

# Exploring Reflective English Language Teaching Programs in the Framework of TPACK

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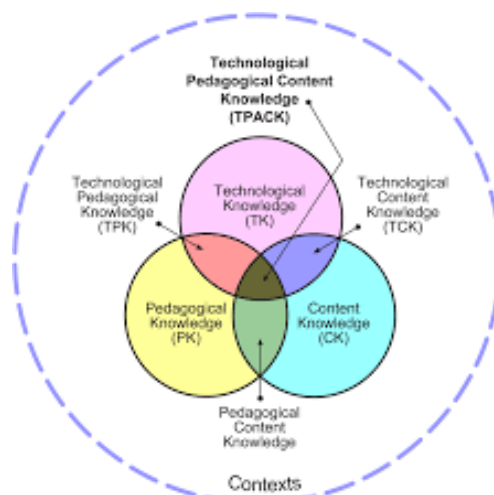
**Abstract.** Technology, pedagogy, and subject knowledge are all integrated into the teaching framework known as TPACK (Technological Pedagogical and Content Knowledge). This framework has not been widely used by English teachers in Indonesia to help pupils learn English. This study intends to investigate, evaluate, and thoroughly discuss English language education programs within the context of TPACK. The descriptive qualitative method was employed in this study. The information was gathered through a review of the literature on English language instruction utilizing the TPACK (Technological Pedagogical and Content Knowledge) paradigm. The collected literature data were then thoroughly compared, assessed, critiqued, and concluded after thorough analysis. The information demonstrates reflective programs for teaching English as a second language that combine and integrate technology, pedagogy, and content, including methods and activities for learning English as well as methods for assessing language proficiency. The findings of this study are anticipated to enhance the general knowledge and instructional abilities of Indonesian teachers, particularly those who teach English.

**Keywords:** TPACK; English language teaching program; EFL teacher's competence; reflective teaching practices

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## INTRODUCTION

Technology is the knowledge that teachers must possess in order to prepare their pupils to understand the learning process more effectively, more effectively, and, of course, in accordance with the times. A framework known as TPACK or TPCK explains how teachers see how technology, material, and pedagogy interact with one another (Koehler et al., 2004). This TPACK paradigm was developed from Shulman's (1986, 1987) ideas on Pedagogical Content Knowledge and is also the subject of later research that highlights the significance of TPACK (Technology Pedagogical Content Knowledge) (Mishra & Koehler, 2006). Briefly put, TPACK emphasizes the interaction and relationship between Content (C), or the subject matter being taught, Technology (T), which includes contemporary technology like computers, the internet, digital video, digital whiteboards, applications, and websites, and Pedagogy (P), which includes gathered practices, learning objectives, processes, strategies, procedures, teaching methods, assessments, and assessments (Drajati et al., 2020).



**Figure 1.** TPACK Model developed by Koehler and Mishra (2009)

In several observations and preliminary interviews conducted with several high school English teachers done by the researchers in some regions in Central Java, Indonesia, it was found that some English teachers, especially the elderly, had problems using technology to learn English.

Apart from being technologically stuttering, among other reasons, is because of the limited time in applying the technology and then integrating it with the material or topic of discussion to be studied and the pedagogical process. They need their own additional time to organize, prepare, and implement it all while at the same time they must complete other administrative tasks. This is somewhat different from what happened to students in terms of using technology, where they were not too problematic in using it.

Koh et al. (2016) conducted research on TPACK English learning for the 21st century and applied it to Singaporean schools. These four skills—collaboration, communication, critical thinking, and creativity—refer to the features of 21st-century learning as a whole. A learning experience that supports students' acquisition of 21st-century skills might be characterized as 21st-century learning. Furthermore, the framework for 21st-century skills makes reference to five broad types of 21st-century abilities: sociocultural, cognitive, metacognitive, productive, and technology. These features suggest that 21st-century learning is defined by experiences that allow students to develop social skills (to engage in collaboration, problem-solving, and multicultural communication), cognitive skills (to employ critical thinking in innovation and complex problem-solving), metacognitive skills (to engage in self-reflection and self-study), productivity skills (to obtain employment effectively and efficiently), and technology skills to make appropriate use of information. Students have the chance to build cognitive, metacognitive, and technical competences when they actively experiment with technology during the learning process and find positive meaning in what they are learning (Howland, 2013).

