

Workable Approaches in EFL Teaching Mediated by Mobile Technology during the Pandemic and Post-Pandemic: Indonesian EFL Teachers' Experiences and Expectations

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Abstract

This case study aims to unravel EFL teachers' experiences and expectations which characterize the workable approaches to integrating mobile technology in English teaching. Six English teachers in higher education were recruited using purposive sampling. Semi-structured interviews and document analysis were employed for garnering data. The mobile pedagogical framework (Jie & Sunze, 2022) and other relevant previous studies guided the thematic analysis. The findings acknowledged students' socioeconomic bearings as the precursor to teachers' online instruction. The interplay of teachers' positive and negative experiences paved their reflection and modification of their workable approaches to online instruction aimed at pedagogically sound teaching. This context-bound online instruction put the teachers in sustained pursuit of effective instruction to engage students in deep learning, despite the limitation of technological resources. The workable approaches are deemed valuable to inform future online language learning and technology integration into offline language learning in the post-pandemic era. Policymakers and stakeholders are suggested to ponder teachers' experiences and expectations for students and colleagues in achieving learning outcomes and for institutions in developing the guideline and benchmarks for successful online learning.

Keywords: educational migration, technology integration, mobile technology, workable approaches in EFL teaching.

Introduction

Two years after the outset of the Covid-19 pandemic, teachers and educational stakeholders have become increasingly adept at organizing online learning, and numerous situated strategies to aid learning across socio-cultural contexts have been reported (e.g., Cassidy & Ahmad, 2021; Mak & Chik, 2011). The pandemic spurred the colossal transformation of English language teaching milieu, approaches, and pedagogical practices during and after the emergency remote teaching. Online learning is no longer exclusive to those in educational institutions which are infrastructurally and technically ready, but it has become an inevitable praxis for everyone involved in education. Thus, it is important to scrutinize a variety of English instructions across settings since each educational institution starts with a different baseline in terms of preparedness for online instruction.

In a context where students and teachers hold sufficient technology and infrastructure, multiple modes of online learning have been seamlessly integrated into day-to-day learning. Nevertheless, in Indonesian settings where both technological supports and resources are scanty, mobile devices remain the only viable option to, at least, keep students engaged. Understanding teachers' experiences and expectations in using mobile technology to support learning in resource-constrained settings holds an essential role to inform and broaden the existing online language pedagogy. Although the Ministry of Education (MoE) of Indonesia has promulgated the recommendations and incentives for online instruction, little has been documented on Indonesian EFL teachers' experiences and expectations therefrom.

The authors believe that the insights into their experiences and expectations will make explicit the workable approaches as the bedrocks for successful online language teaching mediated by mobile technology in the post-pandemic. While mobile-assisted language learning (MALL) is generally defined as learning processes that harness mobile technologies, predominantly smartphone, the present study attends to MALL as the use of any portable devices to support language learning (Li et al., 2021; Traxler, 2005; Zou & Yan, 2014). This resonates with Kulkuska-Hume (2009) who extends the definition to "mobile technologies and learner mobility" (p. 158). In this study, any language learning and assessment periods mediated by mobile technologies, e.g., laptop, tablet, and smartphone, are perceived as the manifestation of MALL. In this scenario, this study delves into the following research questions:

- 1) How did EFL teachers deliver their online English language teaching mediated by using mobile technology during the Covid-19 pandemic?
- 2) What did they perceive as the workable approaches to their English language teaching mediated by using mobile technology from their positive and negative experiences?
- 3) What changes do the teachers expect for improving their online English language teaching in the post-pandemic?

This study defines workable approaches as teaching perspectives and strategies that arise as bottom-up initiatives to reach successful online learning amidst wide array of challenges during the emergency teaching-learning (ETL). This inquiry is devoted to making these workable approaches accessible to teachers and teacher collaborations in

different contexts of English instruction, thus encouraging the emergence of community of practice.

Literature Review

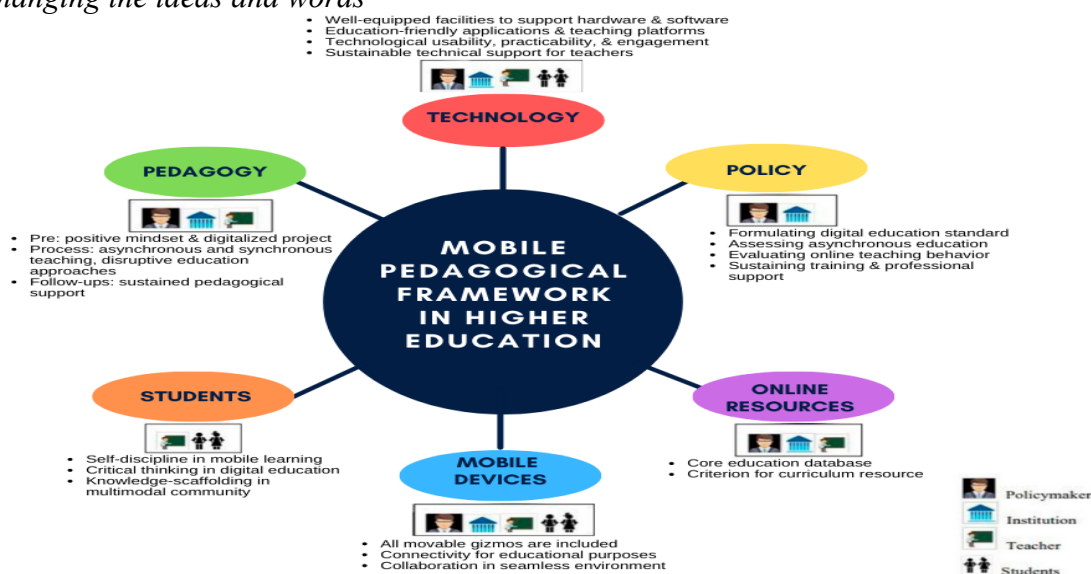
Approaches to Teaching and Mobile Pedagogical Framework

