Exploring ASEAN Teachers' Practices and Perceived Benefits on the Use of Web Applications in ELT Classrooms

Mark B. Ulla
Walailak University, Nakhon Si Thammarat, Thailand, mark.ul@mail.wu.ac.th

William F. Perales
Walailak University, Nakhon Si Thammarat, Thailand

Veronico N Tarrayo
University of Santo Tomas, Manila, Philippines

Exploring ASEAN Teachers' Practices and Perceived Benefits on the Use of Web Applications in ELT Classrooms

Mark B. Ulla,[1]* William F. Perales[1], and Veronico N. Tarrayo[2]
[1]Walailak University, Nakhon Si Thammarat, Thailand
[2]University of Santo Tomas, Manila, Philippines
*mark.ul@mail.wu.ac.th

Abstract: This article is premised on the identification of perceived benefits of various web applications in ELT classrooms among 20 English language teachers from four countries in the ASEAN region (i.e., Indonesia, the Philippines, Thailand, and Vietnam), the different issues they experienced, and the ways through which they mitigated these issues. Through in-depth semi-structured interviews, it was found that the teacher-participants perceived some pedagogical, operational, and dispositional benefits of using web applications. Despite this positive perception, different issues were also identified. This article concludes with a note on the importance of striking a balance between technology integration and teachers' taking charge of the English language learning experience—a promising partnership, and the need for schools in the ASEAN region to ensure that there is proper planning and a clear policy on the integration of technology into the ELT classroom so that issues that may come along with it can be properly addressed.

Keywords: ASEAN region, English language teaching, information and communication technology, language and technology, web applications for language learning

Over the last years, the teaching of English using technology has become one of the most researched areas in English language teaching (ELT) and education. Although there are a number of studies that reported some issues of using technology in the classroom—the lack of social interaction among students (Arkorful & Abaidoo, 2014), the reduction of a teacher's role in the teaching and learning process (Dina & Ciornei, 2013), and the inability of the students to understand the lesson (Yunus et al., 2013)—most research showed that as an instructional tool, using and incorporating technology into the classroom lessons can have a positive effect on students' English language learning. Education practitioners, researchers, and scholars believe that technology makes the English language learning exciting, motivating, and interesting (Li et al., 2019). For example, it develops and promotes students' active language learning (Parvin & Salam, 2015). It helps them to be engaged in the learning of English through their needs and interests (Gilakjani,

2017). Moreover, it may provide the students with opportunities to work and learn the language together with their peers.

Consequently, along with advancements in the internet and technology, the use of social networking sites and any other web applications in language teaching and learning has become widespread (Lin et al., 2016; Raine, 2018; Ulla et al., 2020) because students' engagement into them has also dramatically increased over the last years (Rashmi & Neetu, 2014). The use of online applications such as Facebook, Line, and WhatsApp has become popular that they influence today's teaching and learning process (Kalasi, 2014; Tartari, 2015; Ulla & Perales, 2020). Social media sites and any other web-based applications have now become the new platform for teaching and learning where teachers and students interact through technology-enhanced classrooms (Alizadeh, 2018; Sitthirak, 2013).

In schools across the Association of Southeast Asian Nations (ASEAN) region, despite the lack of a strong internet connection and stable electricity (Farley & Song, 2015), the use of technology and any other web-based applications to teach English is also prevalent. Classroom teaching and learning, whether online or face-to-face, are now reinforced and strengthened through technology integration, making it a blended-learning classroom. Admittedly, despite the favorable contribution of technology to classroom teaching, little has been known on the aspect of web applications and technology integration into the classroom to teach English or enhance the teaching of English, especially in the ASEAN region where English is mostly taught as a foreign language (EFL). Although the use of technology may greatly help students to learn the language, further studies that concentrate on its perceived benefits from the perspectives of EFL/ESL teachers and how these teachers mitigate some issues that accompany technology integration in the classroom should also be given importance. Doing so not only bridges the gap in the literature but also informs other language teachers that technology is indeed essential in language teaching.

Teachers and Technology

One of the goals of 21st-century education is to improve students' communication and critical-thinking skills through integrating technology into the classroom

(Nueva, 2019; Nuncio, 2020). As technology continues to shape today's education, teachers must understand the benefits technology may bring to the students' learning. Thus, they have to adapt and learn technology in the classroom ahead of their students (Pritchett et al., 2013) to deliver the lesson as effectively as possible. Because students may have considered technology as part of their daily lives (Wu, 2019), teachers have to possess the necessary technical skills to cope with the changing education landscape (Hennessy et al., 2010). In other words, teachers must have both cognitive and motor skills to run and integrate technology into the classroom. They should understand that technology is not a thing to be despised or avoided but a helpful tool in their classroom teaching.

