



DIGITAL TEACHING AWARENESS AND PRACTICE: NARRATIVES FROM INDONESIAN ESP TEACHERS

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abstract

Research on the integration of digital technology in English language teaching has enormously been conducted. However, studies exploring digital teaching awareness and practice among English for specific purposes (ESP) teachers still remain a paucity of evidence. The present study aims to examine Indonesian ESP teachers' digital teaching awareness and technology-based classroom activities. To reach the objective, qualitative approach under the procedure of narrative inquiry is applied. Semi-structured interview, observation, and document analysis are employed to obtain the required data from 14 Indonesian ESP teachers teaching at various fields of study. The results reveal that the Indonesian ESP teachers develop their digital teaching competence and awareness through professional training programs (e.g. joining workshop, seminar, and conference) and personal practice (e.g. learning from Youtube and other platforms). The results further depict that they utilize Social Networking Sites (e.g. Facebook, WhatsApp, and Instagram) and web-based materials (web-blog, Kahoot, Canva, and Edmodo) to assist their digital teaching practices. The results contribute to offering valuable insight and reference for English teachers to conduct interactive technology-based teaching and learning activities. In addition, the results can be used as a reference for school/college policymakers to ensure the efficacy of digital language learning practice.

INTRODUCTION

The twenty-first century teaching and learning has been the witness of the development of Information Communication and Technology (ICT). With the rapid development of ICT, scrutinizing its educational potentials become a vital matter to enhance the efficacy of teaching and learning activities. It is a saying that the main concern of education is to equip people with sufficient knowledge and skill as well as to foster a career path (Nickerson & Zodhiates, 2013; Rahimjanovna, 2020). In this globalization era, it is hardly possible for people to be employable without an adequate exposure to technology (Qaiser et al., 2020; Wang et al., 2020). In this context, education plays a crucial role as a place for people to have a lot of exposure to technological knowledge and skills. As a result, it is critical to raise awareness about the significance of technology in everyday life, including in education. Hence, it is undeniable that technological awareness is essential for a teacher, particularly an in-service teacher of a foreign language. In this regard, understanding the importance of technology in language teaching allows teachers to design creative and powerful learning activities for the development of learners' skills and competence.

The term awareness approximately refers to being aware and conscious; being cognizant, well-informed, and alert. It can be defined as an ability to know that something exists and

understand a situation or subject based on information or experience (Rosenberger & Gerhard, 2018). In the context of education, literature is familiar with three primary indicators of teacher's awareness development; i.e. experience, resource, and beliefs (Borg, 2015; Clark et al., 2014). First, teacher's awareness can be developed based on their experiences during the practices of learning activities, sharing with other teachers, and involving in training programs. Second, teacher's awareness could also be strengthened through direct input of knowledge from resources such as textbooks, workshops, and formal education. In addition to resource and experience, another path of teacher's awareness development is through belief, meaning that what the teachers believe can influence their awareness of an object matter (Bai & Yuan, 2018).

In terms of technology integration in education, teacher's digital awareness refers to teachers being aware of the educational potentials of technology as well as being aware of issues such as appropriate use of technology to assist the efficacy of teaching and learning activities (Lam et al., 2018; Makruf et al., 2021). Related to this issue, Philomina and Amutha (2016) state that there are five different aspects of teacher awareness, and technological awareness is one of which. The technological aspect of awareness is closely related to tools and techniques based on technology employed to carry out tasks and learning activities (Knowles et al., 2018). As a skill, technology awareness refers to being aware of the present of technology that is playing a crucial role in today's human activities, and becomes widely accepted in all aspect of life (Mutiaraningrum & Nugroho, 2020). It also includes being able to recognize and comprehend the use of any technology to enhance the effectiveness of classroom activities and to create interesting learning environments among EFL students.

Pursuing this further, examining digital learning awareness as well as its practices in the context of English language teaching (ELT) becomes an interesting attribute to explore. Assisting EFL teachers to be aware of technology integration in ELT can be an ideal opportunity for the teachers because digital teaching competence and teaching through technology have gained more attention nowadays. Furthermore, teacher's awareness of technology for educational purposes is highly needed as the present-day teachers are teaching students who are also known as 'digital natives'. Teachers have to cultivate proper belief and attitude toward the present of technology as a medium to assist language teaching and learning (Hinojo Lucena et al., 2020). In other words, teacher's awareness development is affected by teacher's beliefs that further shape teacher's instructional decisions (Nugroho & Mutiaraningrum, 2020; Zheng & Borg, 2014). In the context of language learning, since teachers have a crucial role in the process of teaching and learning, their belief and attitude toward digital technology should be revisited to raise their technological awareness (Mohsenishad et al., 2020).

