Teaching reflection of using technology in two Indonesian EFL classrooms: an autoethnography

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Abstract

Integrating technology in EFL writing classrooms is a trial-and-error process that requires teachers to reflect, constructively analyze their practices, and have the flexibility to make positive changes to their teaching with technology. Using various data sources of my students’ blog, written assignments, and online interactions, this qualitative autoethnography study reflects upon my experiences as a lecturer in integrating technology in two EFL writing classes at the English Language Education Program of a private university in Central Java, Indonesia. Based on my written reflections narrated in the findings’ section, I discussed five main themes (i.e., struggle, unsuitable choice of technology, not a magic stick, traditional ingredients, and learning from one another) as the answer to the research question of this study. Overall, these five themes detailed my teaching practices in the classrooms, personal feelings of using technology, teaching and learning challenges of using technology in the writing classes, and possible solutions to deal with those challenges. This study might illustrate how reflecting on teaching experiences allows teachers to be aware of what they did in a class, find areas that need improvement, and plan for teaching-related changes in their future classrooms. Meanings of integrating technology in the classrooms and recommendations for further research are presented.

Keywords: EFL writing; teaching experiences; teaching reflection; technology integration
Introduction

As a full-time lecturer, I have been so busy with my responsibilities to teach, research, and do social and community service for years. In those busy days, I have rarely looked beyond the surface of my daily teaching practices, reflected whether the use of technology in my classrooms was fruitful for students’ learning, and explored my teaching areas in need of improvement. Farrell (2004) concerned that “if teachers do not take time to reflect on their work, they may become prone to burnout” (p. 8). Moreover, I agree with Gönen (2019) that using technology in classrooms frequently does not always guarantee teachers’ successful integration of technology for their language teaching purposes.

Seriously considering Farrell’s (2004) and Gönen’s (2019) points of view, in this paper, I would like to reflect on my teaching practices using technology at two English as a Foreign Language (EFL) writing classes at the English Language Education Program of a private university in Central Java, Indonesia (henceforth called EDU). In presenting my reflection, I position myself as a practitioner-researcher who, according to Anderson and Herr (1999), legitimizes teachers as producers of knowledge from their classroom experiences. In this paper, I do not intend to fill any literature gaps or identify my reflection levels and put them into categories (e.g., similar to Nurfaidah et al., 2017). My main hope is that doing the reflection will enable me to re-evaluate my beliefs, thoughts, and attitudes on using technology in my classrooms (like Lewis, 2018), make positive changes in the classes, and improve my teaching with the best and wisest use of technology.

What is a reflection? It happens when teachers consciously think about what they do as teachers and examine what happened in their lesson after class sessions (Farrell, 2016), also called reflection-on-actions (Farrell, 2004; Hong et al., 2019), in ways that allow for their deep introspection (Cirocki & Widodo, 2019). As a form of “self-dialogue” (Pardo & Téllez, 2015), a reflection also happens when teachers consciously look at concrete aspects of their teaching and
learning practices, systematically gather data about their own teaching inside classrooms, and use the data to make informed decisions for their teaching (Farrell, 2014; Gun, 2011), make personal changes, and enhance their practices (Farrell, 2004; Moghaddam et al., 2020). Teachers can write their reflections individually about thoughts, feelings, issues, or facts of their teaching to help them be more aware of their practices (Farrell, 2021). When teachers can be more aware of what happens in their classroom and pay attention to their behavior, they can perform more effectively in their teaching (Farrell, 2004).

With all those practical definitions of reflection in mind, I reflected individually in a written form like Wahyudi (2016) and Zulfikar (2019). In general, my reflection is to answer the following central question: What does it mean to integrate technology in my EFL writing classrooms in an Indonesian higher education context? Hopefully, through answers and discussions of that question, EFL writing teachers and educational practitioners might learn from my practices and challenges in using technology in the EFL writing classes and how to deal with those challenges. They might also learn various technological resources for teaching EFL writing and practical ways to maximize the potentials of the technology in their EFL writing classes. My study also hopes to follow up Wahyudi’s (2015) call for action in exploring how EFL teachers in developing countries can make their voices heard.