Teachers play a crucial role in developing essential skills among students in today's technology-enhanced education. If technology integration is not done in a favorable manner for both the teachers and the students, teaching and learning problems may likely arise. Utilizing and integrating technology into the classroom for the mere sake of using it should not be the case among teachers. Rather, they should establish clear objectives as to the use of technology in the classroom (Ulla et al., 2020). In other words, "teachers need to be aware of the affordances and limitations of both platforms when choosing which technology to use" (Caldwell, 2018, p. 200). They have to be careful in designing and deciding when and how technology should be integrated to enrich the learning experience of the students.

However, it must be understood that having the technical knowledge and teaching qualifications may not necessarily entail that teachers would find it easier to integrate technology into the classroom. Integrating is a complex process that does not only require technological skills. It necessitates proper timing, and teachers should know when technology is supposed to be integrated into the lesson. What activities should work well with it and what kind of technology will be suitable for the lessons are some of the key considerations when planning to utilize technology in the classroom.

Generally, numerous studies have reported positive perceptions and attitudes of teachers as regards technology integration into the classroom (Gilakjani, 2017; Li et al., 2019; Parvin & Salam, 2015; Sitthirak, 2013). However, a few studies in the literature revealed that a number of teachers are still passive in terms of

using technology. For one, teachers may have been reported to have a lack of technical knowledge and skills. They lack the confidence to use technology in the classroom (Awan, 2011). There was also inadequate support from the schools' heads (Almekhlafi, & Almeqdadi, 2010), lack of accessibility to instructional technologies (Nhu et al., 2019), and some classroom technical issues and problems (Ulla et al., 2020). These factors were reported to be the impediments to why some teachers were not keen on integrating technology into their classroom teaching.

In one study conducted by Nhu et al. (2019), on 20 primary school teachers from four different provinces in Vietnam about the challenges that confronted these teachers in the use of instructional technologies, the findings revealed that the lack of information and communication technologies (ICT) training and the unavailability of ICT facilities in the classroom were seen as some of the issues faced by teachers in Vietnam. This implies that teachers would only use ICT tools if such were made available for them in the classroom and they were provided with quality ICT training. Furthermore, with the use of a survey questionnaire, observation, and reflection, it was found that almost all of the participants barely used technology in the classroom because it was not readily and adequately available. Similarly, the study by Christ et al. (2019), which investigated the issues faced by teachers in a university in the U.S.A. with regard to integrating technology into a literacy classroom, also revealed that teachers' lack of technological expertise, lack of lesson-planning time, difficulty to choose appropriate materials, and technical glitches were some of the challenges that impeded literacy teachers to fully integrate technology into their classroom teaching. Thus, the research suggested that there is a need for schools and universities to provide their teachers professional-development trainings and workshops on how to integrate technology into the classroom appropriately. It is believed that such trainings and workshops not only encourage teachers but also support them in their technology integration.

Web Applications for Language Learning in ELT

Undeniably, the role played by some web applications for language learning is indispensable, especially in today's milieu when almost all students may have owned at least one mobile device. In most countries in the ASEAN region, where English is widely taught and spoken as a foreign language, the demand for EFL learners to improve their English language proficiency has brought popularity to some English language learning web applications in the language classroom. Although in some parts of the region there is limited access to internet connectivity and some problems on electricity (Farley & Song, 2015), the widespread use of mobile devices such as smartphones, tablets, and portable computers (Murphy et al., 2014) with language learning applications can be observed among teachers and students. In schools, these mobile devices have been considered beneficial (Cacho, 2017), especially for students learning English. Thus, teachers take advantage of using web applications in mobile devices to enhance their teaching of the language further.

Moreover, previous studies articulated some advantages in using mobile devices in the teaching and learning of the English language. For example, learning L2 vocabulary through mobile devices can improve students' vocabulary recall and reading comprehension (Sato et al., 2013). Mobile devices can also enhance the recall of the target language, develop students' learning autonomy, and improve their vocabulary-learning motivation in L2 (Sato et al., 2015). Lastly, allowing students to learn the language using mobile devices can provide them the opportunity to learn at their own pace anytime and anywhere (Bezircilioğlu, 2016). In other words, students can have total control of the learning process through a mobile learning device.