Previous studies show that ELT scholars have acknowledged the benefits of technology-enhanced language learning since it has been revealed to offer promising contribution to teaching and learning efficacy and to provide meaningful learning experiences for language learners (Amin & Sundari, 2020; Khalitova & Gimaletdinova, 2016; Knowles et al., 2018; Nartiningrum & Nugroho, 2021; Zhang, 2020). Teaching language using digital technology is well established in the context of both second and foreign language studies (Chen Hsieh et al., 2017; Lee, 2019). Lee and Drajeti (2019) and Sundqvist and Sylvén (2016) pointed out that informal digital learning – using a range of digital devices to enhance language skills beyond classroom – offers ample learning opportunities for learners to develop both productive and receptive language skills. In a similar direction, Slim and Hafedh (2019) explored social

media impact on language learning, and the results demonstrated that language learners could enhance their language skills through social media, such as using Facebook (Islam, 2016; Naghdipour, 2017), Instagram (Khalisah & Anjarningsih, 2020; Nugroho & Rahmawati, 2020), and Youtube (Alwehaibi, 2015; Fakhruddin et al., 2020).

Moreover, Aljumah (2012) and Spanou and Zafiri (2019) acknowledged that the use of blogs and websites could facilitate the development of language learners' reading and writing skills. It was concluded that blogs and websites assisted students in finding opportunities to practice English writing and writing beyond formal classroom. Fatimah et al. (2020) also depicted that students possessed a favorable perspective toward the use of weblog in their classroom. The benefits of using weblog included increased interest and motivation to practice English because of interaction and response feedback from classmates and teachers. In addition to website and blog, Gamification is also considered as an effective method to facilitate language learning (Ekici, 2021; Lo & Hew, 2020; Xodabande, 2018).

While most previous studies (Aljumah, 2012; Ekici, 2021; Islam, 2016; Lee & Drajadi, 2019; Nugroho & Rahmawati, 2020) explore the benefits of integrating technology for language learning, the present study delves in the extent to which EFL teachers are aware and build their awareness of technology integration in language learning. This awareness is built through creative and technology-based classroom activities. Hence, this study aims to depict how Indonesian EFL teachers trying to develop the awareness of digital technology for language learning. The secondary objective of this study is to portray technology-based teaching activities performed by the teachers. This study was conducted in the context of teaching English for specific purposes (ESP), in which EFL teachers participated through this research were teaching non-English department students. It becomes the main point of this study where ESP teacher's awareness and practices of technology integration in language learning are less travelled and still remain a paucity of evidence.

To ensure the objectives, this study is guided by two research questions: (1) how do Indonesian ESP teachers express and develop awareness about the importance of technology for language learning? and (2) how do Indonesian ESP teachers practice technology-based learning activities in their classroom?. This study is expected to provide information as well as narratives of the Indonesian ESP teachers about their technological awareness and practice. The results of this study contribute to offering valuable inputs and references about the profile of Indonesian ESP teacher digital teaching competence.

METHOD

Research Design

This study employed qualitative approach under the procedure of a narrative inquiry. Narrative inquiry has become a legitimate research design in the area of social science (Barkhuizen, 2014; Yin, 2015), particularly in the context of English language teaching. It has been directed to portray language learning from the perspective of stakeholders involved in the process of education, especially those who perform the teaching and learning activities. Moreover, narrative inquiry design is appropriate to depict issues and phenomenon of human experience in language teaching (Clandinin & Caine, 2013). In this study, the participants' stories and narratives about how they develop digital teaching awareness and implement their digital teaching practices were scrutinized, and narrative inquiry is a well-suited approach to reach the objective of this study.

Participants

A total of 14 EFL teachers teaching English for specific purposes at several universities in Surakarta Central Java province Indonesia participated in this study. All participants were purposively selected based on several criteria: (1) they are teaching English for specific purposes; (2) they have used or are currently integrating technology in their teaching activities; (3) they have at least three-year experiences of teaching; and (4) they must affirm their willingness to involve as participants in this study through the consent form. At the time of this research was conducted, they were teaching English for students majoring in several fields of study such as business management (2 teachers), informatics engineering (3 teachers), accounting (1 teacher), law (2 teachers), psychology (2 teachers), and biology (4 teachers). Their age was between 27 and 40, with the average was 34. In this study, the names of participants were displayed using code (P1-P14) as markers.

