

Discovering the teacher's beliefs in TPACK framework for teaching English in high school

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Abstract:

Teacher' belief is essential in classroom practice because it is the principle that teachers hold to be true and the rationale of the attitude in the classroom. In applying the TPACK framework, the teacher has to believe in it. This study intended to reveal the story of an English teacher regarding her beliefs in the TPACK framework for teaching English in high school and reveal how these beliefs shaped during her teaching career. To collect the data, the researcher used a semi-structured interview, observations, and document analysis. The participant was an experienced English Teacher in a high school in Indonesia. A narrative inquiry with the thematic analysis was applied to analyze the interview data. The study revealed that the teacher holds several beliefs in the TPACK framework for teaching English. First, the TPACK framework will be a success when the technology, pedagogy, and content knowledge are well-balanced. Second, the teacher also believes that technology integration should facilitate students to learn English easier. The third, negotiation in classroom is important. These beliefs shaped through experiences, training, contextual factor, and classroom practice. The findings are beneficial input for English language teachers in the developing country dealing with the TPACK implementation in the classroom.

Keywords: narrative inquiry, story, teaching, teacher's belief, TPACK framework



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Introduction

The word 'belief' is defined in a variety of ways and is an essential issue in the area which related to human action and learning (Ajzen, 1988; Fishbein & Ajzen, 1975; Gilakjani & Sabouri, 2017). Zheng, (2009) noted that teachers' beliefs are essential ideas in grasping teachers' thought processes, teaching methods, and learning to teach and designed as significant subjects in teacher education to develop. Li (2012) represented that in language teaching, beliefs have a crucial role in which helping persons stand to be reasonable in this world, impacting how new information is understood and decided whether it is acceptable or not. Beliefs represent memories and adjust our understanding of occurrences. In line with this, Harste and Burke (1977) stated that teachers decide on classroom instruction in light of theoretical beliefs they hold about teaching and learning. These beliefs influence their goals, procedures, materials, classroom interaction patterns, roles, students, and the school where they are working.

Furthermore, Richard and Lockhart (1994) suggest that there are various types of beliefs, consisting of cognitive, affective, subjective, and objective dimensions. These beliefs influenced by factors such as schooling, teaching experience (Tsui, 2003) and workplace culture (Sato and Kleinsasser, 2004; Li, 2008). Calderhead (1996) has identified five centers for the study of teachers' beliefs, namely: subject matter, their beliefs about teaching, learning, and learners, the teacher, and professional development. Teachers' beliefs, therefore, can be understood, investigated, and observed as a process in which these components interact (e.g., Li, 2008). In addition to this, Borg in 1997 proposed a framework of teacher's belief. Using the term teacher's cognition, Borg proposes four elements which shape the teachers' belief such as, schooling, professional coursework, contextual factors, and classroom practice. Rely on the Borg's modified framework in 2006, this narrative inquiry intends to reveal the beliefs of an English language teacher regarding the implementation of the TPACK framework for teaching English in high school in Indonesian context and to retell how these beliefs shaped.

Teacher's belief in language teaching

It is clearly acknowledged that teachers hold theoretical beliefs about language learning and teaching and that such beliefs and theories tend to shape the nature of their instructional practices (Davis & Wilson, 1999; Gebel & Schrier, 2002; Johnson, 1992; Richardson, Anders, Tidwell, & Lloyd, 1991; Woods, 1996). Borg (2001) assumed that a belief is a proposition that held both consciously and unconsciously, is evaluative and accepted as true by the individual, filled with strong commitment and serves as a guide and thought. Borg, (2003) uses the term teacher cognition instead of using teachers' beliefs to refer to the unobservable cognitive dimension of teaching that is what teachers know, think, believe, and do. Furthermore, during the research time from 2006 to 2015 Borg has tried to complete the definition and the framework of teachers' cognition. It becomes a proposition that held either consciously or unconsciously, influenced by the experiences, training, and contextual factor of classroom practice which is value in that it is accepted as true by the individual and imbued with emotive commitment, and it serves as a guide and thought. In addition to this, Richard & Lochart, (1996) noted, teachers' beliefs are systems that built up gently over time and consist of both subjective and objective dimensions which could be simple or more complex.

