

Covid-19 outbreak response: Tracing EFL teachers' beliefs & practices of TPACK in teaching writing

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ABSTRACT

Little is recognized regarding teachers' beliefs about teaching with the appropriate framework integrating technology into language instruction, particularly during the COVID-19 outbreak. TPACK is a framework for apprehending knowledge domains required by EFL teachers nowadays. The preliminary study indicated that among the four English skills taught to middle school students, teaching writing was the most challenging. Therefore, it is essential to understand more about teachers' beliefs regarding the practice of the TPACK framework in teaching writing. For that reason, This study aimed to (1) explore teachers' beliefs about the TPACK framework and (2) analyze classroom practices in teaching writing. This case study examined three teachers from different senior high schools in Indonesia of their beliefs about teaching writing with the TPACK framework and their classroom practices. A semi-structured interview was administered to explore their beliefs, while classroom observations focused on their classroom practices. The results demonstrated similarities and differences among teachers' beliefs about learning objectives, teacher's role, and assessment, while in classroom procedure and instructional material, teachers shared identical beliefs. Indeed, there was a majority of consistency between teachers' beliefs and classroom practices of teaching writing with the TPACK framework. Despite its paramount consistency between teachers' beliefs and classroom practices, the presence of the government to educate teachers is urgently needed, which can be in the form of virtual TPACK training. Then, this study may provide references for teaching writing with the TPACK framework that can adequately be applied during the COVID-19 outbreak and new normal.

Keywords: Classroom Practice; COVID-19 Outbreak; EFL; Teacher's Belief; Teaching Writing; the TPACK framework

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INTRODUCTION

As of March 2020, nations all around the world have suddenly terminated all educational institutions during the COVID-19 outbreak. The pandemic has thrown off balance around the whole world and caused an overall interruption, influencing all degrees of educational institutions. Then, numerous nations shut down to make a security plan under the

crisis reaction system and have moved to the sudden learn-from-home mode to gainfully draw in understudies at their homes. In addition, all educational institutions in developing countries manage distanced learning with few preparations in some features, i.e., teachers' competency, internet access, and students' psychologies (Rinekso & Muslim, 2020; Tang, et al., 2020). In the Indonesian

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context, the COVID-19 outbreak has intelligibly portrayed that Indonesia had a widening digital gap that has brought critical impacts (Lie, et al., 2020). These demands required pedagogy to be more and more propulsive in occurrence rather than stable (König, et al., 2020). Consequently, most scholars have analyzed this issue from various fresh orientations to know the required solutions.

Researchers and instructors have investigated and found that the utilization of Technological Pedagogical and Content Knowledge (TPACK) can be an approach to recognizing required information for the instructing learning measure in the millennial era (Chai et al., 2017; Turgut, 2017). Subsequently, the TPACK system has shown up as an exceptionally significant decision in considering insight, studies, and practice in ICT-rich classrooms (Chai et al., 2016; Tai et al., 2015; Tseng et al., 2019). Domains of knowledge at the convergence of technology, pedagogy, and content (technological pedagogical and content knowledge) are legitimately portrayed as a crossing construct point that progressed by each of the three domains (Mishra & Koehler, 2006). The TPACK framework, developed by Mishra and Koehler (2006), responds to a teacher's needs for an online learning session. This philosophy highlights knowledge as a crucial element of innovation in integrating different types of technology into academic experiences.

Uncertainty surrounds the duration of the COVID-19 outbreak, and there is no defined framework to help educational institutions make a swift transition to a new, fully-fledged teaching technique. The preliminary study found that a shift from face-to-face to distance learning needs a reevaluation of an instructional organization's concept, particularly in teaching writing. This condition is especially challenging for teachers who are required to rapidly construct a robust, full-fledged online learning system while also handling many practical writing projects. This situation differed from other skills, e.g. there is an improvement in the quality and intensity of speaking and listening practice. It is crucial to swiftly transmit experiences through printing media and employing helpful websites and writing tools.

For this study, researchers comprehensively interconnect theories from Borg's (2011) teachers' beliefs and classroom practices to understand teachers' TPACK framework comprehensively. Rather than considering the TPACK structure as a knowledge field, we aligned on the propulsive intuition wherein EFL teachers organize their beliefs about the TPACK framework and practice it in teaching writing material when the COVID-19 outbreak happens. Tseng (2016) identified the TPACK framework as three main areas of knowledge (content knowledge, pedagogical knowledge, and technological knowledge) and their point of intersection. Concentrating on the EFL

field, Tseng (2016) comprised EFL teachers' TPACK assessment instruments. Adapted to the present study, these conceptual theories offer the groundwork for our research study.