There has been a plethora of pedagogical approaches in foreign language teaching and learning. Inspired by Trigwell's et al. (1994) five approaches to online instruction, Mak and Chik (2011) further classify these approaches into a single-focused information transmission/teacher-focused (ITTF) approach and a conceptual change/student-focused (CCSF) approach, integrating the other four approaches. ITTF approach requires teachers to play the role of a central agent in teaching-learning by transmitting knowledge and skills to students (Cassady & Ahmad, 2021). The students function as passive receivers (Trigwell & Prosser, 2004), which Mak and Chik (2011) views as the barrier to optimized learning. The teachers focus on instructional planning, classroom management, and techniques that enable them to deliver instructional materials. Conversely, the CCSF approach considers information transmission essential but inadequate. It conceptualizes teachings as facilitating students to construct meaning, change perspective, or experience subject matter by embracing students' active involvement and focused strategies (Cassidy & Ahmad, 2021; Mak & Chik, 2011).

Due to the pandemic, the shift to online learning might have changed the existing teaching approaches and strategies. Apart from the constellation of online learning approaches, mobile technology has been a primary alternative to facilitate learning (Assunção-Flores & Gago, 2020). Mobile pedagogy is anchored to a social constructivist perspective (Herrington, 2006). Jie and Sunze (2022) designed a framework for mobile pedagogy to guide institutions in promoting mobile pedagogy, as shown below.

Figure 1

Mobile pedagogical framework (Jie & Sunze, 2022, p. 9) redrawn for clarity without changing the ideas and words



Jie and Sunze (2022) argue that mobile pedagogy goes beyond the teachers' pedagogical innovation. It necessitates collaboration between different parties, such as faculty, student, policymaker, and institution. As presented in Figure 1, technology, policy, online resources, mobile devices, students, and pedagogy contribute to online and mobile learning effectiveness.

Technology refers to technology affordance, accessibility, usability, and sustained technical support. Policy deals with the top-down disciplinary nature of technological systems comprising a digital standard formulation, asynchronous assessment, online teaching behavior evaluation, and professional development support. Online resources denote the available resources and criteria for embracing selective and healthy education. Mobile devices enable communication, collaboration, and educational activities. In this framework, students actively regulate their learning, exercise their critical thinking, and develop multimodal skills. Lastly, the framework implies teachers' active engagement in preparation, process, and follow-up support in synchronous and asynchronous learning.

Studies of Teaching English Mediated by Mobile Technology during Pandemic

Addressing the pursuit of effective online learning, a substantial body of research about MALL or m-learning has been undertaken in multiple settings. Previous studies mainly investigate the application of m-learning and the effectiveness of particular mobile devices towards specific language proficiency or learning behaviors and students' and teachers' perceptions about the implementation of m-learning (Arvanitis & Krystalli, 2020; Shadiev et al., 2017; Yukselir, 2017). The implementation of MALL has taken place in many ways, for instance, using SMS to teach vocabulary (Lu, 2008), multimedia messages for teaching pronunciation (Saran et al., 2009), and email and WhatsApp for paraphrasing and summarizing (Bataineh et al., 2018). Research mostly center on the application of Telegram for grammar accuracy (Ghorbani & Ebadi, 2020), the effect of WhatsApp on learners' motivation (Alamer & Al Khateeb, 2021), EFL teachers' perception of MALL's affordances and challenges (Alghamdi, 2022), and students' attitude and perception towards MALL (Alkhudair, 2020).

Despite the encouraging results of MALL, some studies showed other interestingly contrastive shades to ponder. A study at Taiwan university (Hsu, 2013) showed cultural resistance to the application of MALL despite its affordance as subjects from certain cultures believe that technological tools could not replace teachers. Moreover, Stockwell's study (2010) on the impact of two different m-learning platforms, mobile phones and PC, revealed no considerable discrepancy in students' achievement. Likewise, Li et al. (2021) reported that WeChat did not enhance students' lexical proficiency.

In the Indonesian context, mobile technologies have been integrated into numerous online language learning activities, such as using SMS to teach vocabulary (Katemba, 2021), smartphones in enlarging the vocabulary range (Mutiaraningrum & Nugroho, 2021), mobile-assisted technology to assist learners with their pronunciation and learning autonomy (Hidayati & Rosyid, 2020), and mobile technology to improve pronunciation, intonation, and fluency gain (Parudani et al., 2021). Another line of inquiry delves into team-based mobile learning on learning engagement, emotional intelligence, and motivation (Imamyartha et al., 2021) and positive perception of MALL (Nuraeni, 2021). Although extensive, these works have yet to portray the general trends of teachers' pedagogical practices in Indonesian higher education.

