of ICT tools and the barriers of the uses of ICT tools in teaching English. The subjects of this research were all English Lecturers (or 12 lecturers) of State Islamic Institute (IAIN) who actively teach students semester 2 to semester 6, which consist of 3 Female lecturer and 9 male lecturer with subject expertise background grammar, speaking, listening, reading and linguistic English lecturer of Curup who integrated technology media or who made use of ICT tools in English teaching for enhancing the teaching and learning processes during the Covid-19 pandemic period. They were selected as the subjects using a purposive sampling technique (Ary et al., 2010) by considering that all of them were instantly engaged into online learning system with the uses of ICT on account of the Covid-19 outbreak.

The data of this research were garnered from interviews and open-ended questionnaire. Both interviews and open-ended questionnaire were deployed and their results were triangulated to reach credible information regarding the uses of ICT tools in teaching English by English lecturers and the barriers the lecturers experienced when using ICT tools. The data were analyzed using Miles' et al., (2014) interactive model which had four interactive components namely data collection, data condensation, data display, and conclusion drawing. As previously explained, data collection was undertaken using interviews and questionnaire. Regarding data condensation, the data were grouped based on the emerging themes in order to make it easier to present the data in a good organization. Concerning data display, the data which were already grouped were presented in the form of tables, explanations, and discussion. At the end of analysis, the data were concluded in a comprehensive and representative way.

IV. FINDINGS AND DISCUSSION

According to the data of interviews, there were several tools of ICT identified to have been used by English lecturers of IAIN Curup. The following table 1 displays the

summary of interview data regarding the ICT tools and how they were utilized to support English teaching and learning.

TABLE I
ICT TOOLS AND THEIR USES

ICT Tools	Lecturers	The implementation
Zoom	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	<ul style="list-style-type: none"> To present materials To establish interactive communication To let students present materials To share materials on the screen live
Google meet	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	<ul style="list-style-type: none"> To engage students into direct learning process without limited time To present materials To establish interactive communication To let students present materials To share materials on the screen live
Whatsapp	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	<ul style="list-style-type: none"> To share assignments To check students' attendant list To build indirect interactions via voice note
E-mails	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	<ul style="list-style-type: none"> To receive students' assignment
Google form	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	<ul style="list-style-type: none"> To provide examinations
Video	2, 3, 9	<ul style="list-style-type: none"> To give presentations of detailed materials To give learning tutorials for particular English skills
YouTube	1, 2	<ul style="list-style-type: none"> To give presentation To use the already-made materials

Table 1 indicates that all English lecturers (or 12 lecturers) of IAIN Curup used ICT tools in different varieties and ways of implementation. The first ICT tool was Zoom application. It uses a cloud-based peer-to-peer computing platform for teleconferencing, telecommuting, distance education, and social relations (Mpungose, 2021). This application was used by all of English lecturers at IAIN Curup. They used this application especially to present materials, to establish interactive communication, to provide a platform for students to present their learning materials, and to share materials on the screen live. The second ICT tool was Google meet application. It is a Google-developed video-communications service. This application was also deployed by all of English lecturers at IAIN Curup. They used this application especially to engage students into direct learning process without limited time, to present materials, to establish interactive communication, to provide a platform for students to present their learning materials, and to share materials on the screen live. The third ICT tool was Whatsapp application. Via this application, the users can send text and voice messages, make voice and video calls,

and share pictures, documents, user locations, and other materials. All English lectures of IAIN Curup used Whatsapp application to share assignments with students, to check students' attendance, and to build indirect interactions via voice note. The fourth ICT tool was E-mail. It is a method of sending and receiving messages ("mail") through electronic devices. Email is a form of communication that takes place over computer networks, mainly the Internet (Zhu, 2017). All English lecturers of IAIN Curup made use of E-mail to receive students' assignment. The fifth ICT tool was Google form. It is a survey administration tool that comes as part of Google's free, web-based Google Docs Editors suite. Google Sheets, Google Docs, Google Slides, Google Sites, Google Keep, and Google Drawings are all constituents of the program. Just like previous tools, all English lecturers used Google form especially to facilitate students in terms of examination provision. The sixth ICT tool was video. This tool was used by three English lecturers, namely lecturers 2, 3, and 9. They used this tool to give presentations of detailed materials and to give learning tutorials for particular English skills. The seventh ICT tool was YouTube. With YouTube, the users can upload, view, rate, share, add to playlists, report, and comment on videos, as well as subscribe to other users. Video clips, TV show clips, music videos, short and documentary films, audio recordings, movie trailers, live streams, video blogging, short original videos, and instructional videos are among the types of material available (Wang & Chen, 2019). There were two English lecturers, namely lecturers 1 and 2 who used YouTube to give presentation and to use the already-made materials.