Instruments and Data Collection

This study was conducted in a full semester from August to December 2021 at the time of COVID-19 pandemic where most of college students still experienced online learning. However, some universities at which the participants of this study were teaching have implemented face-to-face classroom interaction. Hence, both online and face-to-face classrooms were taken into account in this study. The narrative inquiry research method in this study concerns on the narratives of the participants' teaching stories. The required data were obtained using semi-structured interviews to examine in-depth understanding of the participants' points of view, experiences, and perspectives, classroom observation, and documentation of the teachers' journal. The learning process and the teachers' daily journals about implementing technology were considered in this study to strengthen the understanding of teachers' technology awareness. However, semi-structured interview is considered as the primary and most recommended data collection method in this study. The examples of interview questions are as follows: (1) to what extent does technology can enhance language learning? Explain your opinion; (2) can you use technology from the simplest one to the most complicated one? Explain briefly; (3) how do you develop your awareness about the importance of digital technology integration in language learning?; and (4) how do you carry out digital teaching activities in your English classroom?. Since we conducted semi-structured interviews, follow-up questions based on the participants' responses were further conveyed to reveal more in-depth understanding about the participants' awareness and practices of digital teaching competence.

In this study, the semi-structured interview was conducted by using either the participants' first language or English, according to their preferences, to help them in narrating proper information pertinent to the focused data. The interview was conducted in three stages. The first stage was administered in the beginning of the semester to examine the extent of the participants' background knowledge about technology integration in English language learning. In the second stage, we interviewed them while observation during the teaching and learning process to confirm the first-stage interview data as well as to see how they perform digital teaching activities. Furthermore, the third interview was carried out when the evaluation of learning outcomes had been conducted. In terms of the interview procedure, we began with greetings as an opening, telling the interview objective, explaining the research problem, asking the core questions, and giving the follow-up questions.

Thereafter, participatory observations were performed to gather data to clarify the participants' information through the interviews. The observations aimed to investigate the actual practice of the participants in using digital technology to assist their teaching activities. An observation is able to portray factual evidence and to obtain empirical information about

the topic being explored (Yin, 2015). Regarding to the observation, the researchers recorded every single detail of the classroom activities, took field notes, and filling the observation sheet. We did these research activities without being participated in the teaching and learning activities.

Last but not least, we also considered the teachers' teaching daily journal as a source of data in this study to support the findings of interview and observation data. The teachers' daily journal contained about teaching reflection during pre, whilst, and post activities, and these information was truly essential to understanding the English teaching evaluation. Each teacher's reflection result might differ one from another; hence, the data was exclusively used to support case-by-case findings of interview and observation that were relevant. Creswel (2009) states that teacher reflection on teaching activities is important as data input on what teachers do amidst the teaching and learning process. Therefore, the teachers' journals were used as supporting information of the data obtained from interview and observation related to how the teachers conduct technology-based activities in their classroom activities.

Data Analysis

The data were further analysed using thematic approach that considers both single and multiple case studies (Barkhuizen, 2014). There were three main stages of thematic data analysis applied in this study. The first was reading the data repetitively. After the data were completely collected, we read and sort out the data to select appropriate information based on the research questions. The second stage was coding and classifying the data. The obtained data from semi-structured interview, observation, and documentation were coded and classified into several categories based on the two primary problems in this study, i.e. teacher's awareness and teacher's practices of digital technology for language learning activities. Finally, after the data were coded and classified, thematic headings were applied. The participants' responses were grouped according to the similar themes that were further used as the basis of conclusion drawing.

FINDINGS AND DISCUSSION

This section presents the results of data analysis in terms two main themes: (1) teachers' digital teaching awareness and (2) teachers' practices of using digital technology for language learning. The most representative responses from the participants are quoted to support the delineation of the findings (signed as P1-P14). The interpretation and implication of the results and the relation to theories and previous studies' results are further presented as a discussion.

ESP Teachers' Awareness on Technology for Language Learning

In general, the finding indicates that Indonesian ESP teachers realize the crucial role of technology to enhance language learning. It suggests that they are aware of the present of digital technology to assist the efficacy of language classroom activities. Through the semi-structured interview, the participants state that digital technology, if it is used properly, offer ample opportunities to develop language skills and can facilitate an effective formal and informal language learning. For instance, P5 shared how the use of digital technology enhanced language learners' skills and acquisition.

