21st CENTURY LEARNING: IS ICT REALLY INTEGRATED IN EFL CLASSROOMS OR MERELY SEGREGATED OUTSIDE THE CLASSROOM?

Ririn Ovilia, Risda Asfina

Universitas Negeri Malang

oviliaririn@gmail.com, risda.asfina@gmail.com

ABSTRACT

In 21st century, along with the rapid development of technology, the teachers begin to involve Information and Communication Technology (ICT) in EFL learning. However, the question is, "is the use of ICT really integrated or merely segregated outside the classroom?" This study was intended to answer that question. It was a case study which attempted to see the practice of integrating ICT in EFL classroom, particularly at Charis National Academy ―a private Junior High School in Malang, and to investigate the teacher's perceptions toward the integration of ICT in the learning process. Charis National Academy was selected as the research setting since it met the criteria regarding the integration of ICT in EFL classroom: the ICT accessibility, teacher's ICT competence and institutional supports. The instruments used were interview guide and observation sheet. The results of this study showed that the teacher was aware of the integration of ICT in EFL classroom and she integrated it in the instruction and activities in the learning process.

Keywords: ICT, EFL classroom, Integration, and Teacher's Perceptions

Nowadays, there have been several changes in the education field regarding the growth of the new generation of students in the digital world. In the past, teachers and students utilized technology to find and to obtain the information since, at that time, there was only Web 1.0 which allowed the users to access the information (Brown & Heekyeong, 2015). However, from time to time, the advancement of

technology keeps growing and leads to the changes of the use of Information and Communication Technology (ICT) in education field. One of definite changes can be seen by the implementation of blended learning (Yapici, & Akbayin, 2012). Blended learning systems, according to Graham (2006) is the combination of traditional learning which is face-to-face and online learning with computer mediated instruction in which the students do not need to attend the class. Technically speaking, half of learning instruction is done through online/ distant learning. Regarding the effectiveness of blended learning, Yapici, & Akbayin (2012), in their study, reported that blended learning instruction contributed more significantly than the traditional instruction.

Furthermore, Brown & Heekyeong, (2015) mention a number of available interactive applications which are applicable to be used in language learning, such as email, blog, wikis, social networking (Twitter and Facebook) and audio and video conferencing. In the past years, the experts and practitioner have carried out the studies to find out the effect of the implementation of those applications. Rodliyah (2016) conducted a case study aiming at finding out how Facebook can be cooperated to ELT. The participant shared the e-dialogue journal in Facebook closed group. The result revealed the improvement in students' writing, particularly in their vocabulary, grammar and spelling. This activity also provided fun practice and widened their knowledge. Besides, the students responded positively towards the activity. Another study which investigated the use of mobile device in teaching writing was conducted by Noriega (2016). The result showed that mobile technology combined with genre based approached could improve the students' writing ability.

Moreover, ICT has become an important element in education in order to prepare the students for their future. Besides, the students have been familiar with those applications since their early age. In many contexts, the students are exposed to a range of technology from their very early age at home; therefore, when they reach the age, when they are at school, they already have the skill of ICT (Pim, 2013).

Due to the rapid advancement of technology, many teachers believe that the use of Information Communication Technology (ICT) can support and give positive impacts on the students' learning (Shin and Kim, 2014; Kozma, 2013). However, the positive impact of using ICT in the classroom does not come automatically; it depends on the several factors. There are several studies discussing the factors that influence the successful integration. Kopcha (2012) mentioned five factors influencing the integration and also becoming the barrier for the integration. Those five factors are access, beliefs, time and professional development.

In line with Kopcha (2012), Andoh (2012) agrees that the integration of technology into teaching and learning process is surely not easy to do. He reviewed literatures in the field of ICT integration into language teaching. By reviewing the studies done by other researchers, he reported eleven factors which can influence the integration of ICT. Among those eleven factors, the highlighted factors are ICT competence, teachers' attitude, institutional characteristic, and accessibility. These factors are similar to the factors mentioned by Kopcha (2012).