Investigations proceed to reveal the barriers the English lecturers experienced while using the ICT tools. Regarding this case, there were some points which could be understood from the lecturers' responses to the questionnaire distributed. Those points can be seen in table 2 below.

TABLE III
BARRIERS OF USING ICT TOOLS IN TEACHING ENGLISH

Barriers of Using ICT Tools Coded and Synthesized from the Raw Data
1. Not all ICT media that have been prepared either by the institution or personally can be applied properly
2. Difficulty in playing the roles of lecturers, as are usually done without the highly technical ICT media
3. The difference in expectations between lecturers and students related to the ICT media used
4. Difficulty in building an interactive atmosphere when using ICT media
5. Difficulty in providing effective learning responses when using ICT media

As shown in table 2, it is identified that, first, not all ICT media that have been prepared either by the institution or personally can be applied properly. Learning from the study conducted by Yuen and Ma (2008) on teachers' attitudes towards e-learning technology, such attitudes are largely

determined by subjective norms (support from the authorities in an institution to use e-learning technology), the ability of teachers to apply computers, and the level of ease of use of technology. However, the usefulness of the technology used is not a significant predictive aspect of teacher attitudes about e-learning technology. The foregoing implied that there should be adequate preparations of ICT media to be used in terms of supports from authorities or lecturers' competences *per se* in using ICT tools for the sake of the successful application of ICT tools.

The second barrier is difficulty in playing the roles of lecturers, as are usually done without the highly technical ICT media. Playing lecturer's or teacher's role in the use of ICT media or in the implementation of online learning is indeed challenging. This has also been portrayed by Huang (2019), who revealed the perceptions of 153 students about their teacher's role in face-to-face and online teaching in blended English learning classes. It demonstrates how students perceive teachers' cognitive, affective, and managerial (controlling) roles in both face-to-face and online classrooms. In face-to-face classes, however, the three aspects of the teacher's role are more pronounced. This could be due to time constraints, such as the teacher spending so much time in face-to-face classes that there is not enough time to maximize in online classes, and thus the teacher's role in online classes is not felt as strongly as what is felt by the students. Furthermore, in face-to-face classes, the teacher's role in cognitive aspects is more dominant for students than the teacher's affective and managerial roles, according to the comparison results. Meanwhile, students in online classes are more aware of the managerial role than other roles.

The third barrier identified is the difference in expectations between lecturers and students related to the ICT media used. This case also happened in the study conducted by Gómez-Rey, Barbera, dan Fernández-Navarro (2016) on teacher's and students' perceptions of online learning, in which their study revealed that there are different points of view, where teachers want and orient online learning to be carried out in a collaborative learning dimension that prioritizes interactions between teachers and students and between students and students, while students are more willing and oriented towards their individual learning. This study portrays the existence of perceptual conflicts between teachers and students in terms of the continuity and success of online learning.

The fourth barrier identified is difficulty in building an interactive atmosphere when using ICT media. Wei, Peng, and Chou (2015) elucidated that Increasing interactivity in ICT uses in online learning support the success of online learning. It means that lecturers have to make serious efforts to build up interactive atmosphere in the use of ICT tools.

The fifth barrier identified is difficulty providing effective learning responses when using ICT media. This case has been emphasized on the study conducted by Martin, Wang, dan Sadaf (2018) revealing that responses to student questions from lecturers as soon as possible, as well as feedback from lecturers on student assignments, are two strategies for assisting students who have the greatest influence on the success of online learning. Furthermore, this condition can help students improve their learning abilities.

The lecturer's introduction, which is delivered via video, aids in the formation of students' connections. The lecturer's response to a student's reflection can help the student and the lecturer to form a strong bond. According to aforesaid findings, lecturers must prepare several things in order to support the success of online learning, including responding to students immediately, providing immediate feedback on students' assignments, using videos to explain teaching materials, and developing responsive communication.

V. CONCLUSIONS

The present study revealed that English lecturers at IAIN Curup make use of some ICT tools in teaching English, such as Zoom, Google meet, Whatsapp, E-mails, Google form, Video, and YouTube. The Zoom application is used by all of English lecturers at IAIN Curup to present materials, to establish interactive communication, to provide a platform for students to present their learning materials, and to share materials on the screen live. Google meet application is also deployed by all of English lecturers at IAIN Curup to engage students into direct learning process without limited time, to present materials, to establish interactive communication, to provide a platform for students to present their learning materials, and to share materials on the screen live. Subsequently, Whatsapp application, in the same way, is also used by all English lectures of IAIN Curup to share assignments with students, to check students' attendance, and to build indirect interactions via voice note. Regarding E-mail, all English lecturers of IAIN Curup make use of E-mail to receive students' assignment. Concerning Google form, all English lecturers use Google form especially to facilitate students in terms of examination provision. However, there are only three English lecturers who use video as the ICT tool. Lastly, there are two English lecturers who use YouTube to give presentation and to present the already-made materials.