Admittedly, although the study of integrating ICT tools into language teaching is no longer a new area of research, there have been limited studies on the use of web applications in the teaching of English as a foreign language, its perceived effects, and the issues faced by both teachers and students in an EFL classroom. Most studies concentrated only on the general integration of technology into the classroom, their benefits to language learning, teachers' perceptions, and literature review on the use of mobile apps in learning English. This leaves a wider gap in the literature. For example, the studies by Gangaiamaran and Pasupathi (2017) and Wenyuan (2017) were all focused on reviewing studies pertaining to the use of mobile apps in the classroom. The study by Gangaiamaran and Pasupathi (2017)

presented that among the language skills, listening skills are achieved better by students if mobile apps were used in the classroom. This is in contrast to the study conducted by Wenyuan (2017) where vocabulary learning was emphasized to be better learned and acquired if mobile apps were used. However, Yang and Kuo (2020) emphasized that even if teachers may already have identified technological tools to be used in their classroom, they still need to learn how to implement those tools to integrate them into their teaching effectively. Thus, in their study, which explored how student teachers in a Taiwan university developed innovative teaching strategies to address the pedagogical issues they faced in a computer-assisted language learning (CALL) classroom, it was found that student teachers employed role reversal, experiential learning, and collaborative learning in their technology-integrated classroom. Yang and Kuo (2020) suggested that teacher education programs should intensify student teachers' exposure to technology use in the classroom so that their knowledge on CALL and curriculum design would be developed and enhanced.

In the ASEAN region context, most of the studies conducted dealt with the effects and uses of different mobile learning applications in the teaching of the language. In Thailand, Khampusaen (2015) studied the role of Google Apps on students' writing skills improvement. Using the results from the pre- and post-tests, survey, research artifact, and observation, she found that her student-participants had a significant improvement in their writing fluency and accuracy. Likewise, Gorra and Bhati (2016) conducted a study in the Philippines on students' perceptions toward the use of technology in the classroom. With a sample of 221 students from different state colleges and universities in one of the regions in the Philippines, the study revealed that the student-participants held a positive perception of the use of technology in the classroom. The students believed that using technology in the classroom would enhance their learning.

However, none of the aforementioned studies extended the focus to English language teachers across nations in the ASEAN region. Moreover, none of these studies explored teachers' perceived benefits of integrating web applications into their ELT classroom, the issues they faced, and how they mitigated these issues. Thus, the present study is conducted to fulfill those objectives. Specifically, this study is built on the following questions:

1. How do English language teachers in the region perceive the integration of web applications into the teaching of the English language?
2. What benefits do English language teachers perceive when technology is integrated into the teaching of the English language?
3. What are some of the issues and challenges these teachers face when integrating web applications into the English classroom?

Methods

Research Design

The present study employed the qualitative research framework with phenomenology as its method. Phenomenology focuses on the common experiences and perceptions of individuals (Lester, 1999) under a certain phenomenon that permits researchers to understand the lived world of research participants (Creswell, 2007). Through in-depth semi-structured interviews, this study analyzed the experiences of 20 English language teachers from four countries in the ASEAN region (i.e., Indonesia, the Philippines, Thailand, and Vietnam) on the integration and use of various web applications in English language teaching. The said interview was conducted between April and August 2019.

Setting and Participants

A total of 20 academics (eight male, 12 female) from various higher education institutions within the four member-countries of the ASEAN region (i.e., Indonesia, Philippines, Thailand, and Vietnam) participated in the study. The choice for the study locale was based on the accessibility of the interview participants. It was convenient to coordinate the interview with participants from the Philippines and Thailand where we are currently based. Likewise, we have academic affiliates who work as English language teachers in Indonesia and Vietnam. It may also be assumed that these four Asian countries have been making considerable efforts to improve their respective ELT practices through organizing national and international conferences. Furthermore, a set of criteria guided us to choose the participants for the study: a participant should be a university English language teacher; he or she should have been using

various web applications in teaching English; and he or she should be a local teacher from the aforementioned four member-countries of the ASEAN region.

Of the 20 participants, six and 14 hold doctoral and master's degrees, respectively. Most of them have teaching experience between five and 24 years. Moreover, their age ranges from 30 to 53 years old.

Data Collection and Analysis

Because the participants came from Indonesia, the Philippines, Thailand, and Vietnam, we contacted them through email and Facebook chats to identify whether they met the given set of criteria to participate in the study. Upon confirmation, they were informed about the study and its purpose and were asked if they would be willing to participate. Likewise, it was made clear to them that their participation would be voluntary and that all the data obtained from the interview would be treated with the utmost confidentiality.

After they agreed, their convenient time was sought so that a schedule for either the face-to-face interview or the Facebook chat could be set. The interview questions probed into the teachers' experiences in using various web-based applications in teaching English and any other issues they dealt with in relation to the use of technology in their ELT classroom. Although the interview was semi-structured, the participants were given preset open-ended questions to allow them to explore further their experiences in using technology. Moreover, the interview was done in English and usually lasted between 30 and 60 minutes.

Transcripts were sent back to respective participants for correction, clarification, and modification to guarantee the validity and reliability of the data. Then the data were repeatedly and carefully read and examined so that they could be grouped and categorized according to themes developed in the analysis. Thus, using a thematic-analysis approach (Braun & Clarke, 2006), the data underwent manual coding by "making the text manageable," "hearing what was said," and "developing theory" (Lewins & Silver, 2007, pp. 262–267). Finally, themes were developed and arranged according to the research questions posed for this study.

