

PRE-SERVICE TEACHERS' PERCEPTIONS TOWARDS ICT INTEGRATION IN EFL CLASSROOMS DURING TEACHING PRACTICUM

NHẬN THỨC CỦA GIÁO SINH VỀ ỨNG DỤNG CÔNG NGHỆ THÔNG TIN TRONG LỚP HỌC TIẾNG ANH KHI THỰC TẬP GIẢNG DẠY

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Abstract - The purpose of this study was to investigate the perceptions of EFL pre-service teachers regarding the integration of ICT in EFL classrooms during teaching practicum. The study involved 40 EFL pre-service teachers from a university in Vietnam and employed a mixed-method design to achieve its objectives. A questionnaire based on the Technology Acceptance Model was developed to gather quantitative data, and semi-structured interviews were conducted to obtain in-depth information. The results obtained from both quantitative and qualitative data indicated that, the EFL pre-service teachers generally had positive perceptions of using ICT in EFL classrooms during their teaching practicum. The study also revealed several suggestions for improving ICT integration in the teaching and learning process.

Key words - EFL pre-service teachers; ICT integration; EFL classrooms; teaching practicum; Technology Acceptance Model

1. Introduction

The education sector in Vietnam has experienced significant changes, largely due to the introduction of Information and Communication Technologies (ICT). Utilizing new technologies in the classroom is critical to providing students with the knowledge and competencies necessary to function in an information-dominated era [1]. The integration of ICT has facilitated the acquisition and exchange of knowledge for teachers and learners from beyond the four walls of the classroom. ICT integration in education is now recognized as both a requirement and an opportunity to enhance education worldwide, particularly in today's globalizing world where ICT is considered an essential tool to fully participate in the knowledge society.

The rapid growth of ICT has brought tremendous benefits to the educational process worldwide. ICT plays a significant role in delivering knowledge in educational institutions [2]. Technology has been recognized for its ability to promote creative and innovative teaching by providing various tools to support the learning process, making it an essential component of education [3]. Through ICT, students can access reference information related to lecture assignments and other learning resources. ICT is also believed to increase learner motivation and autonomy by providing greater freedom and flexibility to learn at their own pace and convenience.

In the era of globalization and worldwide integration, teaching and learning English has become of paramount importance given its status as the dominant language

Tóm tắt - Nghiên cứu này nhằm điều tra nhận thức của giáo sinh về ứng dụng công nghệ thông tin trong lớp học khi thực tập giảng dạy tiếng Anh. Nghiên cứu có sự tham gia của 40 giáo sinh tiếng Anh từ một trường đại học ở Việt Nam và sử dụng thiết kế nghiên cứu phương pháp hỗn hợp với bảng hỏi thiết kế dựa trên mô hình chấp nhận công nghệ để thu thập dữ liệu định lượng và phỏng vấn bán cấu trúc cho thông tin chuyên sâu. Kết quả thu được từ cả dữ liệu định lượng và định tính cho thấy, giáo sinh tiếng Anh nhìn chung có nhận thức tích cực về việc ứng dụng công nghệ thông tin trong lớp học khi thực tập giảng dạy tiếng Anh. Nghiên cứu cũng đưa ra một số đề xuất nhằm cải thiện việc ứng dụng công nghệ thông tin trong quá trình dạy học ngoại ngữ.

Từ khóa - Giáo sinh tiếng Anh; ứng dụng công nghệ thông tin; lớp học tiếng Anh; Mô hình chấp nhận công nghệ

worldwide. Consequently, it has become a compulsory subject in the primary and upper-secondary school curriculum in Vietnam and other nations. Notably, English language education has been greatly influenced by the fast-growing advancement of ICT in recent decades. The use of ICT provides learners with valuable opportunities to practice their English language skills and immerse themselves in an authentic language environment [4]. Moreover, access to the Internet enables learners to explore a vast array of authentic materials, enhancing their enjoyment of learning English [5].