Besides, Tambunan (2004) pinpoints one of the most important things that should be taken into account that is teachers' ICT competence. The utilization of

appropriate technology in the classroom chosen by the teachers who have ICT competence will result in good learning outcome. Additionally, Lawless & Pellegrino (2007) identify another important factor which ascertains the success of integrating technology in the classroom that is the availability/access of technology facilities/resources including the computer with specialized software and network system/Wifi. The availability of electronic resources in the classroom is very crucial for the teachers in order to prepare their instructional practice. In addition, according to Barton, et al (2007), the term "access" can be divided into two: *bookable* access and *reliable* access. The *Bookable* access or regular access refers to facilities available in the classroom such as computer, projector, and so on, while the *reliable* access refers to featured technology available such as network system or Wifi.

The two aforementioned factors, teachers' ICT competence and resources availability, are inseparable. One condition is that teachers' competence is inter-related with the accessibility provided. Li Li & Walsh (2010) examined the teachers' competence when they were equipped with the technological tools. The results showed that with the adequate access provided, the teachers had adequate computer skill to integrate the technology into learning process. Besides, this study also reported that the mostly used software was power point.

Another condition is that when the facilities are available but the teachers are not capable in integrating the technology, the facilities are then useless. On the other hand, if the teachers have the competence to integrate the technology into classroom, but there are no resources available, then the teachers' competence cannot be applied. This condition meets the findings of the study conducted by

Barton & Slaouti (2007). One of the respondents in their study showed how frustrating she was when she had the ability to use technology in the class, but there were no any facilities she could use. The following is what she stated:

> "I keep getting course offered to me on how to use the interactive whiteboard and using ICT in foreign language and to be honest I have said there is no point in me going on a course on how to use that if I am not going to have access when I come back to school. I am just hoping, just relying on this new school to have ICT facilities and then I will sort of develop it at that point. But at the moment there is no point in re-developing my skills if I am not going to be able to use them in my teaching.

As a matter of fact, regarding the important role of those factors to accomplish the success in integrating ICT in EFL classroom, there have been gaps between the availability of technological tools and application and the use of technology in the classrooms. There are several cases that many schools or teachers fail to integrate ICT in EFL classroom because of the absence/lack of either teachers' competence or school's resources. These lead to the regression of ICT utilization in EFL learning. Moreover, by reviewing several studies, Kopcha (2012) concluded ICT was used more frequently for administrative tasks such as grading and attendance; teachers more often used technology for non-instructional tasks such as communicating with peers and parents or preparing teaching materials.

Beside the studies reviewed by Kopcha (2012), the other case is that the teachers might use ICT for instructional tasks; however, they do not integrate it into the learning process in the classroom. In Indonesian context, a study conducted by Herendita (2013) involving 801 private and public schools in 17 major cities in Indonesia showed that almost all schools had computers and 80%

of the schools had access to internet; 79% of the schools required the students to access the internet for their homework; and 0.39% of the schools integrated ICT into teaching and learning process. Based on the results of her study, it was proved that the integration of ICT during the teaching and learning was still low, even when the teacher had access they need. The teachers used computers only for the task and designing material.

Among a number of factors influencing the integration of ICT in EFL classroom, the highlighted factors in this study are teacher's competence, institutional characteristics, ICT accessibility and teacher's perception. The occurrence of these factors then led to the conclusion whether the ICT was integrated or segregated in the classroom.

The study was carried out at Charis National Academy, one of private schools in Malang. Regarding the institutional characteristics and ICT accessibility, preliminary data were collected through interviewing the principal of the school. The result of interview revealed that the teachers who are willing to teach in that school must have the ICT competence, as one of the requirements. Then, the school always encourages the teachers to use technology while teaching. Thus, the school provides the hardware, i.e. projector and computer lab, as well as software, i.e. computer programs and web-based applications. The strong network connection is also provided. To sum up, the school provides the full access for the teachers and students to use the technology.

Beside those factors, there is another factor which highly contributes to the successful implementation of ICT. It is the students' attitude toward ICT. The preliminary data were also collected to know the students' attitude toward ICT

and to know in what age they knew and could operate it. The data collected were questionnaires using likert-scale. The scale used were strongly agree, agree and disagree. There were five statements in the likert-scale concerning with technology that can ease the students to learn and to do the task. The results showed that they had positive attitude toward ICT. Besides, based on information provided in the questionnaires, they were categorized into digital native. They knew and learnt how to operate the technological tools in the early age, around 5-9 years. Most of them, 40%, started at the age 7. According to Presky (2001), the digital native refers to the people who were born in digital age. They will unconsciously adapt to the technology in their life. Big number of the students has already known and has been familiar with technology since they were very young.