Reviewing previous research discussing teachers' (teachers') beliefs and practices of the TPACK framework, a few related reports have been done in recent years. The umbrella of studies examining teachers' beliefs demands elaborating the beliefs components that are intensely related (Tseng, 2016). Cox and Graham (2009) and Voogt et al. (2013) emphasized that the TPACK framework research demands to be connected to the research about teachers' beliefs. Chai and Koh (2017) revealed that teachers' beliefs and TPACK framework are interconnected, and teaching-learning to conceptualize 21st century-oriented pedagogy assemblage may significantly transform their beliefs and TPACK framework. Draji et al. (2021) stated EFL teachers had covered factual reality inside their content and proper technology for assisting. In recent years, Aniq et al. (2021) clarified the level of EFL teachers' TPACK framework for teaching writing during the pre-COVID-19 pandemic was modest.

The above explanation reveals that teachers' belief about TPACK deploy essential leading functions to form and increase the efficiency of EFL teaching and learning in distance learning during the COVID-19 outbreak. Nevertheless, as long as researchers have reviewed, recent previous studies have not wrapped many research gaps. Little has been done to investigate the extent of the application of the TPACK framework on certain content in language teaching using an objective approach such as classroom observation. Commonly, those studies only focus on the correlation between teachers' TPACK, beliefs, and classroom practice. Due to those problems, researchers are interested in exploring (1) what are the teachers' beliefs in teaching writing with the TPACK framework in senior high schools? and in knowing (2) how are the implementations of teachers' beliefs in their classroom practices?

Belief & Practice of TPACK in the Teaching Writing

For more than decades, studies in language instruction primarily concentrated on teachers' behaviors to attain effective teaching. The early studies focused more on the role of teachers in language learning and found that their beliefs influence their instructional decision-making and planning (Borg, 2003). Borg (2003) chose the term teacher's cognition rather than the teacher's belief to describe the unobservable cognitive teaching dimension, which is what teachers know, think, believe, and do. Borg (2011) defined beliefs as propositions individuals regard as accurate and which are often tacit, have a strong evaluative and

affective component, provide a basis for action, and are resistant to change. In contrast, classroom practice refers to the teachers' classroom practice experience concerning their beliefs.

Borg (2003) identified components of teachers' (s') beliefs(s) are teaching, subject matter, curricula, materials, teachers, learners, learning activities, self-colleagues, and assessment. Gathbonton (1999) specifically identified the teacher's belief as to the teacher's assembled knowledge about the teaching act, i.e., the goals and subject matter of teaching; techniques and procedures; appropriate student-teacher relationships; the way to manage specific language items so students can learn them; students and what they bring into the classroom; and evaluating student task involvement and progress during the lessons. Specifically, Cirocki and Handoyo (2019) explained that English language teachers should occupy themselves with various kinds of reflection; experience various levels of reflection; reflect on the teaching-learning process from various viewpoints; employ fascinating tools, and delineate their reflective identities. In the discourse of language instruction, belief and practice are perceived to represent the first constituent in educational institutions and have transformed into a chief focus for this research (Ding et al., 2019).

Tseng (2016) claimed that research about teachers' beliefs demands undertaking the beliefs about components of teaching that are contextually relevant. Since the rapid development of ICT integration in educational institutions, the TPACK framework is one of the popular themes that scholars notice nowadays. Warschauer (2009) stated that technology had been diagnosed as how to enhance student-teacher interaction in the EFL classroom over the past two decades. Mishra and Koehler's (2006) revealed that teachers have to comprehend that technological knowledge is a crucial component for aligning sorts of EFL content and how the content shapes or dictates particular technology-assisted learning utilization, and the other way around.

Mishra and Koehler (2006) constructed the TPACK framework to widely explain how teachers may utilize technology to assist their teaching. It represents the complex relationship and intersection of seven knowledge domains, i.e., CK, PK, TK, PCK, TCK, TPK, & TPACK. The TPACK framework is a framework to draw what teachers demand to acknowledge effective technology integration into their teaching practices (Bostancıoğlu & Handley, 2018). The term aids in discovering the knowledge nature needed by teachers for efficient ICT in teaching a subject matter. As technology becomes more prevalent in language education, scholars have been increasingly concerned about how language teachers present linguistic information using appropriate technology

pedagogically sound. This procedure involves the instructors' conception and use of technological pedagogical content knowledge.

With the broad utilization of the TPACK framework in educational fields, some previous researchers have begun to examine this issue in the ELT context. Tseng et al. (2020) highlighted four main TPACK themes, i.e., TPACK exploration, TPACK assessment, TPACK development, and TPACK application. Most scholars have focused their studies on EFL teaching (Aniq & Drajati, 2019; Bostancıoğlu & Handley, 2018; Drajati et al., 2019; Sariçoban et al., 2019; Van Loi, 2021; Wu & Wang, 2015). Since the spread of utilization of CALL and MALL in EFL teaching, Tseng (2016) applied the theory of the TPACK framework to enhance students' involvement through MALL. Tseng (2016) put forward that these TPACK indicator assessments are essential when integrating the TPACK framework in teaching EFL.