Despite the popularity of researching ICT in education, only a limited number of studies have focused on the use of ICT in teaching practicum among pre-service teachers in Vietnam. Investigating this topic is crucial as it lays the foundation for their future teaching practices. Furthermore, few researchers have utilized the Technology Acceptance Model (TAM) to investigate how pre-service teachers, who are soon to become professional teachers, perceive the integration of ICT in teaching and learning, particularly in the Vietnamese context. These reasons motivated the researcher to conduct this study, which aimed to investigate the integration of ICT among EFL pre-service teachers in EFL classrooms during their teaching practicum to enhance the quality of teaching and learning. To achieve this aim, the study aimed to answer the following question: How do EFL pre-service teachers perceive the integration of ICT into EFL classrooms during teaching practicum?

2. Literature Review

2.1. ICT

The term ICT, which stands for Information and Communication Technology, encompasses a wide range of technologies used in educational development. ICT refers to technologies that facilitate the transmission, manipulation, and storage of data through various means, such as e-mail, SMS text messages, video chats, and online social platforms, which offer a variety of information and communication-related functions [6]. Meanwhile, Rajput et al. [7] describe ICT as a broad range of communication devices, applications, and services such as radio, television, mobile phones, computers, network infrastructure, hardware, software, satellite systems, video conferencing, and distance learning. Nursamsu and Kusnafizal [8] explain that ICT comprises two aspects: information technology and communication technology. Information technology involves the use of tools to manage, manipulate, and aid in the processing of information, while communication technology focuses on transmitting data between devices with the help of tools. ICT is the result of combining computer technology, including both hardware and software.

In the context of learning and teaching, the term ICT has a more limited scope and is defined as computer-based technology, including laptops, tablets, and smartphones, software, and Internet-based technology, such as websites, blogs, emails, and social media sites like YouTube that facilitate learning and teaching. According to Wang and Woo [9], ICT consists of basic tools such as hardware, including computers, projectors, and digital cameras, and software such as Microsoft Word and PowerPoint. This view can serve as a solid foundation for data collection and analysis in this study.

In foreign language teaching and learning, ICT is utilized in various ways, including location and retrieval tools, material creation tools, interaction tools, and teaching tools [10]. Location and retrieval tools allow teachers to browse the internet for accessible learning resources to aid in their preparation and teaching [11]. With an internet connection, teachers have access to a variety of digital materials, such as lesson plans, e-books, photographs, audio, and videos. Material creation tools enable teachers to use ICT to design personalized learning materials from online digital resources available on the internet [12]. Word processing and presentation software are widely-used tools in education, as mentioned by Aydin [13]. In terms of interaction tools, ICT facilitates human-computer interaction, which refers to the link between technology, its uses, and the purpose of its users. With the help of teaching tools using a computer connected to a data projector, teachers can display materials prepared in advance, which can enhance classroom teaching and effective learning [10].

UNESCO (1998) asserts that the rapid development of new ICT will transform the way people obtain, impart, and receive knowledge. This calls for opportunities to create innovative course content and teaching methods, as well as increase access to higher learning. These

technologies have been recognized as crucial instruments in achieving a new standard of learner-centered education. Through ICT-based learning, students can proficiently utilize information and data from diverse sources and critically evaluate the quality of educational materials. Levin and Wadmany [14] suggest that ICT can play a vital role in improving the quality of education by enhancing teaching and learning practices. It has the potential to alter teaching methods, assist educators in their pedagogical practices, and support students in their learning process. According to Hennessy et al. [1], the utilization of ICT in schools should aim to facilitate cooperation, problem-solving, communication, skill development, information assessment, and research. These objectives are crucial in preparing students for a knowledge-based society. Bowles et al. [15], [16] suggest that technologies such as personal computers, internet-connected devices, and computer software have opened up possibilities for foreign language students to access more authentic materials and learning opportunities, enhancing their learning experience.