Results

For presentation, excerpts from the interview were included in this section where codes, for example, T1 and T2, were assigned to participants to withhold their identity.

1. *How do English language teachers in the region perceive the integration of web applications into the teaching of the English language?*

Some of the web applications that were mostly utilized by the participants in their English language classroom include Kahoot, Socrative, Google form with a QR code, Facebook group, YouTube, WriteAbout, Quizizz, Quizlet, and QuillBot. These web tools have varied functions in the English language classroom. Moreover, the teacher-participants expressed generally positive views about using these web applications in teaching the English language in their respective classes. Among the several reasons why they integrated technology into their classroom are convenience, engagement, fun, and motivation. One teacher explained:

> Integrating technology in the ELT classroom could do wonders, as it engages students to learn lessons that could be difficult or even tedious. Also, activities involving technology also lower the affective filter in the classroom; hence, my students are more participative in the discussion—less teacher talk, but more opportunity for learning application. (T4)

Making the lesson interesting is also one of the reasons why Teacher 5 used technology in the classroom. She mentioned, "Technology allows ELT to be fluid, unconventional, and interesting. Integrating technology inside the class lessens my tendency to be the sage on the stage."

Although other teachers in the region held a positive perception with regard to utilizing different web applications in their ELT classroom, Teacher 3 expressed that he still maintained a balance between using web applications in the classroom and the actual face-to-face class teaching. He emphasized:

> If it is within the scope of my students' prior knowledge, interest, exposure, and experience, I tap technology to reinforce my topic and lesson delivery and make them feel that this is going to be not only academic work but also a personal journey of sort for them. Further, if the learning

competencies and outcomes shall be addressed and achieved more significantly with technology around as either a platform or a supplement, I integrate them accordingly without completely abandoning the syllabus and required readings. (T3)

2. *What benefits do English language teachers perceive when technology is integrated into the teaching of the English language?*

Some of the benefits that English language teachers in the ASEAN region perceived include pedagogical and operational. Pedagogical benefits refer to how these web applications support teachers in the teaching of the language. These applications can be used for teaching writing, speaking, listening, and reading. Likewise, operational benefits refer to the ease and convenience that these web applications may bring to teachers teaching the language. For example, teachers mentioned that some web applications were used for in-class writing practices. In fact, Facebook has been popularly used by some teachers in the region. Their common reason is that it gives them the convenience to check and monitor their students' writing. One teacher said:

I always use Facebook as one of the platforms for language learning, especially with writing practices. At every end of my writing lesson, I always have writing homework, and I always tell my students to write their writing homework and post them in our FB group. On Facebook, I can monitor who submitted and what time, and I can always check if they plagiarized. It is easier and very convenient. (T10)

Additionally, some teachers also reiterated that they used web applications for marking tests and quizzes. In the interview, *Socrative* has been popularly used by ELT teachers in the region to mark quizzes and tests in the classroom. For Teacher 11, the use of such an application saves her time.

Socrative does the marking of the test; thus, it has been very helpful to me, especially in marking objective type of exams. I just have to type the questions, choices, and the correct

answer in it. When students are done with the test, I just have to simply download the score report and transfer it to my class record. It actually saves my time. (T11)

Other teachers indicated that they also perceived some dispositional benefits of web applications in ELT. Dispositional benefits refer to how these web applications contribute to a more engaging and interesting language teaching and learning in the classroom.

Teacher 12 finds *Kahoot* application as an interactive tool for teaching grammar. He mentioned:

For supplementary activities in my class, especially in the teaching of grammar, I usually use *Kahoot*. I find this web-based application as interactive as students really have to focus both on the projected screen for the questions and on their mobile phones or laptop for their answers. After every item, I usually explain the wrong answer, and so is the correct answer. (T12)

YouTube is also one of the most popular applications used in most ELT classrooms in the region. Teacher 9 emphasized that YouTube makes her class discussion engaging.

In my class, I usually use YouTube to play videos that are relevant to my topic as a starter. Sometimes, I play it for songs and music videos. Students really like watching short clips in English, especially about travels, places, and food. After playing a video clip, I usually get my students to discuss it. It is very engaging, and I like it. (T9)

Teacher 8 confirmed that the use of various applications in the teaching of English makes her work easier. Thus, she used different applications for different purposes.

