

PRE-SERVICE ENGLISH TEACHERS' ACCEPTANCE OF TECHNOLOGY INTEGRATION IN EFL REMOTE LEARNING

¹Eka Nurhidayat, ²Januaris Mujiyanto, ³Issy Yuliasri, ⁴Rudi Hartono

123Universitas Negeri Semarang

1ekanurhidayat@students.unnes.ac.id 2yanmujiyanto@mail.unnes.ac.id 3issy.yuliasri@mail.unnes.ac.id 4rudi.hartono@mail.unnes.ac.id

Abstract

In EFL Remote learning, the use of technology integration in EFL learning during the transition period since pandemic Covid-19 has a significant impact on the teaching and learning process. In a teaching environment, this is essential. The term ICT integration in education refers to the use of computer-based information technology in daily classroom activities. The study evaluates the Pre-service English Teachers' experience in using technology integration during teaching internships at EFL remote learning. 10 Pre-service English teachers are selected as the participant of this research. The descriptive qualitative method covers Pre-service English teachers' experiences in using technology integration at EFL remote learning. The instruments used to collect data are questionnaires and interviews. This study is expected to overview pre-service teachers' new teaching experience at EFL remote learning.

Keywords – Technology-integration, EFL Remote Learning,

Introduction

In EFL Remote learning, integrating technology into EFL learning has significantly impacted the teaching and learning processes during the transition period following the pandemic Covid-19. It is critical in the classroom environment. ICT integration in education refers to the incorporation of computer-based information technology into daily classroom activities. This study evaluates pre-service English teachers' experience in using technology during teaching internships at EFL remote learning. Due to the numerous educational benefits that technology provides in today's digital age, technology is expected to be widely adopted in language classrooms. Teachers are viewed as critical players in maximizing technology's potential for tailoring materials and activities to their students' needs and engaging them in more meaningful learning.

Concerns about integrating technology into teacher education have arisen as a result of the growing influence of digital technologies on teaching and learning.

(Graham, 2011; Mishra & Koehler, 2006). However, the majority of teacher education programs do not offer possibilities for training in technology instruction. (Li & Ni, 2011). Indeed, pre-service English teachers face difficulties when it comes to utilizing technology for remote teaching and learning. Currently available teaching internship programs are not aligned with the necessary skills and tactics for educating pre-service teachers to use educational technology in the classroom. (Dudeney & Hockly, 2007; Healey et al., 2011; Hubbard, 2008; Motteram, 2016; Uzun, 2016). Lam (2000), On the other hand, reports suggest instructors' prior exposure to technology throughout their teacher education program is connected with their classroom use of technology. Hubbard (2008), identifies several possible reasons for teacher education programs failing to meet the requirements for successful technology integration, including institutional inertia and ignorance, insufficient time for technology courses, inadequate infrastructure and standards, a lack of established methodology, and a scarcity

of experienced and knowledgeable educators. According to Arnold and Ducate (2015), it is critical to incorporate more contextualized and relevant technology activities into language teaching by stressing the affordances and requisite abilities that are connected with technological resources.

Numerous researches have reported for pre-service English teachers' integrating technology in EFL Remote learning. To find out how well these professionals were doing with CALL technology, Kessler (2007) conducted a survey of 108 TESOL master's degree graduates. He discovered that there was a disconnect between these professionals' confidence in CALL technology and their ability to integrate it into classroom instruction. One obvious explanation for instructors' hesitancy and lack of confidence about the incorporation of technology into L2 instruction was a lack of expertise and training opportunities in the subject area. Dooly (2009) investigated the long-term impact of a teacher training course that integrated the use of information and communication technologies (ICTs) into language education on novice and experienced instructors. A variety of quantitative and qualitative data sources, including questionnaires, semi-structured interviews, field notes, and observations of teaching contexts, revealed that teachers lacked confidence in their ability to commit sustained effort to technology integration, despite the availability of opportunities for integration in their settings. For in-service teachers to overcome the challenges they confront, earlier experience with technology integration during PST education may help to build a good attitude toward adopting technology into future practices during their pre-service and first training. (Hong, 2010).

The approaches taken by Kessler and Hubbard (2017) to integrating technology into teacher education range from breadth-first (through a traditional survey course) to depth-first (through a focus on a single topic exploration while learning technology), and from integrated technology integration throughout a teacher education program) to online or blended learning environments. Additional approaches for teacher educators have been proposed, including the incorporation of project-based technology into the teaching process (Debski, 2006). Slaouti and Motteram (2006) describe how they are incorporating technology into situated learning environments, incorporating reflective learning opportunities while incorporating technology (Egbert, 2006), incorporating portfolio-based technology use (Van Olphen, 2007), and incorporating experiential learning (Van Olphen, 2007). (Hanson-Smith, 2016). Although there is a wide variety of ways and processes for technology integration, teacher preparation programs usually leave teachers to fend for themselves, leading in discontent with the use of technology in the classroom.