With regard to the abovementioned gap in the previous studies between the availability of the tools and the teacher's use of technology in teaching, this study was intended to see the practice of integrating ICT in EFL classroom whether it is segregated or integrated when the supports from the institution and competence required are available. Before finding out the practice in the classroom, firstly the teachers' perception is elaborated.

There are much evidence, showing how the teacher acts, which are highly determined and influenced by their belief on something (William & Burden, 1997). Futhermore, they elaborate that teachers' belief on particular subject, English for instance, will impact the way they think, design the lesson and the task, choose the method and strategy to teach and evaluate the students' work. Thus, the teacher's belief on the use of ICT is needed to be uncovered which then

leads to the rationales behind the practice done in the classroom (Cahyani & Cahyono, 2012).

The two factors therefore were observed; teacher's perceptions toward the learning process, which is rooted from belief, and the practice in the classroom. This study involved one English teacher at Charis National Academy —a private Junior High School in Malang. The School was chosen since it met the criteria regarding the institutional characteristics and ICT accessibility. The School's uniqueness made it become the research setting for this study. The objectives of this study are, first, to reveal the teacher's perceptions toward the learning process regarding the integration of ICT at Charis National Academy's EFL classroom, and second, to see the practice of integrating ICT at Charis National Academy's EFL classroom; whether it is integrated into the instruction or segregated.

METHODS

This study was a case study conducted in one of private junior high schools in Malang; that is Charis National Academy. The students mostly come from the middle to upper social economy status families. Besides, they have their own gadget and are categorized as digital natives. The students' attitudes toward ICT would not be the hindrance for the teacher to integrate the ICT into their instruction. Based on the primary data, they responded positively towards the implementation of ICT. Furthermore, the accessibility was well provided by the institution. These specific criteria of subjects made it worthwhile case to be investigated. Thus, this study eventually is aimed to observe the teaching practice while integrating the technology; whether it is integrated or merely segregated

outside the classroom or it is used only to do administrative tasks. However, firstly, the teacher's perception toward the integration of ICT was investigated. Then, the practice of integration of ICT in English classroom was observed. The English teacher who taught English at junior high school level was the subject of the research. For the sake of respecting the subject's privacy, pseudonym was used. Since there was only one English teacher for junior high level in this school, it directly made Ms. Katrin (pseudonym) as the subject of this study.

The data of this case study were elicited through observation and interview. The interview was intended to uncover the teacher's perception and belief about the use of technology, the advantage of the technology in education field and the integration of technology into teaching and learning process. The semi-structured interview was carried out before observation. Additionally, in order to deeply probe the teacher's practice done in the classroom, whether it matched the teacher's perception or not, observation was done. This observation was aimed at finding out how the teacher employed technological hardware and software which then led to conclusion whether it was integrated or segregated. In this observation, there was no particular rubric used. Everything that happened during the process was fully recorded in the field note.

FINDINGS AND DISCUSSION

The Teacher's Perception

Practicing something is surely determined by someone's belief about it. In other words, the rationale behind the act surely lies on the mind. Perspective influences how the people act. It happens in the classroom as well. Teacher's

belief determines the teacher's decision using and integrating technological devices in the classroom (William & Burden, 1997; Andoh, 2012; Shin et al, 2014). The ways the teachers act are pretty much influenced by their belief. Thus, teacher's perception is important to be probed.

Ms. Katrin thought that the importance of technology could not be denied; it has grown rapidly in a very short time. It had an impact on learning in which learning became borderless. Due to this fact, she brought technology into the classroom as alternative media/ teaching aids or as another resource of learning. She has been aware that most of the students at Charis National Academy have already been familiar with the technology. Hence, it would not be difficult to bring and use it in teaching and learning process. Besides, the school has been so supportive in this matter that the school provided the strongest internet connection and provided the device, tablets, for each teacher.

Such integration, she believed, would ease and motivate students in learning which, later on, could lead to the successful teaching. Successful teaching in her perspective was that the learning and the enjoyment were simultaneously involved. Besides, abundant language input was available in the internet that the students could use it as helpful resources of learning. The famous input hypothesis by Krashen precisely emphasizes the important of language input in successful language learning (Saville-Troike, 2006). Apart from that, abundant apps available in the play store or in the web browser were also helpful in designing the lesson. Among all of those apps and features, videos, power point, web browser, social media and Google Classroom were being used to support the classroom activities.