Facebook is mainly used for announcements and other homework reminders. For vocabulary practices, we used *Socrative*. And for videos and songs, we used YouTube. I can say that these tools are very helpful since they make our work easier. (T8)

3. *What are some of the issues and challenges these teachers face when integrating web applications into the English classroom?*

A. Lack of internet connectivity

Although most of the teacher-participants were positive about the use of different web applications to enhance their teaching of the English language, some issues and challenges still surfaced. Based on the interview, some of these issues reported include poor internet connectivity, cheating, students' lack of mobile devices and gadgets, and teachers' lack of technological skills. One teacher in the Philippines commented:

> I think one of the most important issues when using ICT in the classroom is internet connectivity. Here in my school, although all the classrooms are connected to Wi-Fi internet, there are some times when the internet is down. When this happens, all the classroom activities which make use of internet is put on hold, causing delay to the lesson. (T10)

Similarly, lack of internet connection is also a problem in Indonesia. However, she found a way how to mitigate this issue.

> I usually download the video and save it for my class. It is very risky to stream online. Sometimes, I prepare a contingency plan just to make sure that everything will go well in my class. (T14)

B. The lack of technological tools

A teacher from Thailand revealed that one of the issues she faced is the students' lack of internet-capable electronic devices that could allow them to participate in online class activities. She said:

> Since we allow students to use mobile phones, tablets, and laptops in the classroom to access some of our activities online, it is still a challenge

for most of the teachers in our school since not all students have these gadgets. (T16)

To mitigate this issue, she said:

> I always ask them to borrow other gadgets from their friends before they come to class just to participate in our online activities. Sometimes, when they could not secure one, I let them use my own phone and my own laptop. (T16)

On the other hand, one teacher from a state university in the Philippines who also pointed out the lack of technological tools in the classroom narrated how he mitigated this issue:

> Because not all students have ICT devices and technological facilities are not readily available in each classroom, I bring my own laptop and speakers for my PowerPoint presentation, and then I ask my students to rent an LCD projector. The class would, of course, have to shell out around five pesos per student for the rental fee. Sometimes, there are not even power sources in the classrooms, so we sometimes have to rent at least three extension wires long enough to plug into a power source, which would sometimes be from another classroom. (T13)

C. Cheating

Consequently, cheating is an issue faced by teachers from Vietnam and Thailand with regard to the use of web applications in the English classroom. They admitted:

> Since all language classes are mandated to use different kinds of web-based applications in our classes (Socrative, Google form with QR code, and Facebook), we conduct almost all our tests on these web-

based applications. However, since we allowed students to use electronic gadgets, we also discovered that students are cheating as they can open multiple windows and browsers. (T15)

Although Teacher 15 reported students' cheating through opening multiple internet browsers, Teacher 6 mentioned that students screen-recorded their online test and passed it to their friends in another section. She revealed:

Some students already knew the answers in our classroom tests as they got some screenshots and screen recordings from their friends who have taken the same exam test before. This is, I think, the most important issue when using technology in the classroom. (T6)

However, they also found a way to address this issue according to Teacher 6, "I have to prepare two sets of online tests" just to lessen the cheating. For Teacher 15, "I always shuffle the items in my tests" so that students would not be able to cheat.

D.   Teachers' lack of technological skills
        Meanwhile, another issue that was revealed during the interview regarding the use of web applications in the ELT classroom is teachers' lack of technological skills. One teacher from Indonesia stated her views on this issue:

I am not a technology savvy person, that is why I always have difficulty especially doing the test online and transferring the scores to our online spreadsheet. (T17)

However, she admitted that she is "very willing to learn and attend training if there's any" in order to cope with the need for technology integration into the classroom.

Discussion

The present study was undertaken to identify 20 ASEAN English language teachers' perceived benefits of integrating various web applications into their ELT classrooms, the issues they faced, and how they mitigated these issues. Findings revealed that the teachers held a positive perception with regard to using and integrating different web applications into the English language classroom. They believed that these web applications could make the teaching and learning process more convenient, easy, and engaging. In fact, among the uses of these web applications in the language classroom that were reported include motivation, vocabulary drills and exercises, writing exercises, marking objective type of tests, and reinforcement of language lessons. In addition, the use of these web applications has pedagogical, operational, and dispositional benefits as perceived by English language teachers in the ASEAN region.

One pedagogical benefit that was perceived by the teachers when integrating web applications into ELT classrooms is that it "lowers the affective barrier" of students when learning the language and lessens the tendency of the teacher "to be sage on the stage." This benefit offers both the teachers and the students the opportunity to maximize the teaching and learning process. For students, web application integration may offer them excitement, fun, and interest to learn the language, hence lowering their affective filter. It was also believed that web applications helped students to be engaged in the learning of the English language as it caters to their needs and interests (Gilakjani, 2017). In other words, when students have a lower affective filter, they would be able to learn the language easily. Thus, students may be able to sharpen their vocabulary recall and reading comprehension (Sato et al., 2013), improve their recall of the target language, develop their learning autonomy, increase their vocabulary-learning motivation in L2 (Sato et al., 2015), and learn at their own pace anytime and anywhere (Bezircilioğlu, 2016).