Pursuing this further, Borg (1997) provides teachers' beliefs model that illustrates the relationship between the sources of teachers' beliefs, their own beliefs, and classroom practices. He stated that teacher cognition influenced by some factors such as schooling, professional coursework, contextual factors, and classroom practice including teaching practice.

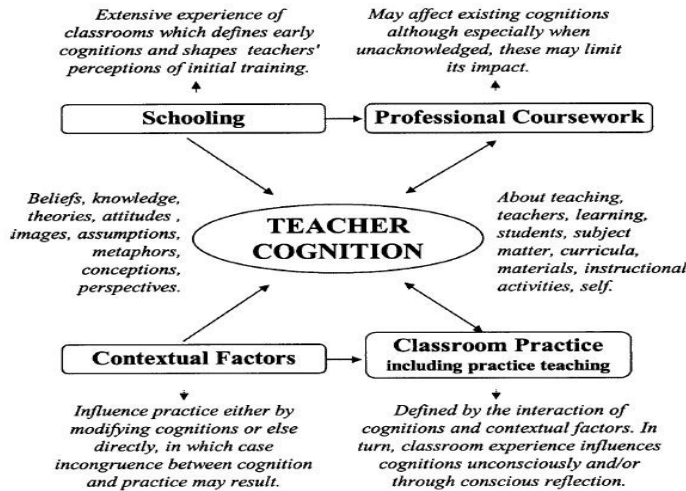


Figure 2.1: Teacher cognition, schooling, professional education, and classroom practice (Borg 1997)

Firstly, the schooling element refers to teachers' previous learning experiences with a teacher or even with their parents before they commence their undergraduate studies at university. This element is one of the important issues that affect teachers' belief. Secondly, professional coursework refers to all formal teacher's training they had gone through before their professional carrier as a teacher. Thirdly, defined contextual factors deals with institutional support where the teacher work. Finally, Classroom practice refers to the teachers' experience of classroom practice related to their beliefs about themselves as teachers, their students, the subject matter they teach, and the circumstances surrounding their practice. However, this relationship between teachers' beliefs and practices heavily influenced by contextual factors, and thus, this element placed within the contextual factors in the framework. Classroom practice also be understood concerning a teacher's experience with teaching. In 2006, Borg made some modification in the framework where the labels of schooling and professional coursework factors were changed to experience and training as seen in the following figure:

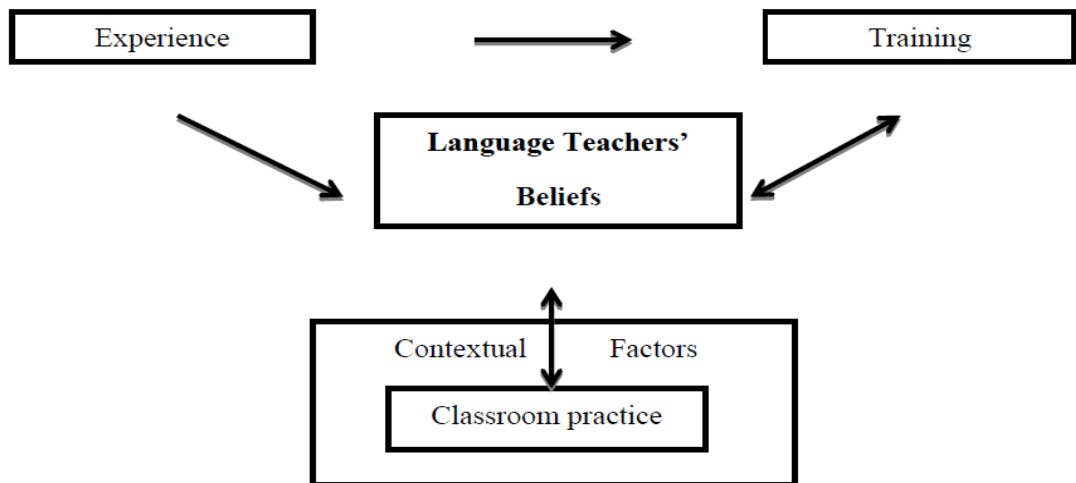


Figure 2.2: The Modified Framework of Language Teacher Cognition (Borg, 2006)

Here, *experience* refers to teachers' personal and professional previous experience with digital technology. *Training*, in turn, includes any formal technology-related training teachers completed during their pre-service training and in-service professional development.

