

The Unwritten Guide: Navigating Technology in EFL Classrooms

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ABSTRACT

The integration of technology in English as a Foreign Language (EFL) classrooms is increasingly recognised as a beneficial resource for improving language learning. In Indonesia, teachers are mandated by the Minister of National Education Regulation 16/2007, concerning *Academic Qualification Standards and Teacher Competence*, to utilise technology to enhance both teaching and learning experiences and their professional growth. However, additional policies have not been established to guide schools and educators on the practical application of technology. Therefore, this study aimed to investigate the experiences of EFL teachers in utilising technology within their classrooms in the absence of any adequate guidelines. A questionnaire was administered to EFL teachers in Indonesian secondary schools, revealing that most teachers have integrated technology into their lessons to some degree, despite the absence of clear guidelines for doing so. Furthermore, it was found that while teachers lacked sufficient facilities, and a notable gap persisted in their relevant training related to integrating technology into their EFL lessons, they perceived themselves as confident in using technology for classroom practices. This presentation explores the implications of these findings, emphasising how teachers exercised their agency to overcome the shortcomings of technological integration support. It also highlights the resilience and adaptability of EFL teachers in Indonesia, underscoring the urgent need for comprehensive policies and enhanced support to leverage the effective integration of technology into EFL teaching.

Keywords: efl teaching; teacher agency; technology; integration; confidence