2.2. Teaching Practicum

Teaching practicum is a mandatory part of teacher training programs wherein pre-service teachers can apply their learning from educational institutions in real classroom situations [17]. The primary purpose of the teaching practicum is to provide students with an authentic teaching environment to explore, practice, reflect, and refine the pedagogical skills they learned at the university. During the practicum, student teachers are assigned the duty of teaching a class individually for a certain number of weeks under the guidance of a mentor-teacher [18].

At the Faculty of Foreign Language Teacher Education (FLTE), University of Foreign Language Studies, the University of Danang (UD-UFLS), the teaching practicum is taken in the eighth semester of the training program, after pre-service teachers have completed all other prerequisite courses. This practice period usually lasts for about eight weeks, during which pre-service teachers are allocated to placement schools and take on various responsibilities under the guidance of mentor teachers. During this period, pre-service teachers need to take on various responsibilities and integrate technology into designing their lesson plans and creating learning activities.

2.3. Technology Acceptance Model

Proposed by Davis et al. [19], TAM is a widely used model for assessing the factors that affect individuals' acceptance and usage of technology. It is acknowledged as a superior model for evaluating users' perceptions of technology use due to its simplicity and ease of administration. The TAM consists of six constructs: *external variables*, *perceived usefulness*, *perceived ease of use*, *attitude toward using*, *behavioral intention to use*, and *actual system use*. *Perceived usefulness* refers to an individual's belief that using technology will improve their job performance [20]. It determines that users' acceptance of using a specific item is believed to enhance their performance [19]. *Perceived ease of use* is defined as the degree to which users expect the target system to be easy

to use. Fishbein and Azjen [21] defined *attitude toward using* as an individual's positive or negative feelings toward using a particular system. This relates to users' feelings toward the use of particular technology. Davis [20] explained that *behavioral intention to use* refers to the extent to which technology users plan to continue or discontinue using a specific technology based on their future behavior. Finally, actual system use is a construct that measures the frequency and volume of a technology's usage in practice. TAM is demonstrated as follows:

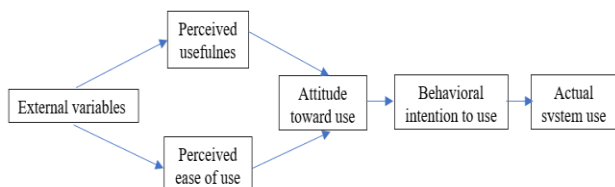


Figure 1. Technology Acceptance Model

In this study, the researcher employed Davis's original version of TAM [20] as the primary conceptual framework but adapted Gyamfi's research model [22], which included external variables such as leadership support and job relevance. A supportive environment for ICT use within an institution requires strong leadership commitment to ensure its adoption. Concerning job relevance, it is commonly acknowledged that individual users are more likely to adopt ICT if they perceive it as beneficial to their job. The current research model is demonstrated as follows:

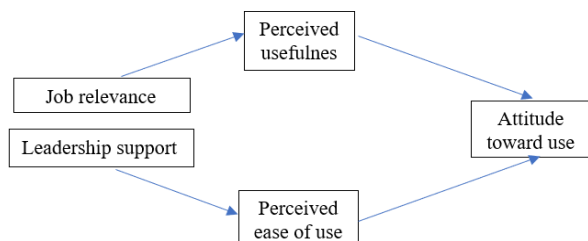


Figure 2. The current research model

2.4. Previous Studies on ICT in EFL Education

The incorporation of ICT in education has gained popularity due to its potential to improve the quality and efficacy of teaching and learning. Consequently, this topic has become a subject of extensive research, with numerous studies conducted worldwide. Al-Munawwarah [23] conducted a study to investigate teachers' perceptions of the adoption of ICT in the EFL teaching and learning process. The researcher found that the sampled teachers held positive perceptions towards incorporating ICT into English teaching. The results also revealed three advantages of integrating ICT into the process of teaching and learning English, namely assisting teachers in conducting engaging activities, enhancing learning autonomy, and motivating students to learn. Alkaromah et al. [24] pointed out that students perceived the use and access to ICT positively. Specifically, students expressed satisfaction with using technology for learning, both through web-based and non-web-based tools. Sabgini and Wiraatmaja [25] conducted a study aimed at discovering pre-service teachers' perceptions of using technology in

teaching English to young learners. The findings revealed positive perceptions among pre-service teachers about the integration of technology in teaching. Notably, based on the in-depth interview, the researchers found that technology integration could improve pre-service teachers' confidence.

