

TPACK Framework Into TEFL for Meaningful-Effective EFL Learning and Teaching at Indonesian Context

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This literature review study was conducted to reviewing and exploring more thoroughly how the Technological Pedagogical and Content Knowledge (TPACK) is implemented in the Teaching English as a Foreign Language (TEFL) to achieve meaningful and effective EFL teaching-learning. Employing a qualitative approach, we the present researchers gather various types of relevant literatures dealing with the discussed issue and then the information or data obtained are analyzed by utilizing thematic analysis where the data are classified according to the theme, rigorously interpreted, and then qualitatively described as well as concluded comprehensively. The findings of this review study hopefully strengthen the authors' belief that the implementation of English language teaching integrated with TPACK leads to a meaningful and affective EFL teaching and learning. In addition to that, these reviews of related literatures will be fruitful references for other researchers to conduct any correlated studies.

Keywords: TPACK framework, TEFL, meaningful learning, effective teaching

INTRODUCTION

Because the world of work is changing so quickly, there have been many changes made to the educational curriculum in Indonesia. This is because it is expected that the curriculum will be able to adapt and foresee these changes. The curriculum plays a part in the advancement of education because it sets high standards for students to meet, such as equipping them with the knowledge, values, and abilities necessary

for success in life and the workplace. Additionally, Indonesia will benefit from a demographic bonus until 2030, which is a circumstance where the population of productive age 15–64 years reaches the highest point and the workforce is in the lead. This demographic bonus will have the greatest impact if the nation invests in human resources (Jati, 2015). Since Indonesia will need 113 million skilled people by 2030, this nation has a lot of potential. It currently has 55 million qualified workers (Oberman et al., 2012).

Ministry of Education, Culture, Research, and Technology, which is in charge of ensuring that English is taught in schools, has been to look over and then change the curriculum over the last three decades. In 1975, the educational curriculum was standardized by the Indonesian government. It was then updated in 1984 and highlighted in 1994. In 2004, a new curriculum was called Competency-Based Curriculum. Before long, in 2006, it was then called the School-Based Curriculum. It was changed after two years of use. It was stated that this change was made to fit local or district resources and needs that had to be in line with the national education system. Seven years later, the 2006 curriculum was changed again to the 2013 Curriculum. The government established the 2013 Curriculum on July 2013 as a step in developing the 2004 and 2006 Curriculum. The development of the 2013 Curriculum results from intervention policies to improve the quality of education in Indonesia (Indriyanto, 2012).

Even though Nadiem Anwar Makarim, the current Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, has launched an education program entitled Merdeka Belajar (Emancipated Learning), currently the 2013 curriculum has been still being applied in the implementation of the English language learning and teaching process in most high schools in Indonesia. In addition, given the current state of the industrial revolution 4.0, we are now forced to face the reality of the necessity of using technology in education. The Fourth Industrial Revolution (IR 4.0) is built upon the Digital Revolution where technology and people are connected. It is the period of the Industrial Revolution where technology and humans are connected. The boundaries between physical, digital, and biological things are becoming increasingly blurred as a result of technology advancement (Alaloul et al., 2020). Significant changes have been brought about in many facets of human life by the generation 4.0 era. The world has entered the era of this generation as evidenced by increased connectedness, social interaction, the growth of digital technologies, and artificial and virtual intelligence. This change is unavoidable. We must be able to think differently because of the increasingly converging relationships between humans, machines, resources, information technology, and communication. These critical changes must affect every aspect of existence. The educational system is one of them.

Global human resources (HR) preparation is necessary given the developments in this period. The key to preparing for the development of the Industrial Revolution 4.0 is raising the standard of human resources through education. The in-demand human resources are individuals who can compete and make a positive contribution on a worldwide scale in the areas of digital trends and the advancement of information and communication technologies (ICT). An education system that can create a creative, innovative, autonomous, and competitive generation is required to face the Industrial Revolution 4.0. Currently, success is also determined by the caliber of English teachers. They must develop the knowledge and capacity to respond to emerging technologies and global concerns, particularly in light of the ongoing COVID-19 pandemic.