Method

I used autoethnography to examine my personal teaching experiences (i.e., in 2017-2018 before the COVID-19 pandemic) connected to broader social and cultural meanings (like Zulfikar, 2019). With the method, I could frankly represent my point of view, “hidden feelings, forgotten motivations, emotions” (Canagarajah, 2012, p. 261), and introspection (Méndez, 2013) about using technology in my EFL writing classes in the past. Like Chang (2008) and Jiang (2015), I depicted events, experiences, people, and places, and I interpreted any moments I found in them critically. Studying researchers’ personal experiences can potentially serve to live transformations for the researchers themselves, other people (Foster et al., 2005), and broader communities (Ai, 2015).
Research context

My reflection focused on two of my EFL writing classes in 2017-2018 at EDU as I frequently integrated technology in these classes to support my students' writing activities. The first class was creative writing (henceforth called CW) held for the first-semester undergraduate students. One of the learning objectives was to equip the students with knowledge and practice of writing several kinds of poems about a relationship (e.g., to oneself, family, and God). Studying this first-semester writing class was crucial. I could have an earlier understanding of how I could enhance my teaching instructions with technology in the CW class and other writing classes held in the upper semesters. The second class was academic writing (henceforth called AW) for the fifth-semester undergraduate students. AW was a foundation class before the students took their research proposal course and wrote their undergraduate thesis. As stated in the class syllabus, this course was to equip the students with knowledge and skills in writing an academic paper (e.g., the knowledge and skill of entering the conversation in writing; of starting what others are saying; of quoting, paraphrasing, and summarizing). In general, EDU is a study program that prepares its students to become future English language teachers who are able to teach in formal and non-formal educational institutions. In the campus area of EDU, students have free access to the WiFi internet connection provided by the university.

Data collection

An autoethnography researcher has some freedom to use different data types (as what has been done by Canagarajah, 2012; Jiang, 2015; Lewis, 2018). Following a similar path to that of the previous studies, for my CW class, I revisited my students’ blogs, read their poems and their online interactions with classmates who gave comments to their poems posted in the blog (e.g., see Excerpt 1). I also checked a student’s Facebook post that shared the poem written in the CW class and the student’s online interactions following that post (see Excerpt 2). Then, in the AW class, I specifically reopened final essays’ (Ms. Word) files that my students submitted to my AW class to recall my teaching practices in that AW class. Moreover, I also discussed some short experiences as a former graduate student at a state university in the United States to offer more perspectives in this study. To evoke those experiences (i.e., in the Fall 2018 semester), I specifically re-read my classroom notes in my graduate seminar
class where my professor invited a senior librarian of my campus to demonstrate *Mendeley* reference management software.

**Data analysis**

All the data collected from my AW, CW, and graduate seminar class helped me recall my teaching practices and what I did in those classes in the past. The recalled memories then enabled me to present my written reflection in the next section. Based on the reflection, I then tried to interpret events in the AW (e.g., my decision to use screencast-o-matic software), CW (e.g., the way my students gave online comments to their classmates’ poems in the blog), and graduate class (e.g., the new insight I got after learning about *Mendeley* software). Next, I explored meanings on those events, which I later transformed into five main themes detailed in the discussions’ section to answer the research question of this study.