Despite the increasing use of ICT in education, no research has been conducted on how EFL pre-service teachers in Vietnam perceive the use of ICT during their teaching practicum. Moreover, there is a paucity of studies that specifically employ the TAM to evaluate pre-service teachers' perceptions, despite their imminent transition to becoming teachers. Therefore, this study aims to investigate pre-service teachers' perceptions of ICT application in teaching using the TAM and propose feasible measures to enhance their efficiency in integrating ICT in classroom settings.

3. Methodology

3.1. Research Design

A mixed-method design was employed to collect data in the current study. It involved collecting and analyzing both quantitative and qualitative data to address the research question. The mixed-method approach is applied when the advantages of one method compensate for the limitations of the others, resulting in a more thorough collection of data. The most notable benefit of combining quantitative and qualitative approaches is their ability to maximize the depth of the study. Therefore, adopting more than one method can broaden our understanding of the subject matter from diverse data sources [26]. The sequential explanatory design was employed in the study. The quantitative questionnaire was used to collect data from a larger sample, and then qualitative interviews were conducted with a subset of participants to provide in-depth explanations or examples.

3.2. Sampling

This study comprised a sample of 40 EFL pre-service teachers, all of whom were fourth-year students at FLTE (UD-UFLS) with an average age of 22 years. The participant pool was relatively small due to the limited number of classes available for the 2019-2023 cohort, which consisted of only two classes totalling 40 students. All participants had completed a course on "Technology for Language Teaching and Learning," in which they were introduced to various classroom technologies, including the latest digital tools to enhance learning. Additionally, all participants had already completed their teaching practicum before the data collection stage. This suggests that the adoption of ICT had become an essential part of their teaching practice, and they had likely gained significant experience in this regard. In the first step of data collection, all participants completed the survey. Following this, ten out of the 40 survey respondents were selected randomly to participate in the interview.

During the final semester at UFLS-UD, pre-service teachers gain practical experience through a teaching practicum in real primary and upper-secondary school classrooms. Under the guidance of mentors and university

supervisors, some students also work as English language teachers, private tutors, or teaching assistants. In this semester, pre-service teachers design and deliver complete lessons while being observed by mentors, peers, and university supervisors, requiring them to prepare lesson plans in advance.

3.3. Data Collection

The present study collected both quantitative and qualitative data using questionnaires and semi-structured interviews to address the research questions. The questionnaire consisted of two main parts. The first part was partially based on the TAM model developed by Davis et al. [19], containing 17 items, with additional constructs incorporated by Gyamfi [22] to consider external variables. The second part of the questionnaire was adapted from Goktas et al. [27]. The questionnaire was administered to participants one week before the end of the teaching practicum and primarily utilized a 5-point Likert Scale, requiring sampled students to indicate their level of agreement with a set of statements on a 5-point scale. Additionally, semi-structured interviews were conducted with ten student teachers who were randomly selected. The interviews consisted of eight questions designed based on the research question and literature review to gain deeper insights into the use of ICT among EFL pre-service teachers during teaching practicum.

3.4. Data Analysis

To address the research question of this study, both quantitative and qualitative data analysis techniques were utilized. The quantitative data collected from questionnaires were analyzed using the SPSS software. In addition, thematic analysis was employed to analyze the qualitative data obtained from semi-structured interviews. Initially, the researcher transcribed all the responses, took notes, and thoroughly examined them to identify common ideas and crucial information. The obtained themes were then compared with the quantitative data to establish a comprehensive understanding of the interconnection between the two stages of data analysis.