For teachers, the use of web applications does not only offer pedagogical benefits, which lessens the tendency to have a teacher-fronted classroom (where they are the only ones knowledgeable and where students are only passive learners). It also provides operational ("simply download the score report") and dispositional (making lessons "interesting") benefits.

Thus, using web applications would empower students and make them responsible learners. They can search for additional information and knowledge on the internet, work with their classmates, and contribute to classroom pedagogy. In other words, teachers will no longer become the language-learning authority in the classroom.

Similarly, the use of various web applications for ELT enables teachers to become creative in their teaching. They may also supplement their language lessons through various online activities, adapt some prepared online language lessons, do language assessment and marking online, and reinforce the topic and lesson delivery. Thus, teachers' work becomes efficient and convenient. This is especially true in the study reported by Yang and Kuo (2020), where student teachers experienced pedagogical change and developed innovative teaching strategies in a CALL classroom.

Findings also revealed that although teachers had a positive perception of integrating web applications into their English language teaching, some issues also emerged. Among these issues include poor internet connectivity, cheating, and students' lack of mobile devices and gadgets. Although these issues may be said to be no longer new as these have been reported by previous studies in the field (Almekhlafi & Almeqdadi, 2010; Awan, 2011; Christ et al., 2018; Nhu et al., 2019; Ulla et al., 2020), what makes this finding relevant is the idea that teachers from the ASEAN region were still keen on integrating various web applications into their classroom teaching. In fact, this can be reflected in how they mitigated some issues that accompany web applications integration into their ELT classroom. This positivity toward technology in the classroom can mean that teachers are now accepting changes in their teaching by heading toward a smart classroom, where technology is of importance. This also means that teachers should adapt and learn technology ahead of their students (Pritchett et al., 2013), who are likely more exposed to technology than them. The role now of school administrators is to support these teachers so that the effectiveness of integrating technology into classroom teaching is realized and all related issues are carefully addressed. Issues such as slow internet connectivity, lack of technological tools in the classroom, and teachers' lack of technological skills may be said to be the consequences of not having support from school administrators. These issues

will continue to impede the development of ELT-ICT partnership for better learning in schools in the region if the critical role of technology in education is hardly recognized.

As ASEAN teachers of the English language, not only did they see the potentials of technology in their classroom teaching of the language, they also believed that the emergence of technology in English language teaching plays a vital role in optimizing students' learning and in improving the status of English language education not only in their respective countries but also in the whole ASEAN region. However, they also admitted that for them to cope with the demands of technology integration into the ELT classroom, there is a need for them to equip themselves with technological knowledge and skills. In other words, these teachers believe that their role in the ELT classroom remains valuable despite the presence of technology and that their students still need them to facilitate the lessons with technology integration. Bilbatua and Herrero de Haro (2014), who conducted a study on teachers' attitude toward computer-assisted language learning, also reported that although technology is of great importance when it is integrated into language teaching, teachers are still needed as there are some exercises and lesson components that require their presence.

Lastly, although the findings provided a picture of the conditions and issues of ELT teachers in integrating web applications in four ASEAN member-countries (Indonesia, the Philippines, Thailand, and Vietnam), they cannot be a representative of all ELT teachers in the ASEAN region as there were only 20 teachers who participated in the present study. Given the limited number of teacher-participants, this study suggests including a number of teacher-participants from all member-countries in the ASEAN region in future research to provide an in-depth analysis of the uses of technology in the ELT classroom. Likewise, identifying teachers' role in the age of technology in the region might also be a good topic to explore as it offers a new lens of how teachers perceive their roles in the ELT classroom with technology integration. Another topic that might be of interest for future researchers is to explore ASEAN students' perceptions on the use of technology and its influence or impact on their English language learning.

Conclusion

This paper explored ASEAN teachers' perceived benefits of integrating web applications, the issues they faced, and ways how they mitigated these issues. The results indicated that although teachers were positive about using and integrating various web applications for language learning into their ELT classroom, they also encountered some issues and problems. Among these issues were poor internet connectivity, cheating, students' lack of mobile devices and gadgets, and teachers' lack of technological skills.

Generally, the widespread use of mobile devices (Murphy et al., 2014) may have immensely impacted not only the advancement of communication but also the improvement of the education landscape. The different web applications can be of great contribution to the teaching and learning of the English language, especially in the ASEAN region where English is mostly taught as a foreign language. However, this does not mean that ELT classrooms in the region can be replaced by technology in the future. Hopefully, technology will not be mistaken as a replacement for great mentors in the ELT classrooms. Instead, good technology should take the backseat in favor of great teachers. In other words, technology may only be used to enhance the teaching and learning of the language; for instance, it can be integrated into the classroom if specific learning competencies and outcomes can be addressed and achieved more significantly with technology around as either a platform or a supplement. Moreover, these web applications may proffer opportunities for English language teachers to be more creative and effective in their classroom teaching. Web applications present a variety of instructional materials and any other educational resources, where teachers can create an online community and a platform for students to learn or enhance their learning of the lesson through different supplemental activities available. Teachers can adapt and assess the quality of these online materials to suit the needs and the levels of students and the lessons in general.