While the literature on pre-service English teachers' technology integration is instructive, there is no agreement on which teacher education strategies should be included in teaching internship programs—identifying pre-service English teachers and the teaching internship program's needs in terms of teacher education strategies for technology integration has a significant impact on the teaching internship program. It is necessary to describe and quantify the potential challenges and opportunities associated with technology integration in EFL Remote learning to make more specific recommendations about technology integration in teaching internship programs. The study tried to

seek answers for the following research questions:

1. How do Pre-service English teachers integrate the technology into EFL remote Learning?
2. What are Pre-service English teachers' barriers in integrating technology in EFL remote learning?

Methodology

This study is a qualitative study that tries to describe Pre-service English teachers' experiences in using technology integration during teaching internships at EFL remote learning. This study was conducted at senior high schools in Majalengka, West Java. Ten Pre-service English teachers are selected as the participants of this study. The data were obtained through questionnaires and interviews. The questionnaire was used to get data about Pre-service English teachers' experiences in using technology integration during teaching internship at EFL remote learning, specifically to see the types of technology and how they integrate it into the teaching and learning process.

Then, semi-structured interviews were conducted to recheck and complete the data obtained from the questionnaire. This kind of interview allows the researcher to control the interview (Creswell, 2013). The interviews consisted of some questions related to technology integration in EFL remote learning. The data gathered from the questionnaire were coded, categorized, and interpreted. Then, the results of the interview were transcribed, then coded, categorized, and interpreted.

Finding and Discussion

The following section describes the finding and discussion of the study. It shows and explains the data obtained from interviews and questionnaires.

The current situation encourages the teachers to include pre-service English teachers do technology integration. Data revealed from the questionnaire and interviews results indicate that the pre-service English teachers used Edmodo, Whatsapp, and Youtube as media in conduction online learning. However, they face some barriers that include students' inappropriate devices, lack of students' participation, and motivation in doing online teaching and learning process.

How Pre-service English teachers integrate the technology into EFL remote Learning.

Pre-service English teachers frequently mentioned having access to and using Zoom platform resources for virtual class sessions during their teaching internships. All pre-service teachers described using videos and PowerPoint slides to present information to their students. Although they primarily used technology for information presentation, our findings indicated that pre-service English teachers delivered instruction via Edmodo and WhatsApp groups. Additionally, in-depth interviews with pre-service English teachers about their strategy for integrating technology were conducted. They were asked to discuss several strategies for remote learning that were surveyed as part of the technology integration process to ascertain how pre-service English teachers perceive these strategies. In light of the interview findings, the strategies included skill-based technology practice, rule-based technology practice, and function-based technology practice.

Skill-based technology practice

Pre-service educators implement skill-based practices aided by technology. English teachers in this study typically

incorporated technology to assist with vocabulary repetition drills and an emphasis on proper pronunciation. The interview results revealed that pre-service English teachers primarily used technology to teach vocabulary in a text via PowerPoint. They describe how, when teaching vocabulary, they instructed students to memorize each word in each sentence of the recount and narrative text. To assist students in analyzing the word, they describe the value of including an example on their slide to assist students in visualizing the word. Additionally, they assigned a task to be discussed in a WhatsApp group or on Edmodo.

Rule-based technology practice

The rule-based practices with technology that pre-service teachers implemented in this study typically involved technology to aid in the explanation and practice of grammar. The interview findings indicated that pre-service English teachers could explain the generic and grammatical structure of recount and narrative texts. The explanation suggested that teachers use PowerPoint slides as supplemental material during the teaching and learning process. Additionally, they include a reading text and an example of proper grammar usage. To assist students in grasping tenses or grammatical concepts, they also provide practice through the Quizzes Application. Students practice several question-related tenses of a recount and narrative text on this application.

Function-based technology practice.

Pre-service teacher use technology to integrate function-based approaches in their training. In this study, the use of technology by English teachers often comprised the use of context-rich language exercises that involved students in interactions and communication with one another.