**Findings**

*My written reflection*

In the written reflection, I used pseudonyms (e.g., Lili, Lala, and Leonardo) to refer to all my students and an initial (i.e., EDU) and a general category (i.e., the university) to refer to academic institutions so that I could protect all of their identities. Also, following Mali and Timotius (2018) and Stanley (2013), I relate the term *technology* to the Internet (e.g., educational websites and web-based applications) and software, specifically for teaching and learning EFL writing. Like Gage (1989) and Méndez (2013), readers of this paper may put different meanings and make a personal connection with any ideas, experiences, feelings, and thoughts presented in the reflection. I also allow readers to judge if my reflection mainly shows my “individual narcissism” (Walsh & Mann, 2015, p. 353) or genuinely reflects conscious thinking and deep introspection of my teaching practices using technology in the EFL writing classes. The term EFL in this paper shows a situation where students learn and use English only in a formal classroom in schools. Students tend to use their first language (i.e., *Bahasa Indonesia*) or their local language to communicate with friends or people outside the class or after school.
Precursor

As I started my career as a lecturer at EDU, technology has become an integral part of my teaching life. Days before the semester began, I met the head of EDU in his office. He asked me to read a student handbook articulating the visions and missions of the program. As I read carefully, I saw that the word “technology” was one of the keywords in the mission statements. The need to use technology was confirmed in the working descriptions of Indonesian Qualification Framework (IQF). It is a national policy that has been translated into teaching and learning practices in universities in Indonesia (see Mali, 2017; Mali & Timotius, 2018). The policy was introduced in a curriculum meeting of EDU, where the head of the study program asked all lecturers to translate the working descriptions of level 6 in IQF into their teaching and learning practices in classrooms. One of the descriptions in level 6 expects undergraduate students to “be able to utilize Information and Communication Technology (ICT) in their expertise, and being able to adapt to situations they are facing in solving particular problems” (Mali & Timotius, 2018, p. 7). With these instructions in mind, I tried my best to maximize technology potentials in all classes I teach at EDU, particularly in the CW and AW classes.

In the CW class

Blog was the technology that I used in my CW classroom. In brief, a blog is like an online diary that everybody can read. Blog users can edit and update their blog posts whenever they are connected to the Internet (Mali, 2016). To create a blog, users should have a Gmail account and register to a free-access and commonly known blog site, www.blogger.com. Everyone who knows the blog address and has an Internet connection can read and leave comments on a blog post. In the classroom, I asked each of my students to create his/her blog and have a unique name address for the blog (e.g., smartenglish.blogspot.com). I allowed my students to beautify their blog by customizing the blog theme or adding some pictures. Then, my students had to write and post their poems on their blog, which hopefully could provide them with new experiences in writing a poem on a digital platform other than just on a piece of paper. Excerpt 1 is an example of an adjective poem written by my student and some comments on her blog post. In short, an adjective poem has six lines that develop a series of adjectives to describe a single topic (e.g., about self, a special person in life, a place, a family, a memorable day, and other related topics). Writing this type of poem enables students to learn English adjectives.
Excerpt 1:

Lala
Lala is cheerful.
Lala is cheerful and loveable.
Is cheerful, loveable, and nice.
Cheerful, loveable, nice, and rare.
Friend

Comments:
Lili : Why do you feel that you are a rare person? :D
Lala : Lili, I feel rare because everyone has their own character and also appearance. I use “rare” word to replace “limited edition” mean :D Thank you for asking anyway.
Leonardo : Hai Lala I like this your poem because I think from this poem I know some of all about you like you are “rare” :) 
Lala : Thankyou Leonardo, anyway you are “rare” too... Because no one can replace and be you.

I also challenged my students to share the poem on their social media, of course, after a classroom discussion on some possible risks of sharing work on social media, such as receiving negative comments from online audiences. Taking my challenge, Lala then posted a poem (see Excerpt 2) on her Facebook status.

Excerpt 2:

Lala wrote:
Hey guys, sorry i never been using Facebook for a long time until i got this poem assignment from my lecture. This day in class he asked "Are you confident enough to post your poem in Facebook or Instagram?" So i am about to post the poem here and Instagram. Please give me constructive comments guys, thankyou i appreciate if you're stop for a while and read my poem.

Adjective Poem About My Self:
Lala
Lala is cheerful.
Lala is cheerful and loveable.
Is cheerful, loveable, and nice.
Cheerful, loveable, nice, and rare.
Friend
One comment:
how ’bout “adoreable” and “dependable”...’cause i see ’em in Lala....
(Lala’s Facebook status, receiving 34 likes from her friends at that time)

At the same time, I took an active role in sharing my students’ blog on my Facebook to invite people in my social network to read the poems. After using the blog in my classroom, I once felt satisfied as I could respond to EDU’s mission statement that encourages lecturers to integrate technology for their teaching and learning purposes.