A web-based application used mostly was Google Classroom. Google Classroom is a new tool in Google Apps for education that can help teacher create and organize assignments, provide feedback, and communicate with the class members. The teacher can quickly see who has or has not completed the work and can provide direct feedback to individual student. Besides, the teacher can make announcements, ask questions, and give comments to the students in order to improve communication inside and outside the classroom.

Another feature mostly used was social media. It has been popular in language teaching in which it becomes the media of teaching. Traditionally, traits of social media include creating a login on the site, which provides the users with a profile page where they often can add pictures and other contents. The users can, then, connect with other people they know, or may have met through this site, by becoming their "friend"—a designation to the site that both are then connected in some ways. Culturally, popular sites like Facebook, MySpace, and Twitter however, have received intense backlash from schools which are fearful for the online safety of students using these sites, as well as the concern that students will misuse them during the learning process time. As a result, teachers tend to be afraid; including not updating their information and ability, in using social media as one of the tools applied in the teaching and learning process. But, it is not the case of this school.

Since a key characteristic of social networking sites is for each user to have their own profile, they have the ability to create their online identity and connect with anyone from around the globe, which is also profiled on the site. In the age of globalization, this is a huge opportunity to connect students with other

students who have similar interests as well as different experiences (Brown et al, 2015).

She realized many benefits of integrating technology in teaching and learning process. First, the students could be trained to independently study. When there was a project / assignment, the students downloaded the instruction in the Google Classroom. They did not depend on the teachers too much. The students were actively involved in learning and discussing. They were taught to be creative by assigning them the project which would demand their creativity. Project such as making a video like how to do something, for instance, was extremely needed the creativity.

The benefits of integrating technology to improve the quality of learning have also been acknowledged by many practitioners and researchers in educational field (Fook et al, 2011; Muir-Herzig, 2004; Brown, 2015). Fook et al (2011) and Brown et al (2015) mention several benefits of integrating such as equipping the students with the creativity, and long life learning. Inevitably, the teachers are required to integrate technology in teaching, particularly in this 21th century learning. The success of doing so is pretty much influenced by the teachers' perception. In this study, the teacher had positive perception toward the technology integration.

Practice in the Classroom

There was no particular rubric used in observing the practice of teaching and integrating ICT. Field note was used and everything that happened in the classroom was surely recorded in the note. The lesson for that day was writing

poetry. The students had school visit to orphanage earlier, and they took the pictures as the project to report. They have documented everything they needed. The next project was to write a poetry inspired by the pictures taken in that visit. The poetry could be about everything they saw there. They needed to include the pictures which inspired them to write the poetry.

This instruction of the project should be downloaded in Google Classroom. The students read the instruction and comprehended. They were also allowed to browse whatever they needed to write the poetry. One thing forbidden was cheating from the existing poetry written in the any resources. If it happened, their project would not be scored. Additionally, they did their project in their own laptop. Once it was finished, it should be submitted to the Google Classroom. Then, the teacher would provide feedback to each student.

One thing for sure was that the teacher could not just sit in the chair doing nothing. Thus, the teacher needed to be facilitator in the classroom. That was Ms. Katrin did in the classroom in which she did not sit during the class which lasted for 45 minutes. She kept walking around helping the students in need. In short, the students used application of technology, either web-based and non-web based in the class.

To sum up, the teacher used technology in assigning the task, giving instruction as well as evaluating the students' work. In other words, teacher integrated the technology during the learning and process. The students used the technology to help them to do the task, find the references needed, submit their assignments, and receive the feedback from the teacher.

The result of this study is quite contradictory with the result of study carried out by Li Li & Walsh (2012). They also integrated technology, yet the mostly used application was power point. On the other hand, the subject of this study used various applications such as Google Classroom, email and web browser. Additionally, the result of this study was also in contrast to the study carried out by Herendita (2013) and Kopcha (2012) in which technology mostly was used for administrative tasks.