TPACK Framework

In 2006, Mishra and Koehler proposed a framework of technology integration model based on Shulman's PCK framework. The reason behind the development of this new framework was the fact that "new technologies have changed the nature of the classroom or have the potential to do so" (p. 1023). From Mishra's and Koehler's point of view, technology provides way into the explanations, representations, analogies, and demonstrations that make the subject matter more approachable to the learner (Mishra & Koehler, 2006, p. 1023), but at the same time, they expressed that technology differed from the content and its representation (p. 1025). They identified and defined each of the components and then analyzed content, pedagogy, and technology in pairs to understand the articulation among them (p. 1026). TPACK and its representation come hardly. Over the years, many changes occurred, and also small differences in representation resulted in significant changes in how TPACK rang with other experts. When we talk about TPACK in term of explaining design teams, will be different from talking about it as a framework (Koehler & Mishra, 2009).

Furthermore, TPACK encompasses three bodies of core knowledge (technology, pedagogy, and content) and the intersections among them namely: first, technological knowledge (TK) is about the teachers' technical ability to make used of the technological tools; Second, pedagogical knowledge (PK) deals with teacher's competency of teaching strategies to improve student learning; Third, content knowledge (CK) refers to the teacher's knowledge and skills of subject matter. Next is the intersection among the three core knowledge: First, Technological pedagogical knowledge (TPK) it refers to the teacher's ability to employ teaching strategies with the help of technologies. Second technological content knowledge (TCK) related to their knowledge of using technologies to improve student learning of subject matter. Third, pedagogical content knowledge (PCK), is about the teacher knowledge of employing various teaching strategies to represent subject matter; and the last is technological pedagogical and content knowledge (TPACK) requires the teachers to help their students acquire content using particular teaching strategies via the use of specific technologies.

Methodology

This qualitative investigation used a narrative inquiry research method to gain a deeper understanding of how an English teacher in Indonesia implementing the TPACK framework based on her beliefs and to find out how those beliefs are formed. Why narrative? Because managing our experiences into tales of what we have gone through is the fundamental need for story. Narrative lets researchers to present experience holistically in all its complication and richness. Similarly, narrative inquiry attempts to capture the 'whole story', whereas other methods tend to communicate understandings of studied subjects or phenomena at certain points, but frequently ignore the important 'intervening' stages (Webster & Mertova, 2007). In line with this, Clandinin & Connelly (2000) reported that "Experiences take place narratively. While the narrative inquiry is a form of historical experiences of someone. Therefore, educational experiences should be studied narratively".

The participant of this inquiry was selected based on the following criteria: teaching experiences, the basic knowledge about TPACK and the level of students. The participant is Anne (pseudonym), an X generation English teacher in one of the high schools in Indonesia. She has been teaching for more than 25 years and now she teaches the second and the third level of high school students. Anne has been familiar with the TPACK framework because since 2017 she participated in a workshop about TPACK and also use technology in the classroom. For the data collection, we carried out a semi-structured interview and observation. The research took 12 months from may 2018 to may 2019.

Following are the examples of questions for the interview : The interview conducted in April 2019 in a high school located in Indonesia. The questions for the interview adapted from the instrument proposed by Schmidt in 2009 (Schmidt et al., 2009):

1. Technological Knowledge : When the technical problem occurs during the lesson, what would you do? To answer this question, teacher would think about their ability to deal with technical Issues.
2. Technological Content Knowledge : What are the reasons for joining the workshop or training which related to technology integration in education? : the answer of this question would be a reflection of why the teacher wanted to participated in the workshop.

Findings

To reveal the beliefs of Anne in TPACK framework, I have to find out how Anne formed her beliefs during her teaching career. After collecting the interview data, I did observations to ensure the validity of the data. I joined the class during the lesson several times and also took some photos. In addition, I also interviewed one of the students to get more insight from different point of view. Following are the stories of Anne, an English teacher in Indonesian high school dealing with her belief in implementing TPACK framework for teaching and learning.