Then, Tseng (2016) initiated a TPACK assessment instrument that can be utilized to analyze EFL teachers' TPACK framework. Tseng et al. (2019) recommended that constructivist pedagogical beliefs have a higher correlation than traditional beliefs. Tai et al. (2015) presented the TPACK model, which includes a holistic and multimodal approach to teaching, as a resource for EFL teachers to consider when creating writing instruction. The first domain is Content Knowledge (CK). The goals are to familiarize students with the genres and grammatical aspects. The second domain is pedagogical knowledge (PK). The instructional technique consists of a process writing approach and several modifications. The aims are to consider writing as a cognitive and exploratory process and practice the writing method.

The third domain is Technological Knowledge (TK). The instructional method is based on Information and Communication Technology (ICT). The aims are to become familiar with ICT approaches and acquire fundamental Internet and Web 2.0 interaction abilities. The fourth domain is Pedagogical Content Knowledge (PCK). The instructional technique consists of peer review activities and teacher corrections. The goals are to facilitate additional learning, social comparison, topic knowledge development, and give corrective feedback on the process of writing.

The fifth domain is Technological Content Knowledge (TCK). The instructional technique is online writing instruction. Online instruction in EFL writing skills is the purpose. The sixth domain is Technological Pedagogical Knowledge (TPK). The method of education is collaborative online learning. The objective is to develop ICT and teamwork abilities concurrently. The last factor is Technological Pedagogical Content Knowledge (TPACK). The teaching strategy is the course model

for the TPACK framework. The objective is the integration of the aforementioned strategies.

When asked to score themselves on the TPACK framework using the aforementioned EFL-TPACK assessments, teachers gave good marks (Hsu & Chen, 2021; Li, 2021). Emerging the TPACK framework is embedded within a particular discipline and context. Teachers may use the TPACK framework to build online resources and evaluations while enhancing teaching quality to enable students to take accountability for their learning experiences (Ammade et al., 2020). Given that teachers must be able to work and study online regardless of the reason or scenario, COVID-19 have an immediate and enduring effect on their TPACK framework in the future (Fuad et al., 2020).

Indeed, researchers found that little research profoundly illustrates teachers' TPACK framework in EFL teaching during the COVID-19 pandemic. Tai et al. (2015) signified that the TPACK framework offers potential research to mix the two significant educational substances of EFL writing and technology integration. Several approaches, methods, and strategies have been utilized to teach ESL/EFL writing (Hyland, 2003). Cheung and Jang (2020) identified the interwoven quality of writing pedagogy with TPACK-Writing as a conception liaised by social issues, e.g., teacher-centered pedagogy and an examination-oriented system. Standing for the teachers' beliefs, teachers identify the TPACK framework as a stimulating effort to practice teaching writing.

While the theme of the TPACK framework is not new, the theme remains under-diagnosed under the umbrella of the EFL field. Cheung and Jang (2020) revealed that it is necessary to reveal the teacher's belief in teaching writing with the TPACK framework. Not many of those studies concentrated on the implementation of teaching with the TPACK framework after they got the information on teachers' TPACK development. Commonly, those studies pay attention only to the correlation between teachers' TPACK framework and their beliefs. This issue is worthy of examining since a few are identified about the best practice of the TPACK framework for the alteration of content knowledge in ELT. This research is designed to ameliorate the novel description of EFL teachers' beliefs and practices of the TPACK framework.

METHOD

The type of this research was a case study. Since this study described the teachers' beliefs about teaching writing with the TPACK framework and the classroom practices. It was included in the descriptive research, i.e., describing the characteristics of a particular individual or a group. As Yin's (2018) case study definition, this research investigated the practice of the TPACK phenomenon within the COVID-19 outbreak context

and the extent between the phenomenon and the context that was not seen. The curiosity about the phenomenon stimulated some questions to interpret and build up knowledge from the EFL field.

In this research, specified reports are illustrated following Tseng's (2016) TPACK assessment, in which the indicators of each domain of the TPACK framework were grouped and analyzed as Gatbonton's (1999) and Borg's (2003) teacher's belief theories. For analyzing data, extra attempts were made to entrancing what teachers believed about teaching writing with the TPACK framework and how their beliefs were implemented into their classrooms in light of the initial conceptions. It was deliberated that the findings might appear from profound statements of best practices of the TPACK framework under study.