Teacher Experiences and Expectations in Online Language Teaching

The migration to online instruction manifests a socio-constructivist footing in that different teachers hold idiosyncratic views, beliefs, and principles in their online teaching endeavors (Slaouti, 2007). Albeit the varied experiences of teachers in engaging with the migration, the sole motive behind their emerging praxis remains focused on achieving quality learning (Pulker & Kukulka-Hulme, 2020).

In addition to teachers' individual and cultural backgrounds, the lack of clear policy guidelines and insufficient technological support coupled with the lack of training obstructs the success of online instruction (Albugami & Ahmed, 2015). Teachers along with other significant figures at the school level hold the view that technology serves an essential role in elevating learning experiences, fostering collaboration, and improving learning outcomes. These challenges and opportunities point to the need for teachers to embrace the idea that "teaching is not effective without the appropriate use of information and communication technologies (ICT) resources to facilitate student learning (Ertmer & Ottenbreit-Leftwich, 2010)".

Our tentative review underlines the findings in research by van der Spoel et al., (2020) reporting on teachers' expectations and experiences during the pandemic. They reveal no significant differences in teachers' expectations and experiences across educational sectors, yet negative and positive sides of online instruction may influence teachers' beliefs and views. In the same vein, Albugami and Ahmed (2015) elaborate on the external and internal factors that drive teachers' perceptions of technology integration. The external factors are associated with ICT resources, policy, technical support, maintenance, supervision, and financial support, while such factors as school staffs' personal as well as sociocultural attributes and school infrastructure belong to the internal dimension.

To address above mentioned challenges, teachers are required to master a series of skills essential for successful online learning. Compton (2009) highlights the pyramid of skills necessary for online language learning: basic ICT skills, technical competence to use certain software, addressing constraints and technical issues in using software for language teaching, encouraging online socialization, facilitating online communicative interaction, creativity, and choice, and personal teaching style. She also underlines the urgency to master the ability to implement language teaching theories, online language assessment, and task evaluation. Teachers may also need to shoulder different responsibilities, i.e., tutors, teachers, tutors, proctors, student support service, administrators, site coordinators, and course designers, so they can take necessary measures immediately to address issues in online instruction (Compton, 2009). On the same note, Reinders (2018) emphasizes the role of strong pedagogy in technology integration. Sun and Zhang (2021) suggest the importance of students' socio-emotional well-being in the instructions that are fully mediated by mobile technology.

Due to diverse individual, institutional, and sociocultural bearings, teacher training needs to involve a situated pathway for learning and reflection to identify the surplus of technology for effective online language teaching. This coheres with the values of listening to their and encouraging reflections on their experiences and expectations constructed around socio-constructivist teaching (Amhag et al., 2019; Slaouti, 2007).

Method

This case study followed Yin's (2003) design to unlock Indonesian teachers' experiences and expectations in the teaching and learning process mediated by mobile technology. The research participants involved 6 teacher educators (4 females and 2 males). These consisted of two teachers with Ph.Ds. and others with master's degrees. These teachers were selected through purposive sampling by considering the extensive use of mobile technology. They utilized a wide array of technologies to assist their online language teaching. Below is the participant demographic information, as seen in Table 1.

Table 1
Participant demographic information

Participant Code	Gender	Age (years)	Educational Qualification	Teaching Experiences (years)	Educational Institution	Location
P1	Female	32	Master	6	State University	Jember (a big city)
P2	Female	52	Master	27	State University	Jember (a big city)
P3	Male	43	Ph.D.	21	State University	Singaraja (a big city)
P4	Male	32	Ph.D.	5	Christian Private University	Salatiga (a small town)
P5	Female	31	Master	7	State University	Malang (a big city)
P6	Female	32	Ph.D. (candidate)	8	Islamic State University	Kediri (a small town)

The data were collected through semi-structured interviews to explore the informants' experiences and expectations in online instruction mediated by mobile technology. Before the interview, the researchers developed an interview guide with a list of questions derived from research questions and frameworks/theories (Cassidy & Ahmad, 2021; Compton, 2009; Jie & Sunze, 2022; Mak & Chik, 2011). The interview guide covered three main aspects: teachers' teaching experiences (devices, materials, teachers' and students' roles, and activities), the rationales to teachers' workable approaches in mobile language teaching, and teachers' future expectations for the institution, colleagues, and students (see the appendix for interview guideline). Teachers' teaching artifacts (documents) such as websites, blogs, and YouTube channels were garnered to enrich the

data. Participants signed consent forms indicating that they understood their rights and risks of the procedure and agreed to have them. The interviews lasted 45 to 60 minutes in English and Indonesian. All participants were interviewed through Zoom, and all interviews were recorded for data analysis guided by Braun and Clark's (2006) thematic analysis. First, the audio recordings were transcribed, with the Indonesian excerpts being translated into English. After transcribing, we perused all the transcriptions to identify interim codes, drew the general patterns and correlations among codes, interpreted the data by referring to mobile pedagogical framework (Jie & Sunze, 2022) while remaining open to naturally occurring codes to define the emerging themes, and drew upon the synthesis of themes to elaborate the research findings and implications. Further, to maintain the trustworthiness, we asked the participants to verify the accuracy of the translated transcripts of the data. We also carefully checked the coding accuracy and consistency by comparing the results of the analysis and interpretation.