\textit{In the AW class}

In my AW class, learning academic writing is challenging. As an example, some of my students often faced difficulties writing out-text references based on the APA 6th edition that has so many rules to follow (see American Psychological Association, 2010). My students continuously had similar writing problems (see Excerpt 3) after doing writing-reference-related exercises in a class session several times. I even had explained the APA rules very slowly, like what my mother did when teaching me how to write a letter. Still, it did not work, and the problems were still there.

\begin{quote}
Excerpt 3:

Bateman, B. E. (2008) \textit{Student teachers' attitudes and beliefs about using the target language in the classroom}. Foreign language annals. Bringham: Spring. Vol. 41, No. 1. (Taken from Yuli's written work in the AW class)

Bhatia, Tej K., and William C. Ritchie, eds. 2004. \textit{The Handbook of Bilingualism}. Malden, MA: Blackwell,. (Taken from Budiman's written work in the AW class)

To solve that issue, I once tried to use screencast-o-matic (SOM) (https://screencast-o-matic.com/) in recording my explanation on how to write the references correctly. Briefly, SOM is a web-based application and software that teachers can use to capture, record a laptop screen, and create a videocast using a webcam and microphone available on their laptop (Fraser & Finn, 2014). Then, I uploaded the SOM video to my classroom management system, Edmodo, so my students could view it repeatedly whenever and wherever they were. The more frequently they watch the video, the more accurate APA reference format they can write on their paper. That was my hope! However, the most
challenging part was to ensure that the students were motivated to watch the video for their independent learning outside the classroom.

Writing grammatically correct sentences on the paper was also a challenge. Sometimes, I was just emotionally tired to see too many grammatical problems in some of my students’ work. At that time, feeling a little bit anxious about their grammar, I told my students to use free online grammar checkers (visit https://www.paperrater.com/; https://spellcheckplus.com/; and https://grammarly.com) to double-check and minimize grammatical mistakes on their paper before submitting it to me.

In my AW class, I also introduced my students to open-access and peer-reviewed journals (e.g., Indonesian Journal of Applied Linguistics, Beyond Words, Journal on English as a Foreign Language, TEFLIN Journal, The Electronic Journal for English as a Second Language, CALL-EJ, and Teaching English with Technology) and educational sites (e.g., Edutopia and Humanizing Language Teaching). I hoped that these resources could provide my students with quality articles and information to support their writing arguments. Then, I asked them to download some papers from the journals and study some phrases and sentences to express their writing ideas, e.g., how to introduce the purposes and benefits of a study:

Excerpt 4:

The aim of the study/paper was to...
It is hoped that the information from this study/paper could...
(Learned from Astika, 2014, p. 22)

The primary purpose of my study is to...
It is expected that the study can aid... gain better understanding of...
(Learned from Astuti, 2013, p. 18)

As another example, I asked my students to download an article by Thompson and Moody (2015). Then, I told them to see verbs and phrases that the researchers use to paraphrase and introduce other people’s ideas or what others say about an issue:

Excerpt 5:

Several studies demonstrate (...)
Studies show that (...)
Researcher A accentuates (...)
Researcher B defines (...) as (...)
Researcher C illustrates that (...)
On some occasions, I asked my students to visit my academia.edu site, download, and learn similar phrases from my articles. For similar purposes, I also encouraged them to download articles from academic databases, such as EBSCO (http://search.ebscohost.com/) and Proquest (https://search.proquest.com/), which they might access for free from the WiFi connection at their campus.

Discussions

Meanings to integrate technology in my EFL writing classes

Based on my written reflections presented in the previous sections, five main themes emerged as the answer to the study inquiry: What does it mean to integrate technology in my EFL writing classrooms in an Indonesian higher education context?