Then, we selected three Indonesian EFL teachers through purposive sampling. The participants were given the pseudonyms of Bunga, Melati, and Indah. The participants' total was considered to adequately illustrate a proper orientation of various phenomena since they came from various backgrounds. The participants had more than five years of EFL teaching experience. Bunga taught for ten years in a state senior high school, while Melati and Indah taught in public senior high schools for six years. They were familiar with and had acquired the TPACK framework through formal-informal educational programs. They were acquainted with the Indonesian pedagogy system, the literature about the TPACK concept, the practice of teaching with the TPACK framework, and the technology integration into language instruction.

Undertaking to impersonate teachers' beliefs and classroom practice of the TPACK framework more precisely, this research examined teachers' self-realized achievement in all seven domains of the TPACK framework starting from August to October 2020. The data were gathered from the online semi-structured interview transcripts and notes from online class observations. The instruments were attempted in four phases, i.e., item collection, translation of Tseng's (2016) TPACK assessment, expert review, and testing validity and reliability. Initially, participants focused on illustrating their belief about the TPACK framework and substances with their experiences as a research instrument. Then, we monitored the equilibrations and interactions of teachers to exhibit their classroom practices.

Finally, this case study used an interactive model initiated by Miles et al. (2018) to analyze the research data. This type of data analysis ran into four stages, i.e., data collection, data condensation, data display, and conclusion drawing/verification. First, writers gathered and collected all the data needed together. Then, writers transcribed the interviews after attentively listening to the tapes.

Next, the raw data in the transcribing forms were coded.

Data findings were diminished and concentrated on the primary data that answered the research questions. Next, the data was displayed as an arranged construction of cognition directing to the conclusion drawn. It was considered that better displays were a significant avenue to valid qualitative analysis. Writers compared the findings to theory and research. Accurate data gathered by triangulation may also assess and verify data consistency. Last, writers drew conclusions grounded on the data validated and confirmed before.

FINDINGS AND DISCUSSION

Formulating meaningful learning objectives.

In general, it indicated various perspectives among teachers in formulating learning objectives. From the data that had been collected through interviews, three teachers had interpretations that teachers considered, i.e., setting the standards of learning objectives, using an appropriate teaching strategy to set learning objectives, identifying ways and strategies of developing learning objectives, using technology to develop learning objectives, and applying learning objectives through suitable strategies and the use of proper technologies. It pointed out that five domains of the TPACK framework guide teachers' beliefs about learning objectives. Bunga claimed three considerations, i.e., students' needs, the subject matter, and her teaching style, as she was putting together the learning goals. The data were taken from Bunga's interview as follows.

"The key in formulating learning objectives is the needs of students, subjects, and the teacher himself. Depending on the needs of students can be determined what is to be achieved, developed, and appreciated. In the practice of teaching narrative texts, I pay attention to the learning objectives that students need, namely being able to analyze narrative texts and create narrative texts. (B1 Interview)"

Besides, the significance of beliefs about objectives guided by knowledge of applying technology to apply instructional strategies was to support the development of skills and competencies related to using information technologies, including blended learning/ synchronous-asynchronous learning techniques. The COVID-19 pandemic has made teachers intensely aware of the technology integration in this area. The idea that teachers expected the technology integration in developing learning objectives by Melati's quote:

"The purpose of this technology-based learning can be interpreted in the learning process of every educational institution and students must have devices or media that contain elements of technology to achieve learning objectives. So, in

this case I assess technology can help improve the quality of learning objectives. (M1. Interview)"

Teachers recognized that the TPACK framework guided them in formulating learning objectives that mix technology, pedagogy, and content to produce meaningful learning objectives. All three expected a balance in their practices. Teachers also expected students to be able to attach information or subject matter about the text being learned with concepts or other matters that already existed in students' cognitive structure so that the learning outcome was achieved optimally. It could be seen from Indah's comment:

"The purpose of learning, in this case, is interpreted as a preparatory activity for the implementation of learning that applies TPACK elements, especially TPACK 21st Century Learning (CL) and is integrated into the components and stages of learning that will be carried out to achieve the goals that have been set. (I1. Interview)"

Designing Digitalized instructional materials covering exercises

Teachers believed various instructional materials for teaching writing increased the students' interest in following the class. Initially, teachers in this study believed instructional material should encompass their ideas and feelings about academic knowledge sources and resources on language skills and sub-skills. It could be seen from Bunga's statements as follows.