Today, the use of technology for education, including language learning, is highly necessary. It will give benefits for the learners if they can use it properly by doing more

practices through social media, website, gamification, etc. Moreover, technology increases their confidence and foster their learning autonomy. (P5)

P5 implied that there is a great potential of digital technology to enhance the effectiveness of language learning, particularly for higher education. However, this study found that several teachers were not familiar with a range of digital technology tools, besides those that they commonly used. They might be familiar with today's standard digital learning application such as Google classroom, Zoom application, and social media; but they have not tried other 'advanced' media such as Canva, Moodle, Edmodo, etc. The reason behind the selection of the media was that they were commonly used by most of teachers in their environments. As pointed out by P1, P7, and P, 11:

Yes, I used technology in my class. Since I have to teach in online mood during the pandemic, of course I have to use technology such as Google classroom, Google meeting, and zoom application. I only used online learning media which are familiar and also being used by my colleagues. I never tried other online media or application in my class. (P1)

Sure I used technology in my class. However, I rarely try to apply more complicated technology tools instead of Google meeting and Zoom application. Sometimes I also used Social media such as Instagram and Facebook to help me collect the students' assignment. I am more convenient to only use these online learning media, so I rarely try to use others. (P7)

My colleagues in campus usually use online meeting application such as Google meeting and Zoom application, and I also use these online meeting media. It is due to the practicality and accessibility. I also use social media and Google classroom so that my teaching and learning activities are more varied. (P11)

From the above findings, it can be concluded that the ESP teachers participating in this study have already used technology to assist their online classroom activities. However, they only use the common used online media and application without trying to consider other application or online learning media. It implies that they are aware of the importance of using technology for language learning, but still possess limited awareness and familiarity of the availability and affordances of technology. In other words, they may use technology only because the class is conducted in online mode due to the COVID-19 pandemic. This finding suggests that ESP teachers participated in this study are highly necessary to enhance their awareness and ability about the practice of using technology in language learning activities.

Highlighting how the Indonesian ESP teachers develop digital teaching awareness becomes a crucial attribute to explore; hence, it is the main focus of this study. The results of semi-structured interview, when the participants were asked to explain about how they develop their awareness toward digital technology for language learning, showed that professional teacher development trainings and personal training were the two primary efforts that the teachers do to enhance their awareness of digital teaching competence.

The majority of the participants mentioned that they enhanced and developed knowledge and skills about digital technology for language learning through professional trainings held by formal institutions such as universities and center of language studies. They joined seminar and conference events on technology-enhanced language learning in which during the COVID-19 pandemic, these events were mostly conducted online. The participants confessed that they could improve their knowledge and acquisition of digital teaching competence

through such events, although they further said that they rarely practiced the knowledge in their real online classroom activities. Some responses from the participants are as follows.

I develop my knowledge and awareness toward digital technology for language learning through joining seminar and workshop held by several institutions such as university and center for language studies. During the COVID-19 pandemic, most of the training events is held online, so it makes us easy to join as an effort to increase knowledge and skill about digital teaching. (P2)

Only through some professional trainings held by university or center for language studies. In my opinion, finding workshops on technology-enhanced language learning is easy, especially in the era of this pandemic where most of the events is conducted virtually. So, I have more motivation to join the events because they are practical and not cost-consuming. (P10)

..... and I continuously join training programs such as seminar and conference on technology to improve my knowledge and mastery about digital teaching in English class. I obtain a lot of knowledge and insights about how to integrate technology in my class such as the use of Kahoot, Quizizz, Edmodo, and Canva. However, I have to say that I rarely practice my knowledge in actual classroom activities, because I have already enjoyed practicing my online teaching using video conference such as Zoom and Google Meeting applications. (P8)

Moreover, some other participants stated that they developed digital teaching awareness and enhanced digital teaching skills through personal trainings in informal context. After joining professional training programs, they (P4, P9, and P12) continued practicing the knowledge through individual trainings anytime when they had spare time. According to them, personal training became an alternative way to enrich and enhanced their digital teaching competence. However, they confessed that they had not practiced the knowledge in the actual classroom activities due to the time consumption in the pre-teaching activity or teaching preparation. Hence, using video conference applications is the short way to conduct online teaching and learning activities.