Findings

Teachers' English teaching experiences mediated by mobile technology during the pandemic

The findings disclosed the interplay aspects surrounding teacher praxis mediated by mobile technology during the pandemic. Teachers used various apps and materials, applied mainly project/task-based activities, took multiple roles, and put into account teacher and students' factors in deciding which apps, materials, and learning activities to use. The data on their teaching experiences are shown in Table 2 below.

Table 2

General Trends in Online Instruction

Participant	Devices	Materials	Learning activities	Teachers' roles	Rationalities
1	Kahoot, Padlet, WhatsApp, Pixston, Flipgrip, and Canva	Websites, bulletin, and textbooks	Project-based learning	Facilitator/mediator	Teacher's beliefs and students' factors: social and economic backgrounds
2	WhatsApp, LMS, Zoom, ELLO, British Council, YouTube,	Teacher-made recording, and PDF files	Project-based learning and questioning	Facilitator and advisor	Teacher's belief and students' factor: attract students' attention

	Padlet, Answer Garden, Vocaroo, VOA, Quizlet, Storyboard , and Mentimete r				
3	Storybird, story jumper, blog, LMS, Telegram, WhatsApp, Canva, Zoom, and Padlet	Digital materials, pdf, chapters, and books	Project- based learning, problem- based learning	Instructiona l designer, facilitator, and counselor	Teacher's beliefs, instructional objectives Students' factor: to get to know each other
4	Grammarl y, Pro Writing aid, Mendeley, and Google docs	Journal articles	Task-based learning	Material deliverer	Teacher's belief: to guarantee students' originality
5	YouTube, Google form, LMS, WhatsApp, and Google Meet/Zoo m	E-book supplement ary materials	Individual and group work project	Designer, information deliverer, counselor, and scaffolder	Students' factors (Geographica l background and the availability of Internet access and electricity, and students' motivation Teacher's factor: Reflective practice

6	Google Meet, WhatsApp, Telegram, Socrative, LMS, Moodle, and Canva	E-books and supplementary materials from YouTube, e-news, manual books, and journal articles	Individual and group work (presentation) Some project-based learning, and discussion	Designer, information deliverer, motivator, and facilitator	Students' factors: financial and participation Teacher's factors: hands-on learning modeling reflective practice
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The first finding revealed that across geographical settings, institutions, and courses, teachers have the prowess in utilizing technology for teaching. Apart from using LMS provided by their institutions, teachers used a wide range of devices (i.e., smartphone, laptop, and tablet) and applications, starting from high to low-technology devices. Teachers made use of videos from YouTube, TedTalk, digital materials (journal articles, e-books, and PDF files), websites like ELLO and British Council, and teachers' self-recorded materials.

Second, these six participants shared a commonality in deciding which technology devices, materials, and methods they would apply. Their decisions derive from two factors: teachers' and students' aspects. P3, for example, explained his belief behind his decision to implement the project and task-based learning activities. He believed that the instruction should empower students in constructing their knowledge as needed to function in the 21st century.

We need to see the appropriateness of our topic and how we can help our students achieve the learning objectives... Why I select those because I know that it is required now in 21st-century learning where our students must be more autonomous, should be learner-centered and we, as the lecturers or teachers, are only facilitators and co-learner (P3)

In a similar vein, P6 acknowledged that her reflective teaching praxis helped her to observe and take a decision in using particular devices. She said, *"I reflected on my instruction from time to time and considered some ways to make improvements in my following practice. I saw WhatsApp and Socrative are suitable for them"*.

Students' socioeconomic and geographic conditions became the primary considerations when selecting technological devices, as voiced out by P1. She mainly considered affordable technological tools that can facilitate learning. She narrated as follows, *"... not all students have the same backgrounds. Like the economic and geographic background, as well as social background. Sometimes I used or asked them to use mobile phones for the students because not all students have laptops"*.

Likewise, P5 shared her concern about the huge digital divide and infrastructure that pose a challenge for students and teachers. She mentioned, *"The students were in a*

remote area like Sumba, Eastern Part of Indonesia. They don't have good internet access and electricity. For sure, this brought some challenges".

Her students could travel for two hours to access the internet connection.

Third, teachers shouldered multiple roles in formal and informal settings, such as material designers, instructors, facilitators, friends, counselors, and managers. The roles they performed varied from one another. P6 performed such roles as instructional designer, materials deliverer, and facilitator. Yet, the P4 role was limited to the material deliverer. This could be seen from the following interview scripts from P6 and P4:

My role was mainly to design the instruction, deliver the material, and facilitate students' learning. Students engaged in project-based activities like creating a poster and some resource navigation for presentation ..., the students were active in the discussion, so I just needed to direct them and motivate them. Then they learned (P6)

... because I cannot meet them face to face, so, I decide to use google docs where they can write their introduction, literature review, and method section online. By using Google docs, I can also give comments directly to the writing (P4).