"That's right. So, at the beginning of the meeting, I made a summary of the material in the form of narrative text definitions, narrative text structures, timing conjunctions, and adverbs. Then the language features are considered such as nouns, noun phrases, action verbs, saying verbs, direct-indirect speech, and past tense. (B1 Interview)"

The data analysis results lucidly explained that digital technology was exploited to assist students in staying enthusiastic, joined, and involved when practicing distance learning during the COVID-19 pandemic. All teachers perceived the positive feature and realized the explicit educational outlooks of the emergency state due to the COVID-19 pandemic and the benefit it, i.e., to (re)connect with students, to benefit digital technology as a medium to sustain distanced learning and students' self-education from home, and to grasp support. Bunga said:

"In presenting teaching materials, I choose to use PowerPoint, Google classroom, WhatsApp group, and word. For that, I must understand the operation of cellphones and laptops as media and the programs I mentioned. For example, how I create an attractive PowerPoint design for students using animation and sound effects, how to present PowerPoint in front of students etc. Then I can solve the technical problem. (B1 Interview)"

Next, teachers believed technology integration was very beneficial in the way they attracted their students' awareness and assisted them in comprehending the material since the use of multimedia in a classroom might offer chances for the students to acquire a better understanding of the subject matter delivered. Nevertheless, for educational reasons, some teachers preferred to employ e-books and PowerPoint as the primary instructional material for students and provide their teaching with other resources. This decision was to use the e-books and PowerPoint as the leading resource.

Teachers believed that students who were representatives of the Z generation and who had grown up in the digital age would seamlessly adjust to the new reality of distance learning. These students understood how to educate themselves about digitized instructional materials and transform new skills to continue the teaching-learning process, but they also maintained their enthusiasm for learning properly even while the pandemic was going on. Since teachers and students stayed at home, teachers believed that they became more well-prepared and grew as individuals that could manage, understand and evaluate technology literacy. The competence constructed by constant learning and flexibility in new situations is essential to succeed in these uncertain circumstances. This statement about the standardized instructional material based on the TPACK framework in teaching writing was implied from the extract:

The teaching materials must contain material that follows the learning objectives balanced with conformity to the learning model chosen and supported by technology. The teaching materials can be in print forms such as textbooks, modules, and handouts or multimedia such as PowerPoint, learning sites, PDF, and so on. The teaching materials must be attractive so that students are enthusiastic about learning with these materials without prompting. In teaching this descriptive text, I present PowerPoint, pictures, and videos as learning resources in class. On the e-learning platform, I have sent a PDF containing some examples of descriptive text accompanied by pictures. (B1 Interview)"

Conducting a Variety of Learning Activities through Chatting Platform

Dealing with classroom procedures, the researchers had asked the teachers to define and elaborate on what classroom procedure they would run. In this study, the notable discovery explained minor discrepancies in how teachers did a set of actions in the classroom. The discrepancies varied from straightforward and short descriptions to comprehensive and extensive descriptions. It revealed that the choice of the combination of distanced text-based learning was affected by the teachers' individual beliefs, students' characteristics, and the COVID-19 pandemic

situation. The teachers' individual beliefs guided and led their choice of text-based learning in preparing the learning activities they executed in the classroom.

Further findings signified that the teaching-learning process developed the teacher-student interaction and the student-student interaction. They created a non-threatening and friendly environment for students. Teachers believed that activities such as brainstorming, games, Think Pair Share, and others succeeded well during distanced learning. They believed that they should provide more chances for their students to be able to share ideas and comments on learning platforms more actively. The PCK guided teachers to provide activities that provide students with critical thinking. Melati's explanation could be seen in the extract:

When teaching, I use brainstorming methods, lectures, games, and think-pair-share workgroups. Initially, when I deliver the material, I prefer to explain it in detail through my mouth, but unlike the total lecture model, I am interspersed with feedback from students to respond to my explanation. When modeling to create an exciting atmosphere, I play games. I asked the students to come forward, and then I showed them one word in the form of a place name. The student then describes the place in English where his friends guess the place. In the joint instruction, I will ask students to group together to make a descriptive text. (M2 Interview)"

Then, it was discovered that an optimal level of social sensitivity on the part of teachers prior to engaging in online learning activities is vital in increasing students' engagement, collaborating with student-student, and raising the cohesion of the online learning community. Technology-literate teachers might choose appropriate learning platforms that support students' participation and provide limitless room for students to explore their competence. At the time, teachers admitted that students take a decisive part in the outcome of online learning. Consequently, teachers supported power-sharing, emphasized student ownership of discussions, and optimized the possibilities of online consultation.