Struggle

It seemed apparent that the use of blog in my CW class attracted my students’ attention to engage in online communication, such as actively commenting on the poem and writing a Facebook status to promote the poem. At this point, I agreed with the literature that the exposure to a broader audience was an opportunity to receive more feedback (see Purcell et al., 2013) and increase students’ satisfaction that possibly enhanced their motivation (see Dornyei, 2001). In line with these beliefs, Egbert (2017) mentioned that “students work harder when others view their work; publishing student products for only the teacher to view generally is not enough to enhance students’ motivation and effort” (n. p.). Nevertheless, I was conflicted with the problematic grammar and punctuation in the blog comments (see Excerpt 1) and the Facebook status (see Excerpt 2).

Some students seemed not to check the grammatical components of their online feedback given to their friends’ poems. The online audience who read the feedback on the blog could question the grammatical quality of the comments. I had a mixed feeling about responding directly to the ungrammatical comments on their blog. If I did so, I would probably block their fluid communication with my judgmental responses towards their grammar.
When it was ignored, I would let them be in their grammatical mistake. This situation was out of my scenario, which I should carefully consider in my future teaching instructions. Perhaps, not all of my students were comfortable giving electronic-based feedback, so they ignored grammatical accuracy when giving the comments. Matsumura and Hann (2004) reminded the importance of providing different feedback options for EFL writing that should match students’ individual feedback preferences. I might need to listen to my students more about their preference for giving and receiving online feedback.

In Indonesian EFL contexts, grammatical accuracy is often viewed as one of the success indicators of students’ EFL writing. Also, society usually considers teachers as the main factor that influences students’ learning outcomes. Simply said, when the students write sentences with poor grammar, people tend to judge that the teacher cannot teach them well. It is the teacher’s fault! In the future, I do need to remind my students to check their grammar carefully before they post their poems on Facebook and blog and write online comments.

In her online teaching context, Lewis (2018) mentioned a theme of “caring” (p. 1763) as an online presence for students by being consistently available and accessible beyond office hours. In my CW class, I translated caring as providing regular comments to every student’s poem and engaging in online communication in the blog. Yes, that will be an ideal one. However, I should acknowledge my time constraints and limited energy to provide the same caring for my overall twenty-two students in one CW class. In the same semester, I had to teach many students in other classes, read their assignments, and do administrative work from the university. I agree with Park and Son (2009) that teaching with technology demands more time and effort from teachers; therefore, I might purposefully limit the number of poems to post in the blog to engage in the online interactions with my students more actively in the future.

**Unsuitable choice of technology**

I wished that all the technologies I used in the AW class, such as SOM, free online grammar checkers, open-access and peer-reviewed journals, educational sites, and academic databases, could instantly enhance my students’ writing. However, I still found many grammatical problems in the final paper they submitted at the end of the semester. Also, not all students used academic phrases and words they could learn from the academic journals I introduced in the class. Frustrated, I argued to myself, why did I integrate technology in my
writing classrooms then? The technology did not work! Teachers need to anticipate the unexpected (Almås & Krumsvik, 2008).

In the Fall 2018 semester, a professor in my doctoral seminar class invited a senior librarian to demonstrate *Mendeley* reference management software (free accessible on the Internet). The librarian convincingly explained that the software could automatically generate APA format, and we could write notes to (PDF-format) articles. “We can just go back to the notes we have made; it can save a lot of time and energy in reading the articles,” she said. Then, she demonstrated how to download and use the software. I opened my laptop and followed her instruction. The software was super easy to use, and I concurred with all the benefits that the librarian explained.

When hearing about the APA format, I soon remembered my AW class students who struggled to write the out-text references correctly. I gradually realized that my decision to record my explanation using SOM on how to write APA referencing might be unsuitable for dealing with the problem in writing the references. Perhaps, my students did not watch the video I uploaded to *Edmodo* because they did not like my voice or the way I explained it. Regretted, I should have known and used *Mendeley* years ago in my AW class. If so, I could ask my students to download the software for free and upload any PDF articles they downloaded from academic journals. Then, they can fill in the article-related information in the software, generate the formatted APA citation automatically, and copy-paste the citation to their *Microsoft Word* file. They will like it!