The individual and contextual bearings on workable approaches to mobile language teaching

During the ETL, all the participants acknowledged some positive and negative pedagogical experiences. They, to some extent, asserted that the instant shift to online learning accrued more instructional challenges since not all students and teachers were ready to migrate to a complete online teaching-learning. The natures of distance learning affected students' engagement in the learning activities. P1, P4, and P5 experienced the feeling of being disconnected when they talked to their students on the screen and ended up with no responses. They called it "*talk to the wall, talk to themselves.*" Similarly, P2 and P6 shared similar experiences when they felt unhappy about not being able to find some students' submissions while the students reported that they had submitted their work. Further, P3 narrated that once he was teaching, he saw one of his students was not on the screen. Then, when he tried to reach this student, it happened that the student was playing futsal somewhere. He also stated, "*I do get upset sometimes. Well, we are human. We already prepare a lot, and everything and our students just talk, for example. Maybe they are tired, and they have another course before, and so on. I do get upset sometimes*", showing the hardship of teaching during the ETL.

On the contrary, they agreed that the ETL mediated by mobile technology afforded them more flexibility in managing their academic and personal responsibilities. They also opined that the ETL experiences provided students with the opportunity to grow better. In this respect, P3 saw that regardless of the negative experiences, he could see the students' improvement, "*...I can feel that they are growing. ... I always emphasize that education is not only about scores, ...*". The other participants also shared similar stories when they witnessed that their students submitted the assignment on time (P4, P6) and disclosed good engagement in the learning activities (P1, P2, P5). The participants

postulated some characteristics of workable approaches to EFL teaching mediated by mobile technology, as displayed in Table 3.

Table 3

Teachers' workable approaches to mobile language teaching

Emerging Themes	Workable Approaches	The Details
Teachers' self-entities	To have a positive attitude	The teacher should have a positive attitude toward teaching mediated by mobile technology (P1, P3)
	To have positive interpersonal disclosure	The teacher should have: <ul style="list-style-type: none"> ● skill in delivering verbal encouragement (P1) ● skill to act as a friend, mother, and advisor (P2) ● skill to set a motivating learning atmosphere (P3) ● skill to make jokes (P4) ● patience and understanding (P5)
	To be reflective	Teachers should reflect on: <ul style="list-style-type: none"> ● their weaknesses (P1) ● students' progress (P1, P3) ● students' conditions and limitations (P2, P3, P4, P5, P6) ● their pedagogical practices from time to time (P1, P3, P6)
	To have agency	Teachers should: <ul style="list-style-type: none"> ● play more roles in addition to as a teacher (P2, P3) ● adjust the instructions based on the existing context (P1, P2, P3, P4, P5, P6) ● exercise the extensive use of technology (P1, P2, P3)
Teachers' pedagogical practices	To build an emotional connection	Teacher should: <ul style="list-style-type: none"> ● create an encouraging learning atmosphere (P1, P3) ● establish positive communication (P1, P2, P3) ● facilitate sharing sessions to know each other and to share personal ideas (P2, P3)

	<ul style="list-style-type: none"> ● conduct more personalized instruction (P4) ● encourage students to open the camera (P2, P4) ● make jokes (P4) ● build emotional bonding (P3, P5) ● synchronous meetings (P6)
To design doable tasks	<p>Teachers should:</p> <ul style="list-style-type: none"> ● design bite-sized lessons (P2, P3) ● clear instruction (P2) ● uncomplicated task (P4)
To provide scaffolding	<p>Teachers should provide:</p> <ul style="list-style-type: none"> ● repeated explanation (P1, P5) ● easy access to materials (P1, P4) ● multimodal resources (P1, P2, P3, P5, P6) ● familiar topics for engagement (P1, P3) ● example/ model (P2, P6) ● feedback (P4, P6)
To build learning ownership	<p>Teachers should:</p> <ul style="list-style-type: none"> ● provide an opportunity to explore materials (P1, P4) ● promote students' autonomy and curiosity (P1, P2, P3, P5) ● encourage shared-decision (P1, P3, P6)
To deal with classroom management	<p>Teachers should:</p> <ul style="list-style-type: none"> ● ask for the camera on in the synchronous meeting (P1, P2) ● consider punctuality (P2) ● give necessary punishment for ignorant students (P3) ● consider task completion (P5)
To adhere to practicality and efficiency	<p>Teachers should consider:</p> <ul style="list-style-type: none"> ● familiar platform to students' hearts (P1, P3, P6) ● Internet access (P1, P5) ● mobile technology's practicality for students (P1, P3, P6)

To design a more contextual task

Teachers should:

- design project-based learning (P1, P2, P3, P5, P6)
 - be open to diverse learning products (P2)
 - design assignments or tasks requiring critical thinking with no only-on-right answer (P2)
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Students' disengagement and socioeconomic background as the cruxes in changing teaching praxis

Students' socioeconomic backgrounds were acknowledged to be the crux in changing teaching praxis, as most of them were disadvantaged due to the lack of resources to access online learning. The most essential consideration for students' online learning engagement relates to their well-being. P1 mentioned that she would *"change (her) teaching strategy when less than 80% of students do not respond to (the instruction)"*. In the same vein, P4 highlighted the essentials of *"rules of online classrooms that need to be made to meet the participation point of view"*. He further mentioned, *"sometimes when they turn off their camera, they usually do not want to say something. Perhaps, they are busy with their phones accessing Instagram, Facebook, or TikTok"*.