Indah said that she gave thoughts to the students and provided clues to their concerns about how to utilize technology for autonomous language learning. Melati narrated that she engaged learners in controlled discussion chat rooms. Bunga, in her beliefs, said that she created a WhatsApp group, sent discussion topics, and asked them to explain their thoughts on the topic. This was Bunga's description of how she taught in the online class:

"In discussions and brainstorming the media that I use are WhatsApp and Google classroom. I used to use Google Meet but some students had problems, either the internet connection was too weak or the cell phone didn't support it because there were too many applications, so I ended up using WhatsApp a

lot. Moreover, students who have speaking anxiety are active on WhatsApp. By using WhatsApp and Google classroom, I think it is quite effective in conveying material because students can reread my message about the explanation of the material or listen to my voice notes on WhatsApp. (B2 Interview)"

Acting the Adaptive Role

The teachers' interviews revealed that all teachers in this study primarily had adaptive roles depending on the situation. Their roles were uncertain as to the needs of students, and the circumstances during the learning process happened. Even so, there was a tendency to select roles in the class. Bunga, for example, declared that she was a full director. Bunga's response were as follows:

"The most important role in teaching is how we control the class properly. How to create a meaningful learning experience amid current limitations. In addition to the class management factor, teachers need to pay attention to the mentality of students and motivate them to be enthusiastic about learning during a pandemic. There are cases where I need to visit a student's house to see the student's condition. (B2 Interview)"

Bunga cited a key phrase denoting her belief about the teacher's role in the online classroom, i.e., controlling class correctly. Indeed, she emphasized that when she controlled the class, she was attached to a collaboration with school stakeholders to support students' learning. It proved that she made particular conditions in which she transformed into the classroom leader. The idea of a leader did not limit that she chose total domination since she was not only the primary learning resource for students, but she served students by sending materials to read and study on their own or pointing out other learning resources such as blog sites or the like that provided various narrative texts. In addition, she identified contextual factors that could hinder or enhance the teaching and learning process. This belief also could be found in Melati's statement:

"The role of the teacher that I feel the most is that of an organizer. So, in my class, I need to make the online class atmosphere interesting and tend not be boring. I need to manage 1 hour to optimize it. (M2 Interview)"

Besides, Indah understood her role in collaborating technology in the classroom in two ways, facilitating and motivating. She conceived that she should not control the class; instead, she saw herself as an equal partner to students. As a facilitator, she fostered students as they used ICT to assist their improvement of language skills autonomously. Being a facilitator was understood by her as leading students to use digital learning sources legally, ethically, safely, and concerning copyrights. The teacher believed that she needed to

design some exciting learning media and fun activities to engage students. Even so, she emphasized that transferring knowledge was still the main job. She stated:

"Collaborating with technology, I want to make technology as a facilitator and a motivator in learning. I try to use interesting sites and programs so that it is imprinted in their minds if the bell has shown their English subject, they are enthusiastic to learn. If they feel bored in the middle of learning, I will put on a video. Usually, when students finish, they even ask to be shown a movie as their reward. I followed by showing the film and then I would ask them to write the words that are difficult to understand and what moral message is obtained. (B2 Interview)"

Conducting Technology-Supported Assessment Activities.

All teachers acknowledged that deep knowledge about assessment was necessary. All teachers admitted that students in this assessment model showed higher and more equivalent participation models since the digitized interaction gained the students who were not well-behaved or accustomed to conventional face-to-face conversation. Indah's belief could be seen in the transcription of interviews:

"In obtaining information about students, of course, a teacher uses techniques, namely through inquiry and observation. Inquiry is asking. An effective teacher must ask students how they feel about the learning that has been completed. Next is the observation technique, a teacher must know various things that happen in the classroom such as student performance, habit patterns in the classroom, and see their interactions. (I3 Interview)"

However, as they had different teaching experiences, they had different beliefs in understanding the rationales of doing the assessment. The analysis of teachers' interview data about the ability to assess revealed that most teachers used different assessment methods and techniques. Bunga emphasized formative assessment to determine students' understanding of each meeting. She monitored the results of students' exercises and activities in virtual class and then formulated her assessment. In teaching practice, she did not apply peer assessment to the students. There were no indicators of writing assessment. Otherwise, Indah and Melati wrote the content, generic structure, and grammar as writing indicators they used in the peer assessment rubric. It could be seen in the excerpts.

"I tried to apply for the three assessments. Assessment for learning in such a post-test and assignment. Assessment as learning when students provide feedback on the results of their friends' writings. I also instructed students to write down what they had learnt at the conclusion of each meeting so that they could evaluate their

comprehension of the content delivered. Yes, it's a posttest so that students have an active role in the assessment of learning. (M3 Interview)"

From findings above, it revealed that teachers did the technology-supported assessment activities. Teachers in this study believed that doing the assessment was integrated into the evaluation. Since assessment might be done for various aims, it might develop in various formats too. It could be interpreted that kinds of assessments might be utilized for various aims.

Portraying Consistencies and Inconsistencies of Teachers' Beliefs in Classroom Practices

The data findings indicated that most in-service teachers' beliefs were consistent with teachers' classroom practice. Their classroom practices reflected that their beliefs were aligned with how they taught writing with the TPACK framework in the classroom. According to the data, almost all EFL teachers were moderately inclined to integrate their TPACK principles into their practices. The effort to comprehend and improve one's position and standing was comparable to practices. Just a few details showed that their beliefs were not implemented in class. The patterns were as follows.