Subsequently, there are some barriers experienced by English lecturers of IAIN Curup in using ICT tools. The barriers are such as: not all ICT media that have been prepared either by the institution or personally can be applied properly; difficulty in playing the roles of lecturers, as are usually done without the highly technical ICT media; the difference in expectations between lecturers and students related to the ICT media used; difficulty in building an interactive atmosphere when using ICT media; and difficulty in providing effective learning responses when using ICT media.

REFERENCES

- Apriani, E., & Hidayah, J. (2019). The ICT Used by the English Lecturers for Non English Study Program Students at STAIN Curup. *Vision: Journal For Language And Foreign Language Learning*. <http://repository.iaincurup.ac.id/id/eprint/121>
- Apriani, E., Supardan, D., & Sartika, E. (2019). Utilizing ICT to develop student's language ethic at Islamic university. *POTENSIA*. <http://ejournal.uin-suska.ac.id/index.php/potensia/article/view/6279>
- Ary, D., Jacobs, L. C., Sorensen, C. K., Walker, D. A., & Razavieh, A. (2010). Introduction to research in

- education. In *Measurement* (8th ed., Vol. 4, Issue 43). Wadsworth, Cengage Learning. <https://doi.org/10.1017/CBO9781107415324.004>
- Barberà, E., Gómez-Rey, P., & Fernández-Navarro, F. (2016). A cross-national study of teacher's perceptions of online learning success. *Open Learning*, 31(1), 25–41. <https://doi.org/10.1080/02680513.2016.1151350>
- Bostancıoğlu, A., & Handley, Z. (2018). Developing and validating a questionnaire for evaluating the EFL 'Total PACKage': Technological Pedagogical Content Knowledge (TPACK) for English as a Foreign Language (EFL). *Computer Assisted Language Learning*, 31(5–6), 572–598. <https://doi.org/10.1080/09588221.2017.1422524>
- Bryson, J. R., & Andres, L. (2020). Covid-19 and rapid adoption and improvisation of online teaching: curating resources for extensive versus intensive online learning experiences. *Journal of Geography in Higher Education*, 44(4), 608–623. <https://doi.org/10.1080/03098265.2020.1807478>
- Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43(4), 466–487. <https://doi.org/10.1080/02619768.2020.1821184>
- Cote, K., & Emmett, T. (2015). Effective Implementation of ePortfolios: The Development of ePortfolios to Support Online Learning. *Theory into Practice*, 54(4), 352–363. <https://doi.org/10.1080/00405841.2015.1077642>
- Fang, J. W., Hwang, G. J., & Chang, C. Y. (2019). Advancement and the foci of investigation of MOOCs and open online courses for language learning: a review of journal publications from 2009 to 2018. In *Interactive Learning Environments*. Routledge. <https://doi.org/10.1080/10494820.2019.1703011>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. McGraw-Hill Companies, Inc. <https://doi.org/10.1017/CBO9781107415324.004>
- Gómez-Rey, P., Barbera, E., & Fernández-Navarro, F. (2016). Measuring teachers and learners' perceptions of the quality of their online learning experience. *Distance Education*, 37(2), 146–163. <https://doi.org/10.1080/01587919.2016.1184396>
- Hernández-Lara, A. B., & Serradell-López, E. (2018). Student interactions in online discussion forums: their perception on learning with business simulation games. *Behaviour and Information Technology*, 37(4), 419–429. <https://doi.org/10.1080/0144929X.2018.1441326>
- Huang, Q. (2019). Comparing teacher's roles of F2f learning and online learning in a blended English course. *Computer Assisted Language Learning*, 32(3), 190–209. <https://doi.org/10.1080/09588221.2018.1540434>
- Jeong, K. O. (2017). Preparing EFL student teachers with new technologies in the Korean context. *Computer Assisted Language Learning*, 30(6), 488–509. <https://doi.org/10.1080/09588221.2017.1321554>
- Ko, C. J., Thang, S. M., & Ou, S. C. (2014). Investigating the ICT use and needs of “digital natives” in learning English at a Taiwanese University. *International Journal of Web-Based Learning and Teaching Technologies*, 9(2), 32–45. <https://doi.org/10.4018/ijwl.2014040103>
- Lacina, J. (2008). Technology in the Classroom: Learning English with iPods. *Childhood Education*, 84(4), 247–249. <https://doi.org/10.1080/00094056.2008.10523019>
- Lei, S. I., & So, A. S. I. (2021). Online Teaching and Learning Experiences During the COVID-19 Pandemic – A Comparison of Teacher and Student Perceptions. *Journal of Hospitality & Tourism Education*, 1–15. <https://doi.org/10.1080/10963758.2021.1907196>
- Lin, S. (2019). Negotiating language choice in multilingual lab meetings: voices from domestic and international students in Taiwan. *International Journal of Bilingual Education and Bilingualism*, 1–14. <https://doi.org/10.1080/13670050.2019.1636762>
- Ma, M., Chen, J., Zheng, P., & Wu, Y. (2020). Factors affecting EFL teachers' affordance transfer of ICT resources in China. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2019.1709210>
- Martin, F., Wang, C., & Sadaf, A. (2018). Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses. *Internet and Higher Education*, 37(March 2017), 52–65. <https://doi.org/10.1016/j.iheduc.2018.01.003>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. SAGE Publications, Inc.
- Mpungose, C. B. (2021). Lecturers' reflections on use of Zoom video conferencing technology for e-learning at a South African university in the context of coronavirus. *African Identities*, 1–17. <https://doi.org/10.1080/14725843.2021.1902268>
- Prieler, M. (2016). Gender Stereotypes in Spanish- and English-Language Television Advertisements in the United States. *Mass Communication and Society*, 19(3), 275–300. <https://doi.org/10.1080/15205436.2015.1111386>
- Reid, M. (2015). English and Film: Connecting Children to the World. *Changing English: Studies in Culture and Education*, 22(2), 189–198. <https://doi.org/10.1080/1358684X.2015.1026189>
- Rybakova, K., & Witte, S. (2019). Academic bloggers, commenters, lurkers and non-bloggers: how and why in-service English teachers blog. *Technology, Pedagogy and Education*, 28(5), 575–588. <https://doi.org/10.1080/1475939X.2019.1683065>
- Sanjaya, H., Apriani, E., & And, S. E. (2020). Using web blogs in teaching writing for EFL students. *Journal of English Education*. https://www.researchgate.net/profile/Eka_Apriani/publication/347298346_Using_Web_Blog_for_EFL_Students_in_Writing_Class/links/5fd9a2e245851553a0bd724e/Using-Web-Blog-for-EFL-Students-in-