The use of incorporating the TPACK framework in English language instruction has been studied by certain scholars. In their analysis of how pre-service teachers used technology in an EFL context during the 12-week teaching practicum, Kale (2017) and Gönen (2019) discovered that integrating reflective practice and situated learning experiences (such as teaching training) are efficient ways to give pre-service teachers TPACK. Bustamante (2017) used a mixed methods research case study and a theoretical framework to describe the creation of a joint display utilizing the TPACK model. Ishak and Abu (2018) went into more detail on the

application of Augmented TPACK in ELT instrumental design, and Schmid et al. (2020) looked into the relationship between self-reported TPACK and variations in the usage of digital technology in lesson plans. The efficacy of the SQD model preparation strategies for instructors for TPACK was investigated by Tondeur et al. in 2019. Tseng (2018) looked at how six English teachers used design thinking to implement various TPACK while taking into account contextual issues that affected their web-conferencing instruction over the course of 14 weeks. This study looked at the design talks that six remote teachers had about creating online lessons and activities and resolving contextual issues. Yeh et al. (2021) identified eleven TPACK studies looking into teachers' collaborative discourse from seven different geographical areas. The researchers' structuring, analysis, and integration of their findings were then scrutinized. This study will focus more on reviewing all English language teaching programs with the framework of TPACK in the efforts to improve English language skills, which is something new and distinct from those prior studies.

In order for the outcomes to fulfill the intended learning objectives, a variety of strategies, approaches, methodologies, and even a creative and integrative approach from teachers must be implemented and created. The reasonable expectation is that students' English skills—from speaking, reading, and writing to listening—will be able to improve greatly compared to previously, at least during the teaching process. The primary issue is how Indonesia can begin employing a TPACK-based learning and learning framework to build or aim to teach English language skills. As a result, the authors of this paper would like to evaluate TPACK-based reflective English teaching methods that teachers might set up to enhance the four English skills. It is hoped that teachers will gain a clear and thorough understanding of how the TPACK framework is used to teach and learn English as a result of the review's findings. This will enable it to serve as a useful guide for the advancement of English learning, particularly in Indonesia, and will gratifyingly benefit people all over the world.

## **METHODS**

### **Research Design**

The method used in this research is descriptive qualitative research design. The data

were collected through library study or a literature review of the literatures related to English language teaching activities with the framework of Technological Pedagogical and Content Knowledge (TPACK). The data collected from the library research or the reviews of literatures were analyzed using in-depth interpretation by comparing, evaluating, criticizing, and concluding them comprehensively.

## RESULTS AND DISCUSSION

There are several reflective programs in teaching English that can be done by teachers using the TPACK framework, in relation to efforts to improve students' listening, speaking, reading, and writing skills. Here the examples of the conceptual design of English language teaching programs with the framework of TPACK adapted from Drajadi, et al. (2020) as shown in Table 1.

**Table 1.** The design of English language teaching programs with the framework of TPACK

Content	Pedagogy			Technology	Language Skills
	Teaching Activities	Assessments	Methods		
Travelling	Teacher asks students to watch and listen to a video on travelling tips to Bali.		Guided Structure	Youtube Ted Ed Facebook group Websites Kahoot	Listening
			Role-Based Assignments		
	Teacher asks students to discuss or give comments on the content of video of travelling. The other students read or listen to their classmates' written and oral comments		Guided instruction		
			Focus Group Discussion	Facebook Group WhatsApp Ted Ed Padlet Kahoot Quizizz	Speaking Writing Reading Listening
	Teacher asks students to read a travelling tip.		Reading Aloud	Padlet Kahoot Quizizz	Reading
	Teacher asks students to discuss the use of conditional sentence in travelling tips. The other students listen to them.		Peer discussion	Padlet Kahoot Quizizz	Speaking Listening
	Teacher asks students to write their favourite places to travel using conditional sentence		Role-based assignment	Padlet Kahoot Quizizz	Writing
	Teacher asks students work in group to make a travelling tips video to a tourism spot nearby. In the process of making the video, they need to discuss and write the scripts of the video.		Guided Instruction		
Project-based learning			VN Kinemaster Video Editor	Speaking Writing	
Teacher asks students to give comments to other groups' video via group discussion or social media platforms.		Peer group discussion	Facebook Group YouTube WhatsApp Padlet	Speaking Reading Writing Listening	
		Guided Structure			
		Guided Instruction			
Teacher asks student to upload the video on Youtube		Project-based learning	YouTube	Listening	
		Guided Instruction			