In their practices, teachers elaborated some learning objectives that could encompass language features and result from students composing written text, choosing the appropriate learning model, and finding the best technological instruments to transmit the lesson's main points. In making and presenting instructional material, the teacher looked confident in running the software and hardware. Since it was presented in an attractive media form, students showed enthusiasm for learning and writing training.

Concerning classroom procedures, some of the learning activities mentioned in the interviews they implemented in their classes, e.g., brainstorming, lectures, games, and discussion. The teachers used technology integration to promote students' participation, especially Bunga and Melati doing distance teaching. Dealing with the teacher's role, Bunga supported students in employing technology, e.g., virtual chatting platforms, to enhance their higher-order thinking abilities. This pattern was also found in Melati and Indah's classroom since they regularly motivated students to improve their language skills independently through technology.

Regarding assessment, Bunga did formative assessments such as arranging jumbled sentences, analyzing characters of the story, and resumming narrative videos on Youtube. Furthermore, Melati and Indah preferred to involve students early by using peer feedback and peer assessment. Students were provided with a rubric to assess their friends' work. When they saw a student who seemed

confused, they gave positive feedback to motivate the student.

However, there were some minor discrepancies in implementing their classroom practice beliefs. First, teachers claimed to include the technological aspect in their learning objectives in formulating learning objectives. Second, the lesson plans they made are used for all-parallel classes without paying attention to various students' backgrounds. Third, since the limitation of time, only a few learning activities could be carried out. Fourth, the role of the teacher as a source of learning for students was still noticeable when synchronous learning was not following their beliefs that they were optimally only a facilitator. The data were supported by the classroom observation notes as follows.

"Melati spent half of the meeting doing the teaching. There was no allowance for students to comment or ask something. Some students seemed to be bored and unenthusiastic. (M3 Observation Note)."

This article intended to elaborate on in-service Indonesian EFL teachers' beliefs and practice of the TPACK framework during the COVID-19 pandemic. As shown in the above findings, their beliefs about learning objectives, instructional material, classroom procedure, teacher's role, and assessment in teaching writing were guided by some domains of TPACK. The teachers had an abiding paradigm concerning TPACK and its domains. Aniq and Drajati (2019) clarified that teachers in their TPACK practice gave the impression that they were confident in their subject knowledge and ability to teach it. Their views related to the importance of the groundwork of best teaching practice with ICT and necessitates interpreting the representation of constructs through technologies shaped their beliefs about teaching writing. Previous findings also presented this pattern (Bostancioğlu & Handley, 2018; Cheung & Jang, 2020; Tai et al., 2015). This finding supported Mishra and Koehler's (2006) finding that teachers' design process provides the locus for activities that create perspectives on how technology, pedagogy, and content interconnect to make differentiated kinds of knowledge.

The priority in teaching writing with the TPACK framework was to support the development of skills and competencies related to using information technologies, including learning techniques. Hsu and Chen (2021) clarified this effect was inversely associated with the technology expertise of EFL teachers but was not substantially associated with their pedagogical or subject knowledge. König et al. (2020) proposed that learning objectives regarding students' learning with digital media should be processed. Educators should calculate pertinent teachers' abilities needed for efficient use of ICT during the policy of further partial school closure. The COVID-19 pandemic made teachers formulate particular treatment

learning objectives (Lie et al., 2020; Rinekso & Muslim, 2020). The pattern also was relevant to the TPACK assessment listed in the content knowledge aspect, i.e., having sufficient knowledge about English (Tseng, 2016) and having several strategies and ways of enhancing students for four skills (Bostancıoğlu & Handley, 2018).

Then, standardized instructional materials should be designed in sequence based on the learning objectives, and it also enclosed exercises that students could benefit from to assess their understanding. The finding showed that instructional material encompassed their ideas and feelings about academic knowledge sources and resources on language skills and sub-skills. The finding supported Tseng et al.'s (2019) finding that online teaching quality might enhance if distance teachers keep cognitively and Wu and Wang's (2015) finding that ICT in the classrooms had three essential purposes: presenting information, controlling teaching, and learning content. Every teacher inputted definitions, general structures, and linguistic characteristics, such as nouns, verbs, phrases, and tenses. The results suggested that Indonesian EFL teachers have adapted to online learning concerning technology. In addition to TPACK skills, Fuad et al. (2020) thought that it included the use of a variety of learning media and educational platforms.