Writing-Class.pdf

- Terhune, N. M. (2016). Language learning going global: linking teachers and learners via commercial Skype-based CMC. *Computer Assisted Language Learning*, 29(6), 1071–1089. <https://doi.org/10.1080/09588221.2015.1061020>
- Tsai, C. W. (2015). The effect of online co-regulated learning in the implementation of team-based learning on improving students' involvement. *Higher Education Research and Development*, 34(6), 1270–1280. <https://doi.org/10.1080/07294360.2015.1024631>
- Wang, H., & Chen, C. W. (2019). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 0(0), 1–14. <https://doi.org/10.1080/17501229.2019.1607356>
- Ward, H. C., & Andruske, C. L. (2013). The Impact of Powerful Oral Language Lab on Chilean EFL Preservice Teachers. *International Journal of School and Educational Psychology*, 1(3), 176–187. <https://doi.org/10.1080/21683603.2013.809619>
- Wei, H. C., Peng, H., & Chou, C. (2015). Can more interactivity improve learning achievement in an online course? Effects of college students' perception and actual use of a course-management system on their learning achievement. *Computers and Education*, 83, 10–21. <https://doi.org/10.1016/j.compedu.2014.12.013>
- Wu, Y. C. J., Pan, C. I., & Yuan, C. H. (2017). Attitudes towards the use of information and communication technology in management education. *Behaviour and Information Technology*, 36(3), 243–254. <https://doi.org/10.1080/0144929X.2016.1212928>
- Xiao, J. (2008). Teaching English at a distance in China's Radio and Television Universities. *Open Learning*, 23(3), 171–183. <https://doi.org/10.1080/02680510802419995>
- Yang, H. Y. (2020). Effects of Progressive Visuospatial Cues on EFL Learners' Processing of Animated Visualizations Through Mobile Device. *International Journal of Human-Computer Interaction*, 36(7), 669–684. <https://doi.org/10.1080/10447318.2019.1677037>
- Yuen, A. H. K., & Ma, W. W. K. (2008). Exploring teacher acceptance of e-learning technology. *Asia-Pacific Journal of Teacher Education*, 36(3), 229–243. <https://doi.org/10.1080/13598660802232779>
- Zhu, W. (2017). A cross-cultural pragmatic study of rapport-management strategies in Chinese and English academic upward request emails. *Language and Intercultural Communication*, 17(2), 210–228. <https://doi.org/10.1080/14708477.2016.1253707>
- Zulu, A. (2019). Augmenting Face-to-Face Learning with Information and Communication Technology at a Resource-Constrained Peri-Urban University Campus in Namibia. *Africa Education Review*, 16(6), 201–213. <https://doi.org/10.1080/18146627.2018.1464691>