3.5. Reliability and Validity:

In this study, the questionnaire employed the theoretical framework based on four main constructs of the TAM by Davis [20] and adapted from Gyamfi [22], which were tested carefully. The internal consistency of the questionnaire was evaluated by calculating Cronbach's coefficient alpha. The questionnaire elements of the three studies adapted were proved to have excellent internal consistency through a reliability test, with Cronbach's alpha coefficients of 0.966, and 0.87, respectively.

4. Results and Discussion

Based on the analysis of both quantitative and qualitative data, it was observed that most participants had positive perceptions regarding the use of ICT during teaching practicum. The detailed findings are presented in the following sections, in accordance with each factor of the research model.

4.1. EFL Pre-service Teachers' Perceptions of the Use of ICT in EFL Classrooms during Teaching Practicum

4.1.1. Leadership Support

Table 1. EFL pre-service teachers' perceptions of the use of ICT under the construct of leadership support

Item	Frequency					Mean	S.D
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
1. I am supported and encouraged by my mentor-teacher to use ICT in my teaching practice.	0 0%	2 5%	6 15%	22 55%	10 25%	4.0	0.78
2. My mentor-teacher provides useful tips for using ICT for teaching within my institution.	0 0%	3 7.5%	7 17.5%	23 57.5%	7 17.5%	3.85	0.8

As shown in Table 1, the responses to the two questionnaire items related to the aspect of leadership support were overwhelmingly positive. A high proportion of participants agreed or strongly agreed with the items under this construct. The analysis of qualitative data from the interviews complemented the quantitative findings that their mentors advised them to use ICT:

"My supervisor recommended using ICT to prepare lessons according to specific form and content requirements. Additionally, she advised that delivering lessons through PowerPoint slides would be more effective than traditional teaching methods". (I9)

"My mentor advised using educational software to design engaging activities for lessons instead of relying solely on textbooks. For instance, she suggested utilizing animations and audio files to create listening dialogues for teaching communicative elements". (II)

4.1.2. Job Relevance

Table 2. EFL pre-service teachers' perceptions of the use of ICT under the construct of job relevance

Item	Frequency					Mean	S.D
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
3. Using ICT is important for my profession	0 0%	0 0%	1 2.5%	21 52.5%	18 45%	4.42	0.55
4. I consider ICT to be needed for my job	0 0%	2 5%	4 10%	21 52.5%	13 32.5%	4.13	0.79
5. Using ICT serves the purposes of my profession	0 0%	1 2.5%	4 10%	19 47.5%	16 40%	4.25	0.74

Based on the descriptive data presented in Table 2, the perceptions of EFL pre-service teachers regarding the use of ICT in terms of job relevance were highly positive. The majority of participants agreed that the application of ICT is essential in their teaching profession. One participant expressed her belief in the potential of ICT to enhance teaching and learning through the provision of digital resources:

"I suppose that the use of ICT can improve the

teaching and learning experience by offering access to various digital resources, including multimedia materials, online learning platforms, and educational software, which helps enhance the quality of education". (17)

Besides, most student teachers concurred that the use of ICT can serve the purposes of their teaching profession. This finding aligns with the results of the interviews:

"ICT in education could increase teachers' professional development and reduce their workloads while imparting knowledge and IT skills to students". (13)

"Using ICT for the teaching profession not only facilitates students' learning process but also benefits teaching process as well by updating their knowledge with various sources on the Internet and helping them develop digital literacy skills". (15)

"Utilizing ICT in teaching practicum can help to prepare pre-service teachers for the demands of the 21st-century classroom, where digital literacy and technology skills are increasingly important". (18)

4.1.3. Perceived Usefulness

Table 3. EFL pre-service teachers' perceptions of the use of ICT under the construct of perceived usefulness

Item	Frequency					Mean	S.D
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
6. Using ICT will improve my teaching performance	0 0%	1 2.5%	2 5%	21 52.5%	16 40%	4.3	0.69
7. Using ICT will enhance my effectiveness in teaching practice	0 0%	0 0%	4 10%	20 50%	16 40%	4.3	0.65
8. Using ICT will increase my productivity in teaching practice	0 0%	2 5%	4 10%	21 52.5%	13 32.5%	4.13	0.79
9. I find ICT useful for my teaching practice	0 0%	0 0%	3 7.5%	23 57.5%	14 35%	4.28	0.6