Anne's experience as an English Teacher related to technology integration

Anne is an X generation teacher who was born when technology just started to spread out in the world. She began her career as an English teacher in 1992 and has bachelor degree in English Education, also has a master's degree in education management. She currently teaches at one of the prestigious schools which is also one of the favorite schools in her area. What makes Anne special is, even though she is an X generation which is, indeed, not young anymore, Anne still trying to develop herself so that she is not bound into the old mindset that she had always believed. Anne might be left behind related to technological issues, but she tried to learn and upgrade her knowledge. In her English class, in the last 3 years, Anne tried to implement new things which are certainly related to the use of technology through the application of the TPACK framework. Anne recalled that at the beginning of her career as a teacher, everything was still very simple, as she said:

"I have been teaching since 1992 where at that time, developments in technology and information have not been as advanced as now. The internet is also still limited in certain circles. Even if I use technology, it is only limited to audio and video provided by the government to teach listening subjects. At that time I was not familiar with the terms browsing or downloading. However, since 2009 when the internet began to be widely used, I also started browsing and started downloading videos that I felt were useful for learning English. "

Using technology in everyday life is common for everyone. Similarly, Anne also uses technology to support her daily activities such as mobile phone for communication, and laptop for work. Then, what about her teaching activity at school? Anne said: "using technology in teaching is not new for me".

"I often used technology in my daily life, but mostly for communication and work. I am not an active user of social media. For teaching, actually I have been using technology for a long time. But in the past I only used very simple types of technology such as video and audio recording. I often use the language laboratory to do the activities that using technology"

Anne felt that in the past, even though she often used technology for teaching English, she only took what she thought was important and added to her teaching scenario without considering other important aspects. As Anne explained, her school provides language laboratory that allows students for listening with better audio system. However, she admitted that she is not a person who always update the development of technology or actively surfing on the internet to search for the materials or application. Besides, she is not an active user of social media. She noted :

"Even though I'm not very active on social media, I know a number of applications that useful to teach English. There is Edmodo app that I have used, also Google classroom, Google doc. I have tried them in my class"

Anne used technology; however, from her statement, "tried them" showed that she was not often using the technology in the classroom. She tried to learn and find out about technology or apps that use to teach English, but she did not rely on those technological tools for teaching. Also, Anne said, "since I am familiar with the TPACK concept, things have become a little different." She explained that before she knows about the TPACK framework, the elements such as pedagogy and content knowledge were not well-integrated with the technology. It was like she used the video as the distractions of the boredom. After her grasping the TPACK concept, she realized that the technology could be well-integrated into the teaching when it is in balance with the pedagogy and the content knowledge. It is a unit of the framework which is applicable for teaching in this modern era.

Moreover, as a teacher who had taught for a quite long time, Anne had gone through stages during her career as an English teacher. Those stages included changes related to the way she teaches in class, the material, and also the tools. Nowadays, Anne's teaching style influenced by modernization. Her teaching material becomes varied because she used the internet as the source. She went to websites to search for materials, video, and also applications that necessary for her teaching activity. However, choosing apps is another crucial thing. As she explained:

"I have to stick to the methods first. I should consider about the most suitable technology for the method. I have to examine it because a method sometimes does not require technology. It could be because of group work so it was enough to find solutions by exchanging opinions. Then if there is a new application or video content, it must be adjusted. For example, when I found a good video, but because of the content of video does not fit into the subject, or I don't have much time for use the whole video, I have to cut it or maybe I will not use it."

From the explanation, I realized that Anne is a teacher who has concern about necessity of technology integration. When she consider that a method does not need technological support, she will not use the application or any kinds of technological tools. She knows when to use technology in teaching and when to do class discussion. She added that, based on her experiences using technology, for example videos, it helps students in two ways "First because it has audio, color and visual effect class environment become enjoyable. Second, students' motivation to learn is increased".

Anne's experience related to the training

As an experienced teacher, Anne has gone through processes of development and improvement. To get into this position, she had learned a lot from many sources in order to upgrade her knowledge about English language and also about the school management. She has bachelor's degree in English education and also a master's degree in school management. She had numbers of experiences on training or workshop related to professional development as an English teacher. The most recent experience was the workshop about TPACK framework and 21st century learning. She is also the member of English teachers' community in her region. She explained:

"I have experiences on the trainings and workshops. I have participated in several type of workshop which definitely enrich my knowledge about English language teaching. Related to the technology integration, recently I have joined a workshop which was part of a collaborative research about TPACK, multimodality and also 21st century learning. Besides, our English language teachers' community also gives me spaces and opportunities to meet friends form the same field and learn from each other's."