These teachers' views confirmed the values of students' well-being, without which they would disengage from the lessons. To tackle the issues of learning disengagement, P4 mentioned that it was crucial to have *"simple and free technological tools like journal articles from websites, Google docs"*. Also signifying free resources, P5 voiced how he arranged his lessons *"not only to deliver the materials but also to make students understand and access our (learning) materials easily. We have to see students' factors in selecting technological tools"*. P5 said that she had *"tried many platforms but seemed they did not work well"*. With the challenges of organizing effective online learning, P5 underlined that teachers need *"to have patience and understanding"*.

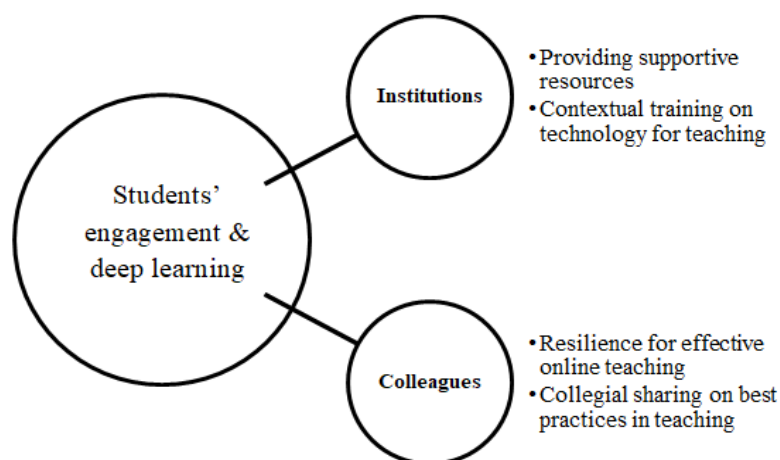
Albeit the novel ideas in online teaching, these were not always applicable as some students needed more support to engage with the strategies teachers put into practice. Portraying why teachers refined their lesson, P6 voiced the values of *"building effective interaction and providing modeling"*. Fundamental to effective instruction, personal resilience was deemed crucial by P6 as she aimed to *"be more creative in selecting supplement materials from the Internet"*. Concerning the dynamics of instructional components, P1 reported that *"the technology and application can also be changed. The method can also be changed"*.

Teachers' Future Changes and Expectations for Institutions, colleagues, and students

The findings in this regard document diverse expectations for colleagues, institutions, and students, as shown in Figure 3.

Figure 3

Teachers' expectations for institution, colleagues, and students



Despite different institutional backgrounds, teachers acknowledged the values of the learning community as the most relevant and accessible support to escalate their technological literacy in teaching. Notwithstanding, the institution has yet to see this as an essential drive for improving teachers' technological literacy. Although existent, institutions only provided training "*about technology beyond language learning*", as stated by P2. P6 explained that he needed "*more training on using technology. The training must not be about knowledge but more about how to practice using technology*". In addition, P6 said that the teachers also needed "*to have awareness and commitment to design and deliver effective instruction*". Responsible for evaluating the online learning at his institution, P3 mentioned that successful online lessons lay in making the teachers aware of "*the use of technicalities, like creating a class using features in LMS*". P3 furthered that teacher professional development should focus on "*developing pedagogically sound teaching*".

Although teachers are concerned with updating their praxis, little can be put into play without sufficient resources, such as stable internet connection and smartphone. This was strongly intertwined with students' socioeconomic backgrounds. The teachers voiced the desire for equal support for every student to access learning resources and engage in learning activities. P5, who taught students in resource-constrained areas, admitted that her students did not "*have good internet access and electricity*". This sparked massive challenges to online learning. As a result, she "*decided to design an asynchronous instruction*". The lack of a data plan has influenced the extent to which teachers can amend their teaching praxis in that it is geared to resource-friendly platforms, such as mobile-instant messaging. To this end, P2 used WhatsApp extensively to send "*PDF (but students) are not going to do anything. So (she had) to make a recording and ... the voice note was then sent to the students*". P4 also exemplified this absolute need for the accessible resource as he expected "*subscriptions to more qualified academic journals that students can access for free*".

Given the challenges of students' low engagement, frustration, and burnout, these teachers voiced the aspiration for strong student engagement as the springboard to developing their creativity and criticality. P2 expected the students "*to read many books besides the ones*" assigned to them. Also voicing deeper student engagement, P4 hoped

that integrating research-related websites would be beneficial for the students “*when they write their research proposal*”. These views substantiated the vocal role of students’ deep learning. P3 emphasized “*that education (was) not only about score*”. Simply put, online teaching needs to uphold the orientation to making learning adaptable and meaningful to allow students to gain tangible takeaways.