Technology tools can only be created, used, and maintained by people working together. The importance of teamwork and technology in the lives of most people will only increase. There is no alternative but for kids, teenagers, and young people to learn more about technology and teamwork. No one could have a better start than in school. Technology should be used to facilitate group learning across all grade levels and subjects (Johnson & Johnson, 2013).

TPACK (Technological Pedagogical and Content Knowledge) framework offers educators' opinions and expertise when creating lesson plans to help teachers bring about real change for students. When developing lesson plans, teachers might use the TPACK (Technological Pedagogical and Content Knowledge) framework, which offers educators' viewpoints and knowledge. In order to prepare their students to grasp the learning process more effectively, more effectively, and, of course, in accordance with the times, teachers must be knowledgeable in technology. According to this framework, teachers can understand how technology, subject matter, and pedagogy relate to one another (Koehler et al., 2004). It

also emphasizes how contemporary technology, such as computers, the internet, digital video, digital whiteboards, applications, and websites, interacts with and influences the subject matter being taught (C), technology (T), and pedagogy (P), which includes gathered practices, learning objectives, processes, strategies, procedures, teaching methods, assessments, and assessments (Drajati et al., 2020).

The use of technology to learn English was found to be problematic for certain English teachers, particularly the elderly, according to observations and preliminary interviews with a number of high school English teachers in Indonesia. In addition to being technologically sluggish, this was due, among other things, to the little time available for implementing the technology and integrating it with the subject or topic to be studied and the pedagogical process. While also having to finish other administrative responsibilities, they required additional time for themselves to organize, prepare, and implement it all. In contrast to what happened to pupils using technology, where they were not too difficult, this situation was slightly different. Therefore, this literature study then takes a closer look to review on TEFL, TPACK, how TPACK is applied into TEFL, how TPACK integrated with TEFL contribute to meaningful EFL learning, and how TPACK integrated with TEFL contribute to effective EFL teaching.

LITERATURE REVIEW

Teaching English as a Foreign Language (TEFL)

Teaching English to Speakers of Other Languages (TESOL) is a professional association that supports and promotes TEFL. Teaching English as a Foreign Language (TEFL) is defined as an activity or an industry of teaching the English language to persons for whom English is a foreign, second, or additional language (Cenoz & Gorter, 2013; Cummins & Davison, 2007; Khansir, 2013). The teacher must ascertain the students' diverse origins when instructing them in the English language and consider their ages and mother tongues, among other factors (adults or young learners).

Approaches and Methods of TEFL

According to Anthony (1963), approach is the level at which presumptions and beliefs about language and language learning are specified, whereas method is the level at which theory is put into practice and at which decisions are made regarding the specific skills to be taught, the content to be taught, and the order in which the content will be presented. Approach is a term used to describe beliefs regarding the nature of language and language learning that explain why and how certain activities are done in the classroom. It explains how language is utilized and how its various components work together. The method, in contrast, is a strategy that has been put into practice in a classroom. The method's creators have made judgments that they believe will ensure the survival of their approach (Harmer, 2015). Practices, methods, principles, and beliefs make up the technique (Richards et al., 1985). The method is, in essence, equally focused on the technical "how" (Nunan, 1991).

There are numerous strategies and techniques for teaching the English language, and some of them may work well in one class but not in another. The approaches and techniques conceived, built, and refined thus far by some language teaching and learning theorists can be taken into consideration by English language teachers. They are Grammar Translation Method, the Direct Method, Oral Approach and Situational Language Teaching, the Audiolingual Methods, Communicative Language Teaching, Total Physical Response, the Silent Way, Community Language Learning, Suggestopedia, and the Natural Approach (Richards & Rogers, 2002; Larsen-Freeman, 2003; Harmer, 2015). Desuggestopedia was later added and developed by Larsen-Freeman (2003). Learner Training was provided as an additional method concept by Richards (2003). In the end, Jain and Patel (2008) complete them with the Bilingual, Reading, and Situation Methods.

The last two other English teaching methods were written by Jain and Patel (2008). They are the Bilingual Method and the Reading Method. The Bilingual Method, developed by Dr C.J. Dodson of the University College of Wases since 1967, allows the use of both the mother tongue and English language as the target language to be learnt, even though it is restrictedly used by the teacher, not by the pupils. It is, to some extent, appropriate to use in some EFL countries like Indonesia. Meanwhile, the Reading Method

developed by Dr Michael Waste emphasized reading ability, both silent and loud reading. It is believed that when someone has good English reading skills, he will be able to speak and even write English more easily.