I join seminar and workshop on technology-enhanced language learning, and I am interested to practice the knowledge I get in individual training when I have spare time. It is an effective way to develop my technology teaching skill. Unfortunately, I did not have enough time to prepare teaching media. So, I rarely implement it in my online class for this semester, but I plan to do my best in integrating technology in my classroom for the next semester. (P4)

I like personal training to develop my digital teaching competence. I often access Youtube to see some tutorials of integrating particular digital tools in English learning such as the use of gamification, Kahoot, Quizizz, etc. Yaaa... sometime I use them in my online class but still limited in number since the preparation consumes a lot of time. (P9)

My brother is also an English teacher. During the pandemic, I often learn with him on how to use particular digital platforms to enhance the effectiveness of my online classroom. But till now (when the interview was conducted), I rarely implement it in my classroom. I plan to do this in the next semester. (P12)

In terms of digital teaching awareness, the findings of this study suggest that there are two primary ways carried out by the Indonesian ESP teachers to develop their awareness on

technology integration for English language teaching. The first is professional training programs such as joining seminar, workshop, and conference held by universities and center for language studies. Professional training program is a common way for teachers and educators to enhance their skills and knowledge because of its affordances and accessibility, particularly in the time of COVID-19 pandemic where most of the events is conducted online (Alcontin, 2021). This result is similar to the findings of Budiman (2018) and Nugroho and Mutiaraningrum (2020) that the potential place where educators and teachers develop their skills and competence is through professional training programs.

Second, the Indonesian ESP teachers develop their digital teaching awareness through personal/individual practice. This finding is quite surprising because not all teachers are willing to move from the convenient way to a challenging alternative (Gilakjani & Sabouri, 2016; Sert & Boynueğri, 2017; Solas & Sutton, 2018). However, it is a worth saying that 'practice makes perfect', and this study suggests that personal practice is highly required in developing digital teaching awareness and competence. Personal training and practice might be a promising way to enhance teachers' knowledge and skills about digital technology integration in English language teaching activities (Haghegh and Nugroho, 2021). This finding supports the results of Napal Fraile et al. (2018) and Seufert and Scheffler (2018) that digital teaching competence could be significantly developed through individual practice in informal context.

ESP Teachers' Practices on the Use of Technology for Language Learning

In this study, we found that some participants (P3, P6, P13, and P14) utilized digital technology platforms, other than video conference as used massively by the majority of the other participants, to improve the efficacy and creativity of their online learning activities. Through the interview, we revealed that they made use of Social networking sites (e.g. Instagram, WhatsApp, Facebook, and Youtube) and web-based materials (e.g. web-blog, Canva, Edmodo, and Kahoot) to assist the online teaching activities in their classroom. In addition to exploring the development of teacher's digital teaching awareness, this study further investigates how the participants (or some participants) develop creativity and interactive online classroom activities by integrating a range of digital technology platforms. It is a crucial objective as a part of valuable reference to foster teachers' awareness of digital teaching as scrutinized in the first research objective. Hence, the results of this study offer a clear and alluded picture of EFL teachers' digital teaching awareness as well as the classroom practice by integrating digital technology platforms.

The results of semi-structured interview with the four participants depicted the English for specific purposes (ESP) teaching-learning activities by integrating Social networking sites and web-based materials. P3 told that he used Whatsapp application in group mode to assist writing activities. Since he was teaching English for education purpose, he sent a video obtained from Youtube containing a speech by a famous figure in the world about the ideal education system for twenty-first century learning, and asked his students to write a summary of the speech in about 250-300 words.

"During the online teaching activities, I assign my students to write a summary of a famous figure's speech about education system in the world which is conveyed through a video I download from Youtube. I use Whatsapp group to post the video, and the students' works are written in Ms. Word. They send the writing works in my email." (P3).

Similarly, P6 also utilized Social networking site (e.g. Instagram) to facilitate her online teaching-learning activities. She assigned her students to create an Instagram account and ordered them to follow her account. She posted several pictures related to current issues on engineering (since she was teaching at faculty of engineering) and let the students to choose one picture. After that, she assigned the students to repost their chosen picture along with its description in English in about 1000-1500 characters as a caption. Moreover, she further asked the students to do peer feedback by commenting to each other's posting.

"I use Instagram as a digital tool in my learning activities. I ask the students to make an Instagram account and follow my account. I post 3-5 pictures every week and ask them to choose one of them. Then, they are to describe or give opinion about the picture in about 1000-1500 characters as the caption. It is really interesting and can boost the students' engagement in the learning activities." (P6).

The result of interview also reveals that Facebook is a potential social media that can be utilized to assist online teaching-learning activities. Almost the present-day students (especially university students) are the active users of mobile phone, and Facebook is a must-installed application in their phones. An interesting experience was shared by P13 and P14 who used Facebook to help conducting the online classroom activities. They invited the students an online classroom community by using a Facebook page. It required a different e-mail; hence, according to their information, they asked the students to create a new e-mail account. Here, teachers and students can connect through virtual chat and ongoing online discussion topics. According to P13 and P14, students could also access learning materials in various forms such as videos, pdf files, article websites, etc.