Teachers believed in classroom procedures on which each teacher practiced his/her classroom procedure that the teacher believed to be the best teaching method. All teachers claimed that they used text-based learning to teach writing a text in their respective classes. Indeed, their plan had few discrepancies since the teachers' choices are affected by their individual beliefs, students' characteristics, and the COVID-19 pandemic. It was as found by Mishra and Koehler (2006) that it was principal that TPACK-based professional development for educators is inclusive and flexible enough to suit the full scope of approaches, styles, and teaching philosophies. Indeed, technology-literate teachers may choose appropriate learning platforms that support students' participation and provide limitless room for students to explore their competence in the subject matter (Aygün & Yavuz, 2019; Turgut, 2017).

Teachers believed that the teacher's role was so adaptive. They did not stick to one role in teaching writing. Instead, they adjusted their roles to promote students' participation. Bunga's combination of total dominance and technology integration was used to organize students to be active in class. It contradicted Wu and Wang's (2015) finding that even in the course of the educators who accepted that ICT made more conversation, like those in numerous other situations, containing asking and answering display questions. She believed that she needed to design some exciting learning media and

fun activities to engage students. Ding et al. (2019) and Tseng et al. (2019) identified that teachers could use technologies to motivate students to learn. Ammade et al. (2020) identified that it is hard to assert that all teachers with varying degrees of expertise are equally motivated to learn and use the TPACK framework.

Teachers believed that teachers conducted technology-supported assessment activities. In Wu and Wang's (2015) finding, some teachers employed ICT for commanding instruction, e.g., to show how to fill a worksheet. Li (2021) claimed that in terms of acceptance and knowledge, they were prepared to use ICT for emergency remote teaching during the COVID-19 outbreak. It also supported König et al.'s (2020) finding that as long as teachers do not conduct online formative evaluations, it will be difficult for them to analyze students' online learning requirements and develop effective lesson plans in the long term. It also proved Van Loi's (2021) indication that teachers can conduct self-monitoring and regulate accuracy in writing English.

Regarding classroom practice, teachers demonstrated beliefs-oriented classroom practices. They reflected their beliefs in their classroom. Overall, most of the beliefs they conveyed at the beginning were practiced in class. However, some discrepancies existed while implementing their belief about teaching writing with the TPACK framework. It proved Lie et al.'s (2020); Tseng (2016); and Turgut's (2017) finding that the other rational motive for the indications of dissimilarities between technology-related domains and other domains could be connected to what teachers believe they know or what they are capable of doing may or may not be replicated by their actual knowledge level or degree of achievement. It was in line with what has been reviewed by Chai and Koh (2017) and Phipps and Borg (2009) in their works that they concluded that teachers' ideas about teaching are not always represented in the practices that teachers use inside the classroom.

Therefore, it must be emphasized that although we recognized teachers' beliefs and classroom practices of the TPACK framework from some perspectives, we did not define which ideas and classroom practices to select. In discussing the TPACK framework, we considered each position's interests. Practitioners should accept the local textual concerns that beliefs and practices of the TPACK framework are associated with, such as the policies of educational institutions, the ideology of the government, discourses, and other contextual aspects concerning TPACK practices. This acknowledgment also addresses how teachers, academics, and the government might improve conversations on what technology integration changes are required (Ding et al., 2019; König et al., 2020; Tang et al., 2020).

The research established a descriptively significant relationship between COVID-19, pandemic, education quality, teachers' TPACK framework, and the government's readiness to adopt distance/online learning. When the learning environment shifted from face-to-face to online, the government's efforts to improve the quality of teachers and ICT infrastructure enabled the impact of time training courses on teaching quality (Fuad, 2020; König, 2020; Li, 2021). Due to the COVID-19 pandemic, online education will become the standard at several educational institutions worldwide for an extended amount of time. Experience of teaching during the COVID-19 pandemic is a crucial reference in fostering effective educational processes. When the pandemic gets better, and the government reintroduces conventional face-to-face learning, it is anticipated that the results of this research describing the beliefs and practices of teachers will serve as a reference for ideas that may be encountered and discussed in the future.

CONCLUSION

Three senior high English teachers' beliefs and classroom practices of the TPACK framework during the COVID-19 outbreak were unveiled from online interviews and classroom observation. The findings showed similarities and differences in learning objectives, teacher's role, and assessment, while in classroom procedure and instructional material, teachers shared identical beliefs. Concerning classroom practices, teachers demonstrate beliefs-oriented classroom practices. However, there are some minor discrepancies in implementing their beliefs in classroom practices. Moreover, by understanding the teachers' beliefs and classroom practices of the TPACK framework, this research may provide models of teaching writing that can adequately be applied during the COVID-19 pandemic and new normal. Indeed, further issues can be investigated and explored by future researchers. Finally, teachers can renew or upgrade their beliefs if they do not possess the accomplished beliefs about teaching EFL with the TPACK framework so that educational problem issues caused COVID-19 outbreak do not degenerate the teaching-learning quality.

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