**Not a magic stick**

In the past, I often viewed that the technology I used in my classes was like a magic stick that could suddenly transform an ungrammatical essay to be a well-written one. No, it was wrong! Gradually, I realized that technology was only a tool, not that magic stick. I ever assumed that the students’ writing could not improve because they just used the free version of the online grammar checker in my AW class. However, even after I used a premium version of *Grammarly* to minimize grammatical problems in my article submitted to a journal, I still received a lot of grammatical feedback from the journal’s anonymous reviewers. What does this mean? At this point, I perhaps needed to re-evaluate my thoughts (like Lewis, 2018) that technology could solve all related pedagogical problems I faced in my classrooms. Also, I should not let my students depend on the technology I introduced in the classroom entirely.
Egbert (2017) once said that “effective tasks do not use technology if goals can be reached and content can be better learned, presented, or assessed through other means and tools” (n. p.). Teachers are also encouraged to use paper and pencil if these tools can support their instructional goals with fewer barriers (Hutchison & Woodward, 2013).

*Traditional “ingredients”*

Virtual experiences should not be viewed as prima facie enhancement over traditional practices (Pearcy, 2014). It came to mind that my students might need to have other “ingredients” to maximize the benefits of technology in the classrooms. For instance, to ensure that the students could minimize grammatical problems in writing, I could “traditionally” form a group of four to five students. They should read each written work and suggest necessary feedback on grammar and punctuation before submitting their work. I could also ask my students to print their work and read it several times after using the online grammar checkers. I should not position the technology as a total replacement for my students’ effort to enhance their work. Perhaps, at that time, my students still needed someone to be physically present in front of them and encourage them to progress in their writing, something that technology could not do better than what humans could.

*Learning from one another*

Therefore, rather than wishing the technology to become “the magic stick”, I should lower my expectations. At least, the technology I introduced in the CW and AW class (see Table 1) could supplement my classroom lecturing and support my students’ writing activities.

I should encourage my students to explore and use other technological applications that they find themselves as long as the apps are suitable for their language learning purposes and help them achieve the classroom learning objectives. If possible, they can then share the applications with other classmates and me. Humbly, I am willing to learn from my students and be transparent about my technology challenges in the class. I want to follow Lewis (2018), who modeled that “it was okay not to know, to struggle and make mistakes, and that we all learned from the experience” (p. 1760).
Table 1. The list of technology in my CW and AW class

<table>
<thead>
<tr>
<th>No</th>
<th>Technology</th>
<th>Potentials for supporting language learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Edmodo</td>
<td>Sharing learning materials for students</td>
</tr>
<tr>
<td>2</td>
<td>Screencast-O-Matic</td>
<td>Recording an explanation (e.g., of how to write the references)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creating a digital video presentation</td>
</tr>
<tr>
<td>3</td>
<td>Blog</td>
<td>Displaying the students’ poem to the wider audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving a new avenue to write a poem</td>
</tr>
<tr>
<td>4</td>
<td>Facebook</td>
<td>Inviting more audience outside the classroom to read the students’ poem and leave comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promoting the students’ blog</td>
</tr>
<tr>
<td>5</td>
<td>Academia.edu</td>
<td>Providing free access to English language articles</td>
</tr>
<tr>
<td>6</td>
<td>EBSCO database</td>
<td>Providing access to English language articles</td>
</tr>
<tr>
<td>7</td>
<td>Proquest database</td>
<td>Providing access to English language articles</td>
</tr>
<tr>
<td>8</td>
<td>Paperrater</td>
<td>Checking grammar (online)</td>
</tr>
<tr>
<td>9</td>
<td>Grammarly</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Spellcheckplus</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mendeley</td>
<td>Generating APA referencing format automatically</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making notes on a PDF article</td>
</tr>
</tbody>
</table>