The figure in Table 3 indicated positive perceptions among participants regarding the use of ICT in terms of perceived usefulness. The sixth item "Using ICT will improve my teaching performance" was approved by most of the investigated respondents. During the interview, it was mentioned by one of the participants that they had a feeling of assurance when teaching with ICT:

"For me, ICT has the power to increase my confidence. I can easily search for material online and deliver the lesson smoothly with the help of computers". (16)

Concerning the efficacy of ICT integration into EFL classrooms, most surveyed pre-service teachers (90%) agreed that the use of ICT helped to improve their effectiveness in teaching practice. Several respondents in the semi-structured interviews affirmed this belief:

"With ICT, I can use images and videos to increase student interest and engagement. Different digital equipment such as computers, tablets, and speakers make it easier to motivate students to learn". (17)

"When teaching with ICT, it seems to me that I can create a favourable atmosphere in which all students can learn

English with enthusiasm rather than compulsion". (110)

Likewise, the view that using ICT enabled EFL pre-service teachers to become more productive in their work was shared by most of the participants. The results of semi-structured interviews further supported the quantitative data:

"ICT enables flipped learning in EFL classrooms, allowing students to access digital resources outside of class. This frees up class time for interactive and collaborative activities". (11)

4.1.4. Perceived Ease of Use

Table 4. EFL pre-service teachers' perceptions of the use of ICT under the construct of perceived ease of use

Item	Frequency					Mean	S.D
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
10. I find it easy to use ICT to do the work that I want, concerning teaching and learning	1 2.5%	2 5%	13 32.5%	22 55%	2 5%	3.56	0.58
11. I find it easy to become skillful at using ICT for teaching	0 0%	6 15%	19 47.5%	10 25%	5 12.5%	3.35	0.89
12. Using ICT for teaching needs a lot of mental effort	1 2.5%	3 7.5%	13 32.5%	17 42.5%	6 15%	3.6	0.93
13. Overall I find ICT easy to use in my teaching	0 0%	4 10%	14 35%	19 47.5%	3 7.5%	3.53	0.78

Overall, the results presented in Table 4 indicate that participants' perceptions of ICT use under the construct of Perceived Ease of Use were largely positive. More than half of the participants believed that using ICT was easy for them to perform their desired work. The qualitative data provided explanations for this belief, suggesting that ICT was easy to use due to their prior knowledge and experience with technology.

"Taking the course "Technology in Language Teaching and Learning" in the sixth semester equipped us with the knowledge to easily utilize educational applications and work with ICT to support our teaching". (12)

"In this technology-driven era, staying updated on the latest technology is a priority for me. Hence, incorporating ICT into education poses no difficulty". (13)

In contrast, another interviewee expressed a different opinion regarding the level of ease when teaching with ICT, mentioning various aspects that influence it:

"The ease of using ICT varies based on the specific tools and resources used and an individual's familiarity and proficiency. User-friendly and intuitive ICT tools exist, while others may be more complex and demand technical expertise". (14)

Besides, not many students shared the opinion that it is not easy to be proficient at using ICT in the teaching field. The qualitative data circulated these results:

"ICT's popularity allows people to gain basic knowledge and perform simple tasks, but becoming a technological expert often takes years of dedicated learning". (18)

4.1.5. Perceived Ease of Use

Table 5. EFL pre-service teachers' perceptions of the use of ICT under the construct of attitude toward using

Item	Frequency					Mean	S.D
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
14. ICT makes my teaching more interesting	0 0%	2 5%	6 15%	19 47.5%	13 32.5%	4.08	0.83
15. I'm interested in integrating ICT	0 0%	0 0%	2 5%	23 57.5%	15 37.5%	4.33	0.57
16. I hope to work with aspects of my job that require me to use ICT	0 0%	2 5%	9 22.5%	20 50%	9 22.5%	3.9	0.81
17. Teaching with ICT is fun	0 0%	1 2.5%	6 15%	21 52.5%	12 30%	4.1	0.74