Although most of the countries in the region may still be struggling in coping with the demands of using and integrating technology into the classroom, the teachers' positivity toward it is a significant factor when English language teaching and learning is considered. Therefore, there is a need for the schools in the ASEAN region to ensure that there is proper planning and a clear policy on the integration of technology into the ELT classroom so that issues that may come along with it can be properly addressed. When these issues are addressed, only then these various web applications are utilized to their maximum potentials for effective language education in the region. For example, schools in the region should realize the importance of integrating various technologies into the teaching of the English language and embrace the changes and development in pedagogy with regard to technology. By doing this, the issues brought about by this technology integration in education will be addressed. Consequently, teachers will be provided with trainings on how to integrate different web applications into their teaching, and curriculum outlines and syllabi will have a clear reference to using various ICT tools. It is believed that when technology is seriously given importance in the classroom lesson and when there is a clear policy on its integration, all these issues can be dealt with properly, and success in technology integration is also achieved.

Declaration of ownership:

This report is our original work.

Conflict of interest:

None.

Ethical clearance:

This study was approved by our institutions.

References

Alizadeh, I. (2018). Discovering the identity and suitability of electronic learning tools students use in English for Specific Purposes (ESP) Programs. *CALL-EJ, 19*(2), 213–229.

Almekhlafi, A., & Almeqdadi, F. (2010). Teachers' perceptions of technology integration in the United Arab Emirates school classrooms. *Educational Technology & Society, 13*(1), 165–175.

Arkorful, V., & Abaidoo, N. (2014). The role of e-learning: The advantages and disadvantages of its adoption in higher education. *International Journal of Education and Research, 2*(12), 397–410.

Awan, R. N. (2011). What happens to teachers' ICT attitudes and classroom ICT use when teachers are made to play

computer games? *International Journal of Information and Education Technology, 1*(4), 354–359.

Bezircilioğlu, S. (2016). Mobile-assisted language learning. *Journal of Educational and Instructional Studies in the World, 6*, 9–12.

Bilbatua, L., & Herrero de Haro, A. (2014). Teachers' attitudes towards computer-assisted language learning in Australia and Spain. *Circulo de Linguistica Aplicada a la Comunicacion, 57,* 3-44.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77–101. https://doi.org/10.1191/1478088706qp063oa

Cacho, R. M. (2017). Exploring the potentials and essentials of mobile-aided pedagogy in teacher education. *The Normal Lights*, *11*(1), 1–17.

Caldwell, M. (2018). Japanese university students' perceptions on the use of ICT and mobile-learning in an EFL Setting. *CALL-EJ, 19*(2), 187–212.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Sage Publications, Inc.

Christ, T., Arya, P., & Liu, Y. (2019). Technology integration in literacy lessons: Challenges and successes. *Literacy Research and Instruction, 58*(1), 49-66. https://doi.org/10.1080/19388071.2018.1554732

Dina, A.-T., & Ciornei, S.-I. (2013). The advantages and disadvantages of computer-assisted language learning and teaching for foreign languages. *Procedia-Social and Behavioral Sciences*, *76*, 248–252. http://dx.doi.org/10.1016/j.sbspro.2013.04.107

Farley, H., & Song, H. (2015). Mobile learning in Southeast Asia: Opportunities and challenges. In J. A. Zhang (Ed.), *Handbook of mobile teaching and learning: Design, development, adoption, partnership, evaluation and expectation* (pp. 403–419). http://dx.doi.org/10.1007/978-3-642-54146-9_2

Gangaiamaran, R., & Pasupathi, M. (2017). Review on use of mobile apps for language learning. *International Journal of Applied Engineering Research, 12*(21), 11242–11251.

Gilakjani, A. P. (2017). A review of the literature on the integration of technology into the learning and teaching of English language skills. *International Journal of English Linguistics, 7*(5), 95–106. http://dx.doi.org/10.5539/ijel.v7n5p95

Gorra, V. C., & Bhati, S. (2016). Students' perception on use of technology in the classroom at higher education institutions in Philippines. *Asian Journal of Education and e-Learning, 4*(3), 92–103.

Hennessy, S., Harrison, D., & Wamakote, L. (2010). Teacher factors influencing classroom use of ICT in sub-Saharan Africa. *Itupale Online Journal of African Studies (Education in Africa: Developments in the 21st Century), 2*, 39–54.

Kalasi, R. (2014). The impact of social networking on new age teaching and learning: An overview. *Journal of Education & Social Policy, 1*(1), 23–28.