The Use of Technology in TEFL

Education is impacted by both globalization and the development of information and communication technologies (ICT). ICT is present in all educational institutions and is becoming more widely available in various learning contexts. The global economy and conventions have an impact on the national educational policies of many developed and developing countries. For instance, the concept of 21st century skills and the need to get students ready for a global market are both spreading like wildfire. Cooperation, communication, critical thinking, and creativity are four fundamental learning and inventive skills. Literacy is often defined as the ability to read and write, and it is thought to be essential to the process of learning in the classroom. The notion of literacy has, however, been expanded to encompass proficiency with a variety of communication channels, such as visual imagery and IT access. Nowadays, concepts like media literacy, multimodal literacy, information literacy, and IT literacy are commonly used in discussions of education.

Education is without a doubt one of the areas of society where technology use has increased in the twenty-first century. To promote educational revolutions and advancements, technology must be integrated into teaching and learning. In order to establish a 21st-century learning environment that will prepare students for technologically sophisticated, knowledge-based society, Garba et al. (2015) contend that ICT integration in education is a critical first step. The importance of communication as a 21st Century skill has expanded as a result of globalization; as a result, technology support for language teaching as a communicative tool is required to meet modern expectations. Technology integration promotes English language learning (Ahmadi & Reza, 2018; Aydn, 2018; Ürün, 2016), stimulates effective language teaching (Başar & Ahin, 2022), and gives practical techniques, empowering the language learning process (Altun, 2015). The use of contemporary technology significantly enhances the teaching of English as a second language nowadays (Alqahtani, 2019).

The question now is not whether technology should be utilized in language learning, but rather how much it will be included into the process (dos Santos et al., 2019). However, there has been a considerable change in how technology is employed in language learning programs. How to incorporate technology into teaching is a crucial issue in our century, similar to how it is no longer adequate for instructors to simply have a sufficient level of pedagogical and topic knowledge (Prasojo et al., 2020). The need for EFL instructors to become more technologically literate should therefore be one of their top priorities. Teachers' knowledge and skills have an impact on how they use technology in their lessons (Ertmer & Ottenbreit-Leftwich, 2010; Gong & Lain, 2018; Hew & Brush, 2007); in addition, teachers' career success depends on their development in pedagogy, subject matter, and technology (Şahin, 2011).

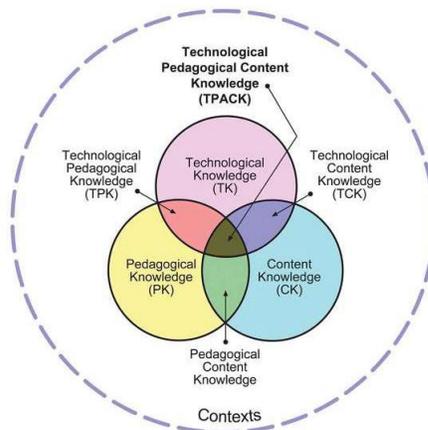
Technological Pedagogical and Content Knowledge (TPACK)

Technological Pedagogical and Content Knowledge (TPACK), initially inspired from the concept of connectivism put out by Siemens (2004) and Downes (2005)—that humans process information by creating connections, is a paradigm for sharing educators' perspectives and expertise in lesson plan creation so that teachers can achieve significant change for students. Technology is a skill that teachers must possess in order to prepare their pupils for the learning process and to ensure that they, of course, keep up with the times. A framework known as TPACK or TPCK explains how teachers see how technology, material, and pedagogy interact with one another (Koehler et al., 2004). The ideas of Shulman (1986, 1987), who described knowledge of pedagogical content, served as the inspiration for this TPACK framework. Subsequent research that stressed the significance of knowledge of pedagogical content technology (TPCK) was also used to examine the framework (Mishra & Koehler, 2006).