Table 5 revealed that the responses to three items concerning the student teachers' feelings about using ICT were mostly positive. The surveyed participants shared the same belief that ICT enabled their teaching to be more appealing. The results of the interviews supported this view:

"With the help of technology, not only can teachers find more current and authentic information about language, but they can also create interesting activities with audio-visual aids to provide bored students with exciting new ways to learn". (14)

Additionally, a large number of the target population (82.5%) supported the idea that it was fun to deliver the lessons with the use of ICT while only one respondent opposed this view. One respondent shared in the interview:

"Thanks to ICT, I can design some games for students to play as a way to review the lesson, which can create a favourable atmosphere in class". (15)

4.2. Discussion

The integration of ICT into EFL classrooms received a range of responses from EFL pre-service teachers at UD-UFLS. In general, most of them had positive perceptions of this approach. They agreed that using ICT in EFL classrooms can facilitate teaching and learning processes. In this study, pre-service teachers reported receiving great support from their mentor-teacher during teaching practicum, such as encouragement to integrate ICT and useful tips. The findings of the present research are consistent with earlier studies, such as Hofstede et al. [28], who stated that teachers received a plethora of general support from the department and university leadership. However, the support was mostly in the form of verbal and spiritual encouragement rather than particular incentives for ICT use.

Ashari [29] confirmed that the use of ICT makes the job of a teacher less challenging, making ICT an integral part of a teacher's life, especially in terms of aiding them in facilitating the preparation of their lessons. The current study supported that view under the construct of job relevance. The use of technology in education is seen as an innovative way to enhance students' learning experiences. The results of this study highlighted some benefits that ICT

brought under the construct of perceived usefulness. ICT was believed to increase pre-service teachers' level of confidence in the classroom. This view was supported by a previous study by Al-Munawarah [23], which indicated that pre-service teachers may confidently deliver the lesson and organize different activities with the integration of ICT in English language classrooms. ICT can support students' language acquisition and provide them with authentic opportunities to practice their language skills and using ICT will make their courses more engaging and enjoyable for students. As a result, this can arouse students' interest and enhance their motivation to learn English.

This study revealed that sampled pre-service teachers considered ICT to be easy to use and integrate. The present group of prospective teachers is often referred to as "digital natives," who have grown up in the technology era. These digital natives are typically identified by their eagerness to utilize technology [30], creating a valid assumption that they will be more inclined to incorporate technology into their teaching. They often possess a certain level of comfort and familiarity with using digital tools, making it easier for them to adapt to ICT. Additionally, the knowledge they have gained through courses related to educational technology may enable them to easily utilize various tools and their application in the classroom.

5. Conclusion

This study attempted to investigate the perceptions of EFL pre-service teachers on the use of ICT in EFL classrooms during teaching practicum. The findings revealed that EFL pre-service teachers at UD-UFLS held positive perceptions of implementing ICT in their teaching. They received great support from their leaders and recognized the importance of ICT in the teaching profession, which contributed to their effective adoption of ICT. Furthermore, almost all EFL pre-service teachers demonstrated a strong awareness of the significance of ICT in their upcoming professional journey. Additionally, prospective teachers held a belief that they could reap tremendous benefits from utilizing ICT in education in terms of teaching performance, level of confidence, student motivation, and productivity. Furthermore, technology is widely adopted in EFL classrooms during teaching practicum due to its ease of use and simplicity.

From the results of the study, several implications can be drawn to maximize the potential of these strategies in future teaching. Educational institutions should prioritize offering regular professional development training for both pre-service and in-service teachers. This training will help equip those who lack initial ICT training and enhance the knowledge and skills of those who already possess a basic understanding. Teachers need to acquire proficient ICT skills to effectively utilize technology and overcome any challenges that may arise during their lessons.

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