Discussion

This study underscores three important insights into teachers’ workable approaches to online language instruction and their expectations on how these approaches can be improved. Not only does the discussion acknowledge Jie and Sunze’s (2022) desiderata to support successful mobile learning at higher education, but it also attests to the essential of new teacher-students partnership (see Fullan & Langworthy, 2014) as an imminent drive to broach the discourse on future practices of MALL at higher education, with the growing emphasis on student role as co-designer of learning.

First, the findings have portrayed harmonizing instructional goals and low-technology tools in online language teaching. Shouldering the task of teaching 21st - century skills oriented to knowledge-creation efficacy (see Chai et al., 2015 for a full review of the skills), teachers grappled with diverse instructional strategies framed in research-based learning, problem-based learning, and project-based learning. These approaches cohere with the characteristics of adult learners in tertiary education, who long for more autonomy and opportunities for creativity (Imamyartha et al., 2021). The teachers generally found this instructional paradigm applicable to their teaching context and congruent with their beliefs. As Kukulska-hulme and Viberg (2018) argue, this prevalent emphasis on student-centric learning has enabled teachers to engage students in deep learning as they co-construct knowledge with the aid of mobile technology.

Their teaching praxis embraced numerous multimodal resources, be they designed for instructional, social, or entertainment purposes (Lai et al, 2017). Teachers attained proficiency levels as they demonstrated creative use of diverse tools to encourage students learning. Critical analysis, evaluation, and reflection play important roles in how technology empowers students’ learning (Compton, 2009). This nature of technological literacy also allowed teachers to engage students in meaningful language learning and encourage their collaboration. In harnessing low-cost technology, such as audio recording, WhatsApp, and Telegram, teachers have been successful in performing seamless integration of technology into their day-to-day teaching and making sure that students are assisted to make significant progress. Furthermore, their online instruction portrays more sophisticated efforts to tailor their learning activities and materials in response to students’ performance and socioeconomic backgrounds, as exemplified in the use of web-based resources to support project-based learning. Teachers have also been able to assess students’ performance through technology as the medium for students’ projects.

Notwithstanding, these online teaching praxes signify a major limitation in the extent to which teachers can integrate more diverse technologies to match and extend their creativity. They are thus confined by students’ suboptimal access to online learning. In contrast, given exceedingly diverse students’ geographical, socioeconomic, and academic backgrounds, the teachers are likely to be on a long-term quest and research on finding technologies to enrich their online instruction, particularly when they engage in a

community of practice. This conundrum of online language instruction has demonstrated how external and internal factors influence teachers' praxis (Albugami & Ahmed, 2015).

Second, the data have shown that all teachers had a critical reflective capacity to construct pedagogical meanings from their positive and negative experiences. The day-to-day instructions along with some critical incidents gave rise to the workable approaches to language teaching mediated by mobile technology. Their reflective dialogic process has made explicit the key considerations in tailoring their instructions. The characteristics of these workable approaches are ingrained in teachers' cognitive and behavioral aspects. Teachers should possess at least three critical bearings: positive attitude toward mobile technology, critical reflection, and teachers' agency. Recounts of teachers' successful and unsuccessful online instructions run relevance to the roles of positive attitude as the focal drives to maintaining positive practices (van der Spoel et al., 2020). It is this positive attitude along with the energy to explore technological affordances of mobile devices that turns the aforementioned socioeconomic and geographic challenges into a 'blessing', where teacher and students as co-designer of learning collaborates to innovate and evaluate workable approaches to online instruction.

Further, teachers' praxis always aims at establishing an emotionally friendly learning environment, designing manageable instruction, and scaffolding students to exercise their learning ownership and autonomy. Although the instructions were situated within the intensive use of mobile technology, the suggested approaches highlighted the pedagogical designs made supportive of regular classroom practices. To this end, Reinders (2018) argues that technologies will not result in a positive impact without effective pedagogies. Mobile technology is seen as a mere mediating tool advocating pedagogical purposes (Assunção-Flores & Gago, 2020). The focus on the practicality and efficiency of the mobile instruction indicates strong attention to the teachers-students' aspects and the learning process. The little advocacy toward mobile technology might be due to the nature of the ETL, where the teachers and students did not have adequate preparation for the instant shift to online learning. A similar enactment in the planned mobile technology-based instruction might result differently. Adedoyin and Soykan (2020) have argued that the sudden migration to online teaching-learning quality is inferior to the planned mode. As postulated by Pulker and Kukulska-Hulme (2020), the underlying motive behind their emerging praxis and approaches focuses on achieving quality learning.

The workable approaches also address the importance of teachers' adjustability to play multifaceted roles (Compton, 2009). The participants were cognizant that they should act beyond the traditional role as an information deliverer or instructor. They are required to be skilled in acting as a mediator, facilitator, course designer, administrator, as well as a friend, and counselor, considering the students' socio-emotional aspects. Equally important, however, is that teachers need to engage their new role as learners in the constant pursuit of successful online teaching strategies. It is this new role that helps teachers build the sensitivity to students needs as emphasized in CCSF approaches (Cassidy & Ahmad, 2021; Mak & Chik, 2011). Attending to Sun and Zhang (2021), the findings also cohere with the urgency to address students' socio-emotional well-being as most crucial concern in maintaining students' learning engagement.