The heart of the technology, pedagogy, and content knowledge (TPACK) framework is made up of the three fundamental elements at the center of technological integration: content, pedagogy, and technology (Koehler & Mishra, 2009). Building on Schulman's pedagogical content knowledge and extending the idea of teachers integrating technology into their pedagogy, Mishra and Koehler (2006) introduced TPACK. Pedagogical knowledge (PK), content knowledge (CK), and technology knowledge are the three main

knowledge components of TPACK, according to Koehler and Mishra (2009) (TK). As shown in the model below, the combination of these elements results in the knowledge kinds of technological pedagogical knowledge (TPK), technical content knowledge (TCK), and technological pedagogical content knowledge (TPACK).

FIGURE 1
TPACK MODEL DEVELOPED BY KOEHLER AND MISHRA (2008)



Especially in professional education contexts, regulating technological opportunities with instructional approaches could foster crucial knowledge and skills necessary for the practical and necessary integration of technology (Smith et al., 2020). Therefore, understanding TPACK components could increase instructors' awareness of how technology might be mixed with pedagogy to profit from it and assist them in viewing this process from many angles. The following table compiles primary constructs of TPACK (Redmond & Peled, 2019):

TABLE 1
SUMMARY OF TPACK CONSTRUCT

TPACK Constructs	Definition
Content knowledge (CK)	Knowledge about the actual subject matter that is to be learned or taught
Pedagogical knowledge (PK)	Deep knowledge about methods of teaching and learning
Pedagogical content knowledge (PCK)	The blending of content and pedagogy into an understanding of how particular topics are presented for instruction
Technology knowledge (TK)	Knowledge of how to use technological tools such as hardware, software and the web
Technological content knowledge (TCK)	Knowledge about the manner in which technology and content are reciprocally related
Technological pedagogical knowledge (TPK)	Knowledge of technologies that may be used for learning and teaching and how teaching might change as the result of using technologies
Technological pedagogical and content knowledge (TPACK)	Knowledge required to teach effectively with technology.

The experiences of preservice and in-service teachers in terms of training and professional development may be impacted by the use of TPACK as a framework for evaluating teaching knowledge. TPACK is a

useful framework for considering the knowledge that teachers should incorporate and incorporate into the process of teaching, as well as how they could improve this knowledge (Schmidt et al., 2009). According to Koehler et al. (2014), the TPACK framework focuses on how instructors' perspectives of how content, pedagogy, and technology interact to create an effective learning environment. Understanding how to use technology to make concepts more understandable, how to combine it with pedagogical knowledge to meet students' needs, what makes a concept difficult or easy to learn and how to use to avoid potential challenges, understanding students' epistemological beliefs and how to use technology to support those beliefs, and more are all included in the TPACK (Koehler & Mishra, 2009). In reference to the ISTE (International Society for Technology in Education) 2007) Standards, Atun and Usta (2019) note the importance of "Digital Citizenship" competency, students' positive attitudes toward technology, and their proper use of technology. They also add that these could be achieved through a lesson plan based on the TPACK framework. Technological pedagogical content knowledge (TPACK), which is an excellent usage in all areas of learning, gives a suggestion as to the effectiveness of the lesson delivery with technology integration (Santos & Castro, 2021).

TPACK into TEFL

Research on TPACK English learning for the 21st century was done by Koh et al. (2016) and used in Singaporean schools. This learning idea refers to the characteristics of 21st-century learning in general, including the four talents of cooperation, communication, critical thinking, and creativity. One may describe a learning experience as 21st century learning if it helps students develop their 21st century skills. The framework for 21st-century skills also indicates to five major categories of 21st-century skills: sociocultural, cognitive, metacognitive, productive, and technological. These elements suggest that opportunities for students to develop 21st-century learning include social skills for teamwork, problem-solving, and multicultural communication; cognitive skills for innovation and complex problem-solving; metacognitive skills for self-reflection and emancipated learning; productivity skills for effective and efficient job acquisition; and technological skills to use technology.