"Sometimes, I use Facebook to conduct my teaching and learning activities. I ask my students to create a new Facebook account and invite them to join an online community in a Facebook page. I post learning materials there, such as pictures, videos, pdf files, etc. We also have a discussion about particular topic through the Facebook group." (P13)

"In my opinion, Facebook is one of digital media that can be used for education purpose. I use Facebook. I create a group in Facebook like the one in Whatsapp. I share learning materials, and have a discussion with my students there." (P14)

Despite of the Social networking sites, a web-based platforms such as web-blog, Canva, Edmodo, and Kahoot was also used by the participants (P3 and P6). According to the information from P3, he often used Canva, Edmodo, and Kahoot to conduct a particular learning activity. For example, once a week, he conducted a quiz about the material that was being discussed, and Kahoot was the best choice to facilitate the quiz. In a similar direction, P6 used web-blog to facilitate writing practice. According to her, the use of web-blog significantly enhanced the students' motivation and engagement in the learning activities.

"In every meeting I conduct a quiz to check the students' understanding about particular material. I often use Kahoot to facilitate the administration of the quiz. According to the students, it is more interesting. In addition, I also sometimes use Canva and Edmodo to support my teaching activities. I like doing experiment with these digital platforms." (P3)

"In this semester I ever use web-blog or doing blogging with my students. When my class comes to writing activity, I ask students to practice writing by doing or creating web-blog. They write about description, opinion, etc." (P6)

As for the second research topic about digital teaching practices, this study depicts that the Indonesian EFL teachers incorporate Social Networking Sites (e.g. Whatsapp, Facebook, and Instagram) and Web-based materials (e.g. Kahoot, Edmodo, Canva, and web-blog) to assist their online classroom activities, in addition to the common used digital platforms such as Zoom and Google meeting applications. The use of Social networking sites is quite popular in the context of English language teaching. Previous studies have acknowledged the promising use of the social media to enhance the quality of English teaching and learning activities, such as the use of Whatsapp (Nuraeni & Nurmalia, 2020), Youtube (Fakhrudin et al., 2020), Instagram (Nugroho & Rahmawati, 2020), and Facebook (Gatcho & Hajan, 2019). Therefore, it is not surprising when the Indonesian ESP teachers also utilize Social media to conduct and provide variation on their English language teaching activities.

Moreover, the use of web-based materials such as Edmodo, Kahoot, and Canva is also familiar in the context of English language teaching. These digital resources and platforms have been taken into account in creating interactive and creative teaching activities. Using these platforms, teachers can develop interesting hybrid or flipped learning activities (Pardosi & Ming, 2021). This finding suggests that not only can Social Networking Sites be used to enhance the efficacy of English language teaching, but web-based materials and resources also provide ample opportunities to develop more attractive teaching activities. This finding is congruent with the previous results discussing about the integration of web-based materials in English language teaching context (Cao & Liu, 2019; Cárdenas-Moncada et al., 2020; Sulistyono et al., 2019; Yundayani et al., 2019).

CONCLUSION

The in-hand study aims to explore Indonesian EFL teachers' (teaching English for specific purposes) digital awareness and digital teaching practices. This study employs qualitative approach under the procedure of narrative inquiry research. Drawing on semi-structured interview, observation, and document analysis, the results reveal that the teachers develop digital teaching awareness mostly through professional training programs (joining seminar, workshops, and conference) and personal practice (learning from Youtube and other platforms). In terms of teaching practice, it is found that the majority of the participants only employ video conference sites (e.g. Zoom, Google classroom) to conduct online teaching and learning. However, we reveal that four of them have already used other digital platforms (e.g. Edmodo, web-blog, Canva, and Kahoot) to assist their online teaching activities.

This study's results contribute to the field of English language teaching in several ways. First, this study is 'a wake-up' call for English teachers, particularly teaching in higher education, that a central target of twenty-first century teaching is to integrate technology in language classroom. Second, the results of this study can be a reference for school/college authorities to develop policy on digital teaching competence. There is necessary to involve policymakers to ensure the efficacy of digital language learning. Apart from the compelling results, this study acknowledges a limitation that the number of participants in this study slightly represents the whole EFL teachers in Indonesia. Thus, future studies are encouraged to invite greater number of participants from various region and academic background.

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