At a country level, I sensed the similar humble action of learning from one another. For example, Chile was willing to learn from South Korea, globally recognized as a big player in ICT-based research and education, to enhance the educational systems with technology in Chile (Sánchez et al., 2011). Some of the lessons learned were the commitment of South Korea in respecting teachers’ profession and injecting rich resources on education and ICT infrastructures. Moreover, Sanchez et al. reported the harmonious lines among culture, society, and education in South Korea to regard ICT as a central part of their educational transformation. In this harmony, perhaps, there should be no more protracted debates on whether students could use smartphones in schools (see Strauss, 2018; Wright, 2018), and if their access at home should be limited (see Baggini, 2017). In the next section, I will conclude this paper by summarizing the five themes I discussed to answer the research question.

**Conclusion**

This study aims to answer the following question: *What does it mean to integrate technology in my EFL writing classrooms in an Indonesian higher education context?* In conclusion, the followings are the answers to that question that might also be
practical recommendations for teachers who wish to integrate technology in their EFL writing classrooms.

Struggle: Integrating technology in the EFL writing classrooms is a trial-and-error process. Therefore, I should always look at my teaching practices and reflect on teaching challenges with the technology I face. Moreover, I should be willing to acknowledge my weaknesses, learn from my students, and not be afraid to make necessary changes to improve my teaching. Otherwise, I can never optimize the technology’s potentials to support my students’ writing activities.

Unsuitable choice of technology: A technology application I am using in the classrooms, even if it looks sophisticated, cannot always support my students’ writing activities and solve all of their writing problems.

Not a magic stick: My students should not consider technology as a tool that can instantly enhance their work and solve all grammatical problems in their writing. A well-written academic paper requires students’ serious effort to work on their paper day by day.

Traditional ingredients: I cannot entirely replace traditional classroom practices (e.g., doing peer feedback and face-to-face teacher and student interactions in the class), although the technology can give my students new learning experiences (e.g., writing a poem in a blog or providing written feedback in an online environment rather than on a piece of paper).

Learning from one another: As a lecturer, I should open my mind and be humble to learn from my students who might know more about various apps that can support writing activities in the EFL classrooms.

Ideas for further research are as follows. I encourage EFL teachers in Indonesia and other countries to share their reflective stories on classroom practices with technology during the COVID-19 pandemic and make their voices heard. Do they have similar experiences to what I presented in this paper? In sharing the stories, they can use a similar autoethnography method. To enhance the reliability of their autoethnographic story, they should let other people read their story, and they should respond to the following questions (see Forber-Pratt, 2015):

(a) Does it make sense to someone who knows me really well? (b) Does it make sense to someone in my family? (c) Does it make sense to an academic (both in and outside of the social sciences)? (d) Does it make sense to a non-academic? (e) Does it make sense to someone who does not know me well? (p. 831)
To reduce a sense of isolation, they can also invite some colleagues to have a supportive conversation about their stories (see Cirocki & Farell, 2017) and explore how that conversation can help them spot more teaching aspects to improve and useful technology to use in their class. Besides, it might be useful to involve EFL students in reflecting on technological practices in classrooms, teaching instructions, and classroom rules to support language learning with the best and wisest technology. As Probst et al. (2016) mentioned, “without hearing student voices, it is hard to know how a course might be improved” (p. 332).

Furthermore, I hope that more EFL teachers can confidently and willingly share their best and wisest classroom practices in using technology to broader societies. The main focus of the sharing should be on the pedagogical aspects of how technology can provide EFL learning opportunities for students. Workshops, conference presentations, publications in academic journals, blog posts, information sharing through social media are possible ways to reach out to societies, especially teachers who are still not confident in using technology or those who are using technologies mainly for administrative purposes. In closing, I hope that this study can help fellow EFL teachers “to reflect on their experiences and perhaps learn from mine” (Lewis, 2018, p. 1754).

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