The rubric created by Koh (2015) explains that learning with the TPACK-21CL framework consists of five dimensions: activeness, constructiveness, authenticity, intentionality, and collaboration. This student activity is measured by a scale from students rarely using technology to the level of students using technology in all learning processes. The constructive dimension is measured by a scale from students using technology for simple activities to the level of students integrating technology and content orally, in writing, visually, and conceptually and reflecting on learning products. The authenticity dimension is measured by a scale from students not utilizing technology in related phenomena to the scale of students learning from genuine or authentic problems, solving problems, and being able to present reflections from personal experiences. The dimension of intentionality is measured from the scale of students who have not used technology in the evaluation aspect to the scale of students using technology continuously for self-evaluation and utilizing feedback from teachers. In the collaboration dimension, this aspect is measured from the level of students using technology at the content reproduction stage to the scale of students learning and working in excellent collaboration by utilizing technology to obtain interdisciplinary learning outcomes.

The problem is how to design or strive for classes in Indonesia to start using this TPACK-21 CL-based learning and learning framework. Furthermore, it is necessary to investigate how teachers can facilitate students learning English with the TPACK-21 CL framework of knowledge, skills, attitudes and learning experiences by exploring students' potential so that they can communicate well, think critically, collaborative, and have high creativity.

In designing English learning with the TPACK-21CL, it is necessary to pay attention to the integration of pedagogy, content, and technology from various aspects. For aspects of pedagogy, it can be considered from starting learning activities, learning methods, expected student activities, assessment, and evaluation. For content, consideration is needed following the curriculum or syllabus that has been developed by the government and the syllabus's development so that the knowledge, skills, learning attitudes and experiences of students increase along with the learning activities carried out. As for the use of technology, it can be

used as an activity for motivation, the learning process or learning activities, as well as assessments. This technology can use existing technology applications in the form of various models from simple to complex skills, for example, LMS-based learning platforms, technology-based learning applications on mobile devices, personal computers, or laptops, social media, and games. The selection and use of technology in learning English need to pay attention to students' skills in the future, the 4Cs, namely critical thinking, communication, collaboration, and creativity. For instance, learning materials or content about making tips using conditionals followed by imperative and suggestion: pedagogical learning activities in the form of video viewing on travelling tips to Bali while the technology applications used are Youtube and Ted Ed.

Many mobile technology applications and websites can be used to support English language teaching to students. The mobile technology applications include Socrative, Speed Reading, Newsela, Tinycards, Charades, Lingbe, Babbel, Neo Study, Poro, English Speaking Practice, Lingodeer, Remind School Community, English Writing Book, English Grammar Ultimate, TEDtube: Study English, Podcast British Council, Cambridge English Listening, Kahoot, Trello, Teacher Class 123, Quizizz, Edmodo, ClassDojo, Facebook, Instagram, Hellotalk, Hello Pal, E-Learning App, EWA: Learning English Language, Mondly Languages, Improve English, Hello English, Quizlet, Learn English Daily, Beelinguapp, Duolingo, and Voscreen. Whereas the supporting websites include FluentU (fluentu.com), Wordsmile (wordsmile.com), Learn A Language (www.learnalanguage.com), Perfectly Spoken (perfectlyspoken.com), Speaky (www.speaky.com), Grammarly (www.grammarly.com), Tlk.io, Schoology (www.schoology.com), Unilang (forum.unilang.org), Edublogs (www.edublogs.com), Coggle (coggle.it), Fanfiction (www.fanfiction.net), Esl-Lab (www.esl.lab.com), TED (www.ted.com), Zenius (www.zenius.net), Futurelearn (www.futurelearn.com), Englishpage (www.englishpage.com), and Memrise (www.memrise.com).

Meaningful EFL Learning

According to Ausubel (1963), who promoted the idea of meaningful learning, learning takes place when new experiences are connected to prior knowledge. Mintzes and Wandersee (1997) claim that acquiring knowledge in a way that enables you to use it is a necessary component of meaningful learning. Furthering this idea, Jonassen et al. (2003) used a constructivist perspective to develop technology-based activities for classroom use that would promote meaningful learning. Meaningful learning was described by the authors as taking place when students actively engaged in creating meaning. Following that, the definition was divided into five “interrelated, interactive, and independent” characteristics. Simply put, meaningful learning occurs when students are engaged, helpful, deliberate, cooperative, and working on real-world problems (Jonassen et al., 2003).