Anne admitted that all the training she had attended aimed to increase her knowledge of existing and developing learning models. Moreover, in the community that she participated in, namely the community of English Subject teachers, they often gathered to share ideas about teaching English. However, Anne is a very selective teacher so she may not directly try new things proposed by the community members. Quoted what she said:

"The community of English Teachers met at least twice in one semester. At each meeting we always share information related to the learning model that is being used. Then, together we practiced to use the model or the application. However, I am a skeptic, so I need to carefully find the information first. After figuring out I will compare with other possibilities before I draw conclusions whether I will

use it in my teaching activity or not. I am indeed a very picky person and careful in determining the learning model that I will use for teaching activities in the classroom. The most important thing for me is that in every meeting I attend I will get variations for the existing learning model"

From Anne's explanation I will say that she is a very careful in choosing and using application or learning model. Anne admitted that the meetings in the community is important for sharing information related to the teaching and learning or more specific to share new applications. By participated in these meetings and trainings, Anne become confident in using the application for teaching. But as she said that he is a selective person in choosing a learning model, so when she gets the latest information it will not be directly used in class. She will make considerations and if she feels that it does not fit into the existing learning model, she will avoid to use that application. Anne added "the most important is that I get variety to develop my learning model". She prefers to develop existing models with the latest variations or with variations of the latest technologies and applications that are well-known out there than change the whole thing. For her, it's better than starting to create a new learning model. Hence, Anne showed a strong determination to adapt to the advance technology. The workshop or training is the ways *to deepen her knowledge* of the latest technology and also *increase her confidence* in using technology in teaching.

Contextual factors: Anne's students' background

Anne believes that students should be the center of learning and be the goal of learning itself. Therefore being a teacher is not only about choosing and using the right learning model but being a teacher must be creative and also consider the aspects of students' ability to receive lessons. In her class, the level of students' ability varies due to a new student admission system that has been turned into a zoning system, where students are accepted not based on grades but based on the place of residence. With this system, Anne knew that the learning model needs to fit different levels of student ability. She told that in the past, the school only accepted smart and outstanding students. Therefore the learning model was different because the average student being taught was smart enough.

Furthermore, during my observation, I found that Anne always involves her students in the decision making related to the use of applications or technologies in the classroom. If students found it too difficult then Anne will figure out the solution or even cancel to use the application in the classroom. She noted: "technology should help student to learn easily, so when it looks too difficult, I will avoid it". However, most of the time Anne admitted that students agree with the application or technology that she prepared. Another thing that I found was, as a teacher she is very strict about the use of mobile phone in the classroom. Students are forbidden to use the phone during the lesson if it is not necessary. I saw that students obeyed the rule. When Anne asked them to turn off their phone, they did it without any objections. When she needs them to use the phone, then they will do exactly what she asked.

Moreover, Anne told that during the activity in the class, she also considered the mental condition or mood of students when studying, therefore, she will adjust the learning methods or models as well as the types of technology she would use. She emphasized:

"When I start my lessons, I will also consider the mood of the students. If they all look tired because they just took part in physical activities at school, then I will not force them to do activities that burden them because I know the results will not be optimal. Or I will make allowances when it comes to assigning time. But if they are all in pretty good condition, then I will still follow the teaching scenario that I have prepared by utilizing existing technological aids. "

Anne realized that students did not always come into class with good psychology. Sometimes they are tired of other school activities, so Anne must also consider this. What Anne understood was that in learning English students should like it and ready to learn. With the help of technology, Anne said that she had to get the attention of students first. Furthermore, when students are excited, it will be easy to grasp the subject matter in the upcoming learning activities.