Khampusaen, D. (2015). The role of google apps on improving writing skills in an EFL writing class. In *Proceedings, International Conference on Interdisciplinary Research and Development* (pp. 310-322). Maejo University, Chiang Mai, Thailand.

Lester, S. (1999). *An introduction to phenomenological research*. Retrieved from http://www.sld.demon.co.uk/resmethy.pdf

Lewins, A., & Silver, C. (2007). *Using software in qualitative research: A step-by-step guide*. Sage.

Li, G., Sun, Z., & Jee, Y. (2019). The more technology the better? A comparison of teacher-student interaction in high and low technology use elementary EFL classrooms in China. *System, 84*, 24–40. https://doi.org/10.1016/j.system.2019.05.003

Lin, C. H., Warschauer, M., & Blake, R. (2016). Language learning through social networks: Perceptions and reality. *Language Learning & Technology, 20*(1), 124–147.

Murphy, A., Midgley, W., & Farley, H. (2014). Mobile learning trends among students in Vietnam. In M. Kalz, & M. Specht (Eds.), *International Conference on Mobile and Contextual Learning* (pp. 197–204). http://dx.doi.org/10.1007/978-3-319-13416-1_18

Nhu, P. T. T., Keong, T. C., & Wah, L. K. (2019). Issues and challenges in using ICT for teaching English in Vietnam. *CALL-EJ, 20*(3), 140–155.

Nueva, M. G. C. (2019). Filipino teachers' attitude towards technology—Its determinants and association with technology integration practice. *Asia-Pacific Social Science Review, 19*(3), 167–184.

Nuncio, R. V. (2020). Benchmarking ICT for education in Japan: Best practices, trends, challenges and lessons learned for Philippine ICT-based education & development. *Asia-Pacific Social Science Review, 20*(2), 136–148.

Parvin, R. H., & Salam, S. F. (2015). The effectiveness of using technology in English language classrooms in government primary schools in Bangladesh. *FIRE: Forum for International Research in Education, 2*(1), 47–59.

Pritchett, C. C., Pritchett, C. G., & Wohleb, E. C. (2013). Usage, barriers, and training of Web 2.0 technology applications as reported by certified educators. *SRATE Journal, 22*(2), 29–38.

Raine, P. (2018). Developing web-based English learning applications: Principles and practice. *CALL-EJ, 19*(2), 125-138.

Rashmi, R., & Neetu, S. (2014). The use of social networking in academics: Benefit and opportunity. *International Journal of Science and Research (IJSR), 3*(6), 1336–1339.

Sato, T., Matsunuma, M., & Suzuki, A. (2013). Enhancement of automatization through vocabulary learning using CALL: Can prompt language processing lead to better comprehension in L2 reading? *ReCALL, 25*(1), 143–158. http://dx.doi.org/10.1017/S0958344012000328

Sato, T., Murase, F., & Burden, T. (2015). Is mobile-assisted language learning really useful? An examination of recall automatization and learner autonomy. In F. Helm, L. Bradley, M. Guarda, & S. Thouësny (Eds.), *Critical CALL–Proceedings of the 2015 EUROCALL Conference* (pp. 495–501). http://dx.doi.org/10.14705/rpnet.2015.000382

Sitthirak, Ch. (2013). Social media for language teaching and learning. *Thammasat University Journal, 31*(1), 611–619.

Tartari, E. (2015). The use of social media for academic purposes in student' learning process. *Academic Journal of Interdisciplinary Studies, 4*(2), 393–398. http://dx.doi.org/10.5901/ajis.2015.v4n2p393

Ulla, M. B., Perales, W. F., & Tarrayo, V. N. (2020). Integrating Internet-based applications in English language teaching: Teacher practices in a Thai university. *Issues in Educational Research, 30*(1), 365–378.

Ulla, M. B., & Perales, W. F. (2020). The adoption of Facebook as a virtual class whiteboard: Promoting EFL students' engagement in language tasks. *TESOL Journal* (Online first). https://doi.org/10.1002/tesj.515

Wenyuan, G. (2017). Using smart phone to facilitate vocabulary mobile learning and teaching in Chinese college. *International Journal of Arts and Commerce, 6*(4), 36–41.

Wu, J. G. (2019). The use of mobile devices in language learning: A survey on Chinese university learners' experiences. *CALL-EJ, 20*(3), 6–20.

Yang, Y. F., & Kuo, N. C. (2020). New teaching strategies from student teachers' pedagogical conceptual change in CALL. *System, 90*, 1–12. https://doi.org/10.1016/j.system.2020.102218

Yunus, M. M., Nordin, N., Salehi, H., Sun, C. H., & Embi, M. A. (2013). Pros and cons of using ICT in teaching ESL reading and writing. *International Education Studies, 6*(7), 119–140. https://doi.org/10.5539/ies.v6n7p119