Ashburn and her Project TIME team tackled the topic of creating instruction for meaningful learning later in 2006. Three key areas were the focus of this project: “1) teaching learning and professional development in content knowledge, content specific pedagogy, and technology; 2) student learning for enduring understanding; and 3) the integration of technology into curriculum and management of technology in instruction” (p.1). Three interrelated elements—meaningful student learning, technological integration, and teacher learning—follow this focus. As a result, meaningful EFL learning has a connection to both the teaching of EFL by teachers and the learning of EFL by students. This is in line with Fan et al.’s definition of meaningful learning from 2015, which is “a teaching strategy that allowed traditional curriculum design to be tuned to the learner’s willingness to actively and positively face learning to enhance learning benefits and learning achievement.” Mobile technology use can also be an option to practice and build meaningful learning (Karppinen, 2005; Rendas et al., 2006; Rick & Weber, 2010). After conducting their analysis, Ashburn and the project team established a new factor called “content centrality.” Each component of meaningful learning is discussed in the section that follows (Ashburn, 2006).

Intentionality

The term “intentionality” refers to clearly defined learning objectives that direct the teaching and learning processes of both teachers and students. When learning is intentional, it will be much more meaningful (Jonassen & Strobel, 2006). The implication is that teachers should define students’ learning

objectives carefully. Teachers must be able to create learning activities that help students achieve these goals, come up with methods for gauging their progress, consider any changes that need to be made to their teaching approaches in light of the results, and encourage students' critical thinking. By being included into instruction, including the teaching strategies and resources, technology is supposed to help achieve this goal. Examples include developing curriculum-building web applications, learning assignments, and learning assessments.

Content Centrality

The core of the discipline is content instruction. It should also be properly chosen and created so that pupils can relate to it. The great ideas, crucial problems, and investigative techniques that are at the heart of the field should push pupils, according to this quality. Technology tools should be carefully chosen since they enhance learning about challenging concepts and subject matter. They support learning styles that cannot be effectively controlled without such tools. It is implied that teachers need to possess the necessary pedagogical and subject-matter expertise to support students' learning.

Authenticity

According to modern learning theories, meaningful learning requires meaningful activities, and the most meaningful assignments can be replicated from an authentic setting, and students engage in authentic work (Jonassen & Strobel, 2006). They deal with complex issues and problems outside of the classroom, acquire knowledge and skills through practical application, and complete activities that call for higher-order thinking abilities and sophisticated solutions of different quality. Teachers urge students to build their questions linked to the lesson and what they learn about it by posting their questions in response to open-ended questions from the students. It suggests that teachers require expertise in the selection and administration of technology and the resources it offers. It follows that having access to various sources on the Internet is obvious.

Active Inquiry

According to Jonassen and Strobel (2006), learning is inherently a social and mental active activity. Students may develop their enquiries as a result to learn more. Active inquiry learning will compel students to engage intensely with difficult material (Ashburn, 2006). They may: 1) design their investigative questions collectively; 2) gather, assess, manipulate, and analyze information pertinent to those questions; 3) employ higher-order thinking abilities to generate interpretations and statements backed by data and logic. It follows that teachers need to be adept at utilizing technological tools to speed up the inquiry process as a teaching method as well. Active inquiry can be both viable and productive with the proper choice and use of technology as well as resources made available through technology. For students to build representations of what they learn as a result of their investigations, the choice of appropriate technology tools is crucial.

Mental Model Construction

Humans always create meaning about their surroundings in order to survive (Jonassen & Strobel, 2006). Similar to this, learning involves creating mental representations of the material. According to Ashburn (2006), mental models are internal representations, presumptions, and narratives about how the world operates. Students constantly create views of their actions and the effects of those actions in practice. Therefore, technology is employed to illustrate, support, and scaffold the students' knowledge construction.

Collaborative Work

Meaningful learning is collaborative. In this context, doing collaborative work is the final defining aspect of meaningful learning. According to Jonassen and Strobel (2006), people labor in knowledge-building networks and take advantage of one another's knowledge. Additionally, they seek out others' assistance in order to address issues and show that a task has been completed. Teachers must understand how to access students' group projects and how to cultivate students' enthusiasm and collaborative work

skills. Teachers should have the necessary expertise to identify the specific technological tools that can enhance small-group learning and to control how student groups use technology.