Contextual factors: Facilities support

Using technology in the classroom means that we need the support of the facilities. Anne said that so far, the school has been very supportive by providing facilities related to technology. But she realized that even

as a teacher, she sometimes still did not know the technical problems regarding the electronic devices. She explained, "our class is an ICT-based class where there are supporting tools available such as LCD projectors, speakers, pointers. While outside the classroom, a laboratory has been prepared for the teaching activity ". As I said before, in technology integration, facility support is essential. However, if there any obstacles during the implementation, as a teacher, Anne must be able to find solutions to fix existing problems. Anne noted:

"I am not very familiar with technical issues or matters relating to hardware problems. If there is a problem then I will immediately asked students who were given the responsibility to handle technical obstacles in the class. Because in this school each class has a classroom administrator who is responsible for handling equipment in class. If the problem cannot be resolved immediately, then I will call the school IT team to handle it. Sometimes, there are things that cannot be immediately resolved because of the time limitation and further coordination so I will consider replacing the teaching scenario with the backup scenario that I have prepared. "

A teacher needs to be ready for any situations that might occur in the classroom. Because when unwanted things happen, a teacher may not necessarily leave the class, but she should try to solve the problems. Anne aware of this responsibility; therefore, she always prepared a backup plan if in practice the technology to be used did not function as her expectations.

Classroom Practice: TPACK implementation in English classroom.

Anne started her career when technology was not as advanced as it is now. During the process of becoming a professional teacher, actually, she has often applied various learning models that utilize technology as the helping tool. Anne gained the knowledge from various learning experiences she had gone through. Moreover, regarding the TPACK concept, she explained before that at the beginning of her teaching career, she does not feel familiar with the TPACK concept and the term itself. Although she had been familiar with technology integration. Quoted what she said:

"For me TPACK is more about designing a learning model. Before getting to know the term TPACK, I often used several types of technology without considering about other elements such pedagogy and content. After I got to know TPACK and studied further, I came to better understand that TPACK is an integral and inseparable part of pedagogy, and English content. When using technology, I have to consider whether it is suitable or not for the method and also the content as well"

Indeed, technology integration is not something new for Anne in teaching, even though in the past, Anne used the apparent technological device for teaching. As technology develops, the material she uses is even more diverse, and she is also able to use several more modern applications in teaching. Anne now understands that the TPACK framework is a unit of the framework that includes aspects of pedagogy and also aspects of the content and in practice using technology as the assisting tool. Anne heeded that:

"The technology integration should help students to easily learn and understand the material. The use of technology must be in line with the learning model that I use and also in accordance with the material that I will convey. If there is no balance, students will not understand the content of the lesson well and even they will only be stuck with technology which is certainly more interesting."

Anne acknowledged that the use of technology in the classroom could have a bad effect if the teacher were unable to combine it with methods and adjust to the content of the lesson to be taught. Since the beginning of using technology, Anne has set a goal of technology integration that is to facilitate students in learning. She knew that now, it was easier for students to understand all the latest types of application. Therefore, she does not need to bother to teach in detail about the technology because they already know. The TPACK framework itself, helps Anne to be aware of the necessity of using technology in the classroom since the TPACK framework requires a deep understanding not only on the subject matter and the teaching strategies, but also on the knowledge of technical matters which finally lead the teacher to convey the lesson in a better way. The three basic knowledge of TPACK, technological, pedagogical and content knowledge with the intersections among them should lead Anne in practice to make the learning becomes meaningful in which the role of technology is not excessive. Anne realized this demand, therefore, in any context or learning situation when using technology tool is the better option, Anne will consider all aspect of TPACK

framework before reach the final decision. Indeed, Anne's belief on TPACK influenced her practice in the classroom.

Discussion

In 1997, Borg proposed the teachers' beliefs model that clearly illustrates the relationship between the sources of teachers' beliefs, their own beliefs, and classroom practices. He uses the term teacher cognition to differentiate his work from another scientist. He reported that teacher cognition influenced by some factors such as schooling, professional coursework, contextual factors, and classroom practice, including teaching practice. However, in 2006, Borg made modifications where labels of schooling and professional coursework factors changed into experience and training. In this study, I used the modified model of teachers' belief framework as my guiding theory. First, the experiences are related to the teachers' experiences with technology both in daily life and in the professional environment. Second, training is about their professional development and their experiences related to the workshop and training about technology for teaching. Third, the contextual factors deal with what is happening in school, not only about the supporting facilities but also about students. The last is about the classroom practice which related to the implementation of the TPACK framework for teaching English.

