Exploring ASEAN Teachers’ Practices and Perceived Benefits on the Use of Web Applications in ELT Classrooms

Mark B. Ulla,1,2* William F. Perales1, and Veronica N. Tarrayo2
1Walailak University, Nakhon Si Thammarat, Thailand
2University of Santo Tomas, Manila, Philippines
*mark.ul@mail.wu.ac.th

Abstract: This article is premised on the identification of perceived benefits of various web applications in ELT classrooms among 20 English language teachers from four countries in the ASEAN region (i.e., Indonesia, the Philippines, Thailand, and Vietnam), the different issues they experienced, and the ways through which they mitigated these issues. Through in-depth semi-structured interviews, it was found that the teacher-participants perceived some pedagogical, operational, and dispositional benefits of using web applications. Despite this positive perception, different issues were also identified. This article concludes with a note on the importance of striking a balance between technology integration and teachers’ taking charge of the English language learning experience—a promising partnership, and the need for schools in the ASEAN region to ensure that there is proper planning and a clear policy on the integration of technology into the ELT classroom so that issues that may come along with it can be properly addressed.

Keywords: ASEAN region, English language teaching, information and communication technology, language and technology, web applications for language learning

Over the last years, the teaching of English using technology has become one of the most researched areas in English language teaching (ELT) and education. Although there are a number of studies that reported some issues of using technology in the classroom—the lack of social interaction among students (Arkerful & Abasidoo, 2014), the reduction of a teacher’s role in the teaching and learning process (Dina & Cierne, 2013), and the inability of the students to understand the lesson (Yunus et al., 2013)—most research showed that as an instructional tool, using and incorporating technology into the classroom lessons can have a positive effect on students’ English language learning. Education practitioners, researchers, and scholars believe that technology makes the English language learning exciting, motivating, and interesting (Li et al., 2019). For example, it develops and promotes students’ active language learning (Parvin & Salam, 2015). It helps them to be engaged in the learning of English through their needs and interests (Gilakjani,