Finally, students' engagement and well-being remain vocal in guiding the development and improvement of teachers' online teaching. This contextualized teaching praxis was holistic in that teachers were continuously concerned with modifying multiple

aspects of their teaching, which includes lesson planning, method, assignments, technology, and how technology was integrated to optimize students' engagement. Despite the challenges of orchestrating advanced use of technology for teaching language and meeting students' socioeconomic backgrounds, teachers remained resilient in the pursuit of pedagogically sound teaching. To a large extent, this self-regulation stems from the perceived success of helping students to grow academically, regardless of how much technology is harnessed in pedagogical intervention against the lack of technological resources in the Indonesian setting (Kusuma, 2022). Seen as the crux of teachers' continuous development of online teaching, students' online learning engagement and deep learning manifest the vocal expectations teachers strive for. Teachers attempted different digital tools coupled with different strategies for empowering students' learning both during and after class hours, therefore making learning more sustainable and personalized (Pulker & Kukulka-Hulme, 2020).

As teachers engage in an institutional system, they voice several expectations for the institution itself, their colleagues, and students, each of which is strongly intertwined (Albugami & Ahmed, 2015). With the existing suboptimal online teaching, teachers highlight the need for more quality resources and abundant data plans for every teacher and student. Although the ministry of education provides support for the data plan, teachers' struggle persists as students in resource-constrained regions cannot access online learning due to the absence of internet access and electricity. During their interim praxis, as these resources are costly due to the numerous services and facilities offered, teachers can only resort to resources designed for non-linguistic purposes, such as mobile-instant messaging and free applications with limited services. Teachers, however, have managed to harness these resources to potentiate students' learning through scaffolding and regular assessment of their progress. Regular inclusion of open-access academic journals as found in the case of P4 is also valuable to keep students engaged in such highly-demanding tasks as research writing. Yet again, these resources are somewhat limited and had yet to offer the scientific quality teachers expect. In terms of collegial collaboration, teachers deliberately long for peer support and sharing of best practices in online teaching. This teacher-driven learning community has proven powerful to improve and expand teachers' praxis through comparisons and reflections on their idiosyncratic uses of technology (Amhag et al., 2019). However, not many teachers engage in collaboration due to the lack of technological literacy and individual preference for university-endorsed learning management systems. Following Ertmer and Ottenbreit-Leftwich (2010), the findings have acknowledged the teacher mindset as the ultimate drive for appropriate integration of technology to design effective instruction, within the confinement of practicality and availability consideration (Sasongko et al., 2022).

Conclusion and Implication

As the colossal transformation to online learning is inevitable, mobile technology has mediated the EFL teaching-learning. This study has painted the portrait of the enactment of mobile technology centering on how teachers delivered the teaching-learning, experiences and the workable approaches, and the expectations for the betterment of future EFL praxis. Data analysis accentuates that apart from the salient power of teachers' capacity to integrate mobile technology, the decision of what and how

to enact was immensely influenced by the interplay between students' socio-economic backgrounds and teachers' continuous reflection to create a more humanizing instruction. From the 2-year ETL, teachers were enriched by negative and positive experiences. They learned and encapsulated some workable approaches to their teaching mediated by mobile technology entrenched in their entities and pedagogical practices. In the enactment of mobile technology, the central impetus is devoted to performing a socio-emotionally friendly learning environment, situating manageable instruction, and scaffolding students to exercise their learning ownership and autonomy. Furthermore, the teachers considered that the efficiency and development of EFL mobile technology-based instruction is an ecological endeavor necessitating collective measures from the institution, students, and teachers. Thus, some expectations were geared toward gaining institutional support, students' engagement and deep learning, and teachers' resilient and collegial sharing.

These findings, therefore, shed light on how to better enact mobile technology in EFL instruction. The narrated experiences and the outlined workable approaches from the participating teachers can be a yardstick for the future enactment of mobile learning within or beyond the pandemic. The expectations voiced from the live practices can serve as the baseline for the institution, government, and other nested education stakeholders to direct their policy and practical support toward quality education. Notwithstanding, apart from the constructive contribution, this study also possesses limitations. The limited number of participants and the purposive sampling technique focusing on the teachers who were, to some extent, knowledgeable about using mobile technology have made this study restricted in terms of generalizability. The data collection, relying on the teachers' reflective narratives from the interview and documents, calls for an extension to picture similar issues using longitudinal classroom observations. Further, it is also suggested that further research answer similar research questions from teachers representing diverse technological competencies and investigate empirical evidence of integrating the suggested workable approaches in EFL instruction mediated by mobile technology.

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Appendix

Interview Guideline

1. What instructional designs (device(s), materials, roles of teachers and students, & learning activities) did you involve in your instruction mediated by mobile devices?
2. What are your rationales for your instruction mediated by mobile devices (reasons for instructional designs, roles of teachers and students, & institutional support)?
3. What workable approaches to your teaching mediated by mobile technology did you perceive based on your positive experiences?
4. What workable approaches to your teaching mediated by mobile technology did you perceive based on your negative experiences?
5. How did your previous experiences inform/affect your future online teaching mediated by mobile devices?
6. What are your expectations for future online teaching mediated by mobile devices?