The finding revealed that in Anne's case, she has familiar with technology integration for teaching in the classroom even though she uses the simple form such as video or audio. As the development of technology, she also tried to adapt by striving to improve the quality of teaching using technology. The introduction of the TPACK framework helped Anne not only to use technology but also to concern more about aspects of pedagogy and content. Moreover, Anne acknowledged that the presence of technology in the classroom was quite beneficial for students in terms of motivation and a pleasant learning atmosphere. However, the use of technology should be balanced with pedagogy and content. The training that Anne took was a form of awareness that she needed other people to learn and to get an insight into the latest information, and she also needs a continuous self-development. Through this training and workshop, Anne also continued to strengthen her belief in using technology in learning. However, Anne admitted that she is a very selective teacher which always makes consideration before choosing the right technological tools. Besides, before using an application for teaching, Anne will negotiate with the students first, before finally using the apps. Indeed, when the center of learning is the students, negotiation is essential. In line with this, McCarthy, (1991) argued that the role of the teacher becomes more facilitative because negotiation allows the learner to make decisions, in consultation with and by agreement with the teacher. It is hence, a process of empowerment and a way of increasing learner's responsibility. In addition to this, through the implementation of the TPACK framework, Anne realized that the use of technology is an integral unit with the pedagogy or learning strategy used. Also, it needed to be adjusted into the content to be taught. If these three aspects are well-balanced, the purpose of using the technology to facilitate students in learning will be achieved. Moreover, students are not expected to learn about technology, but students are expected to be able to understand the content of the English language through the help of technology.

Furthermore, beliefs inferred from what people say, intend and do, and thus they give insight into the reasons teachers' act the way they do (Pajares, 1992). The findings of this study supported this statement, where it reveals that Anne did all her teaching activities based on what she said she believed in, and there is intentional action reflected during the process of teaching. Her confidence in using technology in the classroom exist because they believe that through the good implementation of the TPACK framework, technology integration is very beneficial. In addition to this, Prawat, (1992) suggested that teachers' educational beliefs are considered as a filter for teachers' instructional and curricular decisions and actions and therefore, can either promote or impede change. It is in line with the findings, where the findings showed that Anne, even though she believes that the use of technology in teaching English facilitate students to learn better, she also faces the possibilities of bad consequences or failure that might occur. I also found that Anne, an early generation X, has the confidence in using technology even though she was growing up when technology is not as advanced as now, however, she also negotiated with the students before using the technology. Anne also thinks about her student confidence because she wants the process of learning runs smoothly without any difficulties caused by the low confident students.

Conclusion

Findings of this narrative revealed how Anne formed her belief in TPACK framework for teaching English where the experiences, the training or workshop, contextual factors, and the classroom practice are the main factors that formed Anne's beliefs. Those beliefs are generated in the following: first, Anne believes that the TPACK framework is a unit of framework where the technology, pedagogy, and content knowledge are inseparable. Second, Anne believes that using technology for teaching English should facilitate students to learn English easier. Therefore, if the technology is way too complicated, it is better to either change the type of application or cancel it at all. The last, Anne believes that negotiation in the classroom is important, mainly when it deals with the use of technology. Besides, Anne holds the principle of student-centered learning; therefore, she needs to ensure that the students are happy when they learn with technology. Moreover, the TPACK framework, with its integral elements, offers a new perspective for Anne related to her practice in the classroom, which including technology integration.

The story of Anne presented in this paper could give an illustration of how an X generation English teacher in Indonesian context deals with technology integration through the implementation of the TPACK framework. This story also could provide the suggestion for Indonesian government related to the supporting facilities. Indeed, we cannot wish for a better learning environment which including technology integration, when there is no sufficient support of facilities. This issue is out of the teacher' capability because it has to be the stakeholder's concern.

While the present study provides insight into the use of TPACK framework in the EFL classroom, there also limitations of this research. Firstly, the presents study did not measure the quality or the outcome of the learning after the implementation of the TPACK framework. Therefore, further research is needed to reveal and retell how the TPACK framework makes any change for the students learning. Secondly, since the TPACK framework is applicable for any field of educations, further research in other areas of education is needed to get more insight of how other teachers implement the TPACK framework and what are the belief in the TPACK framework itself. Lastly, this study presents the story from the teacher's point of view therefore further research from a different point of view is needed to provide more perspective on the TPACK framework and beliefs in teaching and learning English.

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