CONCLUSION

Those days when EFL classroom only used blackboards, chalks, diagrams, maps and so on are starting to fade away. Now the modern classroom is very much different. Today's classroom is adapting itself with modern digital technology. ICT, when integrated into the EFL classroom, adds immense value to the quality of teaching, making it a holistic learning experience for the students. It makes the learning more student-centered, visual, and time-saving. It also motivates the students to produce creative assignments. The results of this study showed that the teacher at Charis National Academy was aware of the integration of ICT in EFL classroom and she integrated it in the instruction and activities in the learning process. In this point, the ICT accessibility, teacher's ICT competence and institutional supports contribute to the success of integration of ICT in EFL classroom. In addition, in an attempt to dig up this issue more comprehensively, the researchers suggest the future researchers to see whether web-based ICT or non web-based ICT contributes more on the students' learning outcome.

REFERENCES

Andoh, C.B. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using Information and Communication Technology*, 8(1), 136-155.

Brown, D., & Heekyeong, L. (2015). Teaching by Principle: An Interactive Approach to Language Pedagogy (4th ed). New York: Pearson Education.

Barton, A. & Slaouti, D. (2007). Opportunities for Practice and Development: Newly Qualified Teachers and Communication Technologies in Teaching Foreign Language in English Secondary School Context. *Journal In Service Education*. 33(4). 405-424.

Cahyani, H. & Cahyono, B.Y. (2012).Teachers' Attitudes and Technology Use in Indonesian EFL Classroom. *TEFLIN*, 23(2): 130-148.

Fook, C.Y., Sidhu, G.K. & Aziz, N.A. (2011).Pre Service Teachers' Training in Information and Technology for the ESL Classroom in Malaysia. *Turkish Online Journal of Distant Education-TODJE*, 11(3), 97-108.

Graham. C.R. (2006). Blended Learning Systems: Definition, Current, Trends and Future Directions. The Handbook of Blended Learning Global Perspective, Locak Design. (Ed: C.J.Bonk; C.R Graham). Pfeiffer. San Francisco.

Herendita, M.E. (2013). Why ressist?: A closer look at Indonesian Teachers' Resistance to ICT.*International journal of Indonesian studies,* 1(1), 41-57.

Kopcha, T.J. (2012). Teachers' Perceptions of the Barriers to Technology Integration and Practices with Technology under Situated Professional Development. *Computers & Education,* 59, 1109–1121.

Kozma, B.R. (2013). Technology and Classroom Practice: An International Study. *Journal of Research on Technology in Education*, 36(1), 1-14.

Lawless, A.K. & Pellegrino, J.W. (2007). Professional Development in Integrating Technology into Teaching and Learning: Known, Unknowns, and Ways to pursue Better Questions and Answers. *Review of Educational Research,* 77(4), 575-614.

Li, L. & Walsh, S. (2010).Technology Uptake in Chinesse EFL Classess. *Language Teaching Research*, 15(1), 99-125.

Muir-Herzig, R.G. (2004). Technology and Its Impact in the Classroom. *Computers & Education*, 42(2), 111-131.

Noriega, H.S.R. (2016). Mobile Learning to Improve Writing in ESL Teaching. *TEFLIN Journal*, 27(2). 182-202.

Pim, C. (2009). *Emerging Technologies. Emerging Minds: Digital Innovations within the Primary Sector*. London:Continuum.

Prensky. 2001. Digital Natives, Digital Immigrant. *On the horizon (MBC University Press)* 9(5). 1-6.

Rodliyah, R.S. (2016). Using a Facebook Closed Group to Improve EFL Students' Writing. *TEFLIN Journal*. 27(1). 82-100.

Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. New York: Cambridge University Press.

Shin, W.S., Han, I. & Kim. I. (2014).Teachers' Technology Use and the Change of Their Pedagogical Beliefs in Korean Educational Context. *International Education Studies*, 7(8), 11-22.

Tambunan, H. (2014). Factors Affecting Teachers' Competence in the Field of Information Technology.*International Education Studies*, 7(12), 70-76.

William, M., & Burden, R.L. (1997). *Psychology for Language Teachers*. Cambridge: Cambridge University Press.

Yapici. I.Umit, & Akbayin, H. (2012). The Effect of Blended Learning Model ON High School Students' Biology Achievement and on Their Attitude towards the Internet. The Turkish Online Journal of Educational Technology (TOJET). 11 (2), 228-137.