According to the results of the interviews, pre-service English teachers mentioned constructing a technology-supported activity as part of their lesson plan to teach recount and narrative text, particularly reading, as part of their lesson plan. They also added a YouTube video of "Sungai Jernih's Legend," which can be found here. They asked students to create a list of key points they took away from the videos in preparation for a group discussion. Additionally, they instructed students to assume various roles within the group and to use their mobile devices to look up vocabulary words as they read the text. Students were provided with links to the video and related resources via the worksheet accompanying the PowerPoint slide.

Pre-service English teachers' barriers in integrating technology in EFL remote learning

Moving the classroom from a real to a virtual one, of course, is very challenging. As experienced by pre-service English teachers, they mentioned some barriers to integrating technology in EFL remote learning. The barriers are inappropriate devices, lack of students' participation in the teaching and learning process, and students' motivation.

Inappropriate devices

Most of the students do not have a laptop or personal computer, and they do not have an appropriate smartphone that supports using an application such as *zoom* or *Google classroom*. This situation, of course, becomes a problem that cannot be avoided as one of the pre-service teachers said that they have to provide teaching instructions and materials by using other applications such as *WhatsApp*. Although the result cannot be as expected, they have tried what they can do as the teachers to help the students achieve the learning goals.

Lack of students' participation in teaching and learning process

Engaging students' participation in the online teaching and learning process needs more effort. As experienced by pre-service teachers, the teachers and the students cannot meet in person during the teaching and learning process. This situation causes learn students' participate. For example, as stated by one of the pre-service teachers, it is mentioned that when the teacher posted an instruction or link of the materials, only some of the students replied to the message on *the WhatsApp* group. This makes the teachers have to check the students to make sure that the students have received the message and understand the learning materials. In addition, when online learning is conducted via zoom, signal becoming problems, so the students cannot well participated during the teaching and learning process. As mentioned by Hubbard (2008), this situation can cause failure to meet the requirements for successful technology integration.

Lack of students' motivation

It has been more than a year that the teaching and learning process moved into a virtual one because of the pandemic. For some teachers and students, this situation is not fun anymore. This also has an impact on students' motivation. As an example, one of the participants mentioned that students' lack of motivation could be seen from the students' assignments and students' engagement. Most of the students' indiscipline in submitting their assignment and the quality of the content is out of expectation. The teachers said that they have tried to find out the students' problems. They found that the students do not sufficiently understand the materials given during online class, more assignments during online class,

boring because they cannot have direct discussions with teachers and friends. Those are the factors that cause students' lack of motivation. Thus, in line with Li and Ni (2011), the teachers should try to give a more joyful teaching and learning process by doing more in technology integration, such as introduce fun and straightforward application for the teaching and learning process.

To ascertain pre-service English teachers' acceptance of technology integration, our study used Johnson's (1992) analytic framework, which conceptualized English language instruction as three distinct pedagogical orientations in the EFL field: skill-based, rule-based, and function-based. This study noted the role of pre-service English teachers' acceptance in their technology integration practices through a content-specific lens. The data revealed that teachers' use of technology tools to support their English language instruction varied according to their content-specific pedagogical beliefs. For example, almost all pre-service teachers in this study utilized technology tools such as PowerPoint, WhatsApp, and Edmodo. However, the rule-based teacher highlighted grammatical structures in PowerPoint; the skill-based teacher explained the generic and grammatical structure of recount and narrative texts; and the function-based teacher primarily used the YouTube video "Sungai Jernih's Legend" for activity instruction. Teachers appear to have been attentive to and utilized the various affordances of technology as a result of their divergent beliefs about language learning goals.

These nuanced distinctions were highlighted in this study through the application of a content-specific lens. If we looked through the lens of general pedagogical beliefs, the use of PowerPoint slides as pre-service

teachers' materials would have been classified as teacher-directed technology use (Liu, 2011), regardless of the differences in how the tool was used across the three language belief orientations. To that end, we argue that content-specific pedagogical beliefs enable us to see a much stronger connection and a more refined rationale for teachers integrating technology into their language instruction. This provides a compelling reason for future research to examine teachers' technology practices through the lens of content-specific beliefs (Hennessy et al., 2005; Howard et al., 2015).

Conclusions

In EFL Remote learning, the technology integration in EFL learning during the transition period since pandemic Covid-19 plays an essential role in the teaching and learning process. As experienced by pre-service English teachers, they used the zoom application to do the teaching and learning process and delivered instruction via Edmodo and WhatsApp groups. In addition, they also used strategies in conducted the teaching and learning process that include skill-based technology practice, rule-based technology practice, and function-based technology practice. In doing technology integration, pre-service English teachers face some barriers that include inappropriate devices, lack of students' participation in the teaching and learning process, and students' motivation.

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