To be concluded, after all, meaningful EFL learning means that the learning process of English language done by students along with teacher's guidance including intentionality, content centrality, authenticity, activeness (active inquiry), construction (mental model construction), and collaboration (collaborative works).

Effective EFL Teaching

How students have learned is a factor in how good a teacher is (Brookfield, 2006). According to Hunt et al. (2009), effective teaching involves giving students the chance to explore concepts, learn new information, synthesize information, and solve issues. Additionally, Berk (2005) claimed that from a humanistic standpoint, good teaching might entail developing democratic classroom environments and a positive rapport between teachers and students. In the meanwhile, monitoring educational processes and outcomes could be considered from a scientific standpoint.

Barry (2010) argues that evaluating what competent teachers know and do in their regular professional activities might help determine how effective they are as teachers. Additionally, he claims that "these involve a deep understanding of subject matter, learning theory, and student diversities, planning, classroom instructional strategies, knowing individual students, and assessment of student understanding and proficiency with learning outcomes" (p. 3–4). Regarding assessment, Marsh and Roche (1997) assert that current students, former students, the teachers themselves, colleagues, administrators, or trained observers can all make assessments of a teacher's efficacy.

Other researchers identified four characteristics of good teachers: knowledge, attitudes, performance, and interaction (Hunt et al., 2009; Regmi, 2012). More specifically, Blum (1984) as cited in Richards (2002) suggest the following attributes: When students do not understand, they are retaught; Class time is used for learning; There are smooth and efficient classroom routines; Instructional groups formed in the classroom fit instructional needs; Standards for classroom behavior are high; Students are carefully orientated to lessons; Instruction is clear and focused; The learning process is monitored clearly; When students do not understand, they are retaught.

Salahshour and Hajizadeh (2013) list eight key aspects for successful EFL teaching in the context of EFL: 1) Personal characteristics, 2) English language proficiency, 3) teaching strategies, 4) evaluation technique, 5) degree of teacher attention on various abilities, 6) teaching expertise, 7) teacher-student relationships, and 8) class management. Personal traits include being well-groomed, self-assured, animated and enthusiastic, creative and spontaneous, speaking clearly and loudly, being on time, being patient with pupils, being interested in their work, and feeling responsible for teaching. The ability to speak English fluently and accurately involves the teacher's vocabulary, sentence structure, tone, and pronunciation. The use of appropriate EFL teaching methods, detailed explanations while reading or listening, going beyond the textbook when necessary, providing cultural information about the target language's culture, explicit error correction, pair or group work, and encouraging students to use English throughout the lesson are all examples of good teaching methodologies. The regular administration of quizzes and the inclusion of oral questions at the start of each session make up the evaluation approach. Grammar, speaking, listening, and vocabulary are just a few of the language abilities that teachers place a strong emphasis on. The ability to effectively communicate ideas, knowledge, intended teaching materials, subject-matter knowledge, preparation and lesson planning, the capacity to respond to students' questions, the use of effective and adequate methods of elicitation while teaching, the ability to encourage students to engage in emancipated learning, and the capacity to recognize the learning preferences of the students are all examples of mastery over teaching. In order to have a positive relationship with students, teachers must respect them, be kind and approachable, promote participation, inspire motivation, aid in boosting students' self-confidence, maintain students' attention, give them constructive feedback, communicate with their parents, and be available outside of the classroom. The capacity to handle the class properly is the final component of class management. To say that EFL instruction will be extremely effective if EFL teachers can keep those eight components in their classes.

CONCLUSION

From those relevant theoretical literatures of theory on the integration of TPACK and TEFL, this leads to draw the conclusion that the implementation of the teaching English as a foreign language will be meaningful and effective if the EFL teachers can guide and explore so well towards its implementation in terms of integrating technology within the methods, strategies, techniques, approaches of teaching EFL. The guidance covers teachers' intentionality, content centrality, authenticity, mental model construction, and collaborative projects between teachers and students including among students. In addition to that, to realize that goals, teachers should also possess positive personal qualities, be proficient in advanced English language skills, understand teaching EFL methodologies, employ appropriate English language teaching evaluation techniques, can appropriately manage the students and classroom, and be able to set up the EFL learning environment so that students are exposed to English language in a way that is appropriate and meaningful.

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