Reporting	Teacher discusses with students on the update trending news	Focus Group Discussion	Padlet Kahoot Quizizz Facebook Group WhatsApp Zoom Gmeet Newspaper Online Websites	Listening Speaking Writing Reading
	Teacher asks students to listen some reports from journalists	Peer group discussion  Guided Structure  Guided Instruction	YouTube Instagram Facebook	Listening
	Teacher asks students to read some examples of journalists' report on update trending news	Peer group discussion  Guided Structure  Guided Instruction	Padlet Kahoot Websites	Reading
	Teacher asks students to write some report texts on viral events or issues in Indonesia	Peer group discussion  Guided Structure  Guided Instruction	Padlet Kahoot Facebook	Writing
	Teacher asks students to discuss or comment their classmates' works on reporting viral events or issues in Indonesia	Peer group discussion  Guided Structure  Guided Instruction	Padlet Kahoot Facebook YouTube	Listening Speaking Reading Writing

(Drajati, et al., 2020)

Table 1 above shows a conceptual framework of TPACK with the specific content on travelling and reporting. In the pedagogical knowledge column, it comprises learning activities as well as the assessments and the learning methods. Those pedagogical knowledge efforts are supported by popular technological platforms or installable online applications that can be browsed directly through the websites or be downloaded via students' own cell phones regarding the materials delivered by the teacher such as Facebook Group, Padlet, Kahoot, YouTube, Ted Ed, Instagram, Zoom, Gmeet, VN, Kinemaster, and Quizizz. To be sure that

those technological, pedagogical, and content knowledge attempts are determined to enhance students' English language skills (listening, speaking, reading, and writing). The use of Padlet and Quizizz have been studied by Anwar et al. (2019; Andresta & Anwar; 2022) by asking students' perspectives after using those two apps in the English language teaching classroom practices.

There are actually other technological applications (apps) and websites which can be applied in English language teaching for improving students' language skills. For speaking and listening skills' enhancement,

English teacher can use ELSA, FluentU, iTranslate Converse, TalkEnglish, Accent Training, HelloTalk, SpeakingPal, Speak English Fluently, Forvo, Cambly, English Talk, VOA Learning English, TalkEnglish Speaking Practice (13 Most Effective English Speaking Apps in 2022 | FluentU English, n.d.), Listen English Daily Practice, English Listening Step by Step, IELTS Listening, English Listening and Speaking, VOA News, LearnEnglish Podcasts, and 6 Minute English (Listen Up! 7 Amazing English Listening Apps You Can't Miss Out On in 2022 | FluentU English, n.d.). These English-speaking apps can also be done through flipped classroom learning model (Anwar & Pratama, 2016). For reading skills' improvement, these apps and websites can be employed: Reading Prep Comprehension, Lou Adventures - Reading Game, Reading Eggs, Readability Reading Tutor, Accomplish Reading, Reading Trainer, StoryBuilder for iPad, and News-O-Matic EDU (7 Best Reading Comprehension Apps - Download Now - EducationalAppStore, n.d.). Whereas to enhance students' writing skills, teacher can use these apps: Popplet, Advanced English Dictionary and Thesaurus, Evernote, Lists for Writers, Dragon Dictation, Grammar Girl's App, and Vocabulary (7 Apps to Help with Your Writing Skills, n.d.).

## CONCLUSION

In developing the English language teaching programs with the TPACK or TPCCK framework in an effort to improve students' language skills, an integrated teaching design is needed between learning materials or content, learning methods and strategies, the learning process from opening, during learning, to closing, as well as systems, concept and form of assessment. In practice, it takes time and deep thought in compiling English learning with the TPACK framework so as to produce meaningful learning and improve not only students' knowledge of the materials being taught, students' understanding of the teaching methods used, students' skills in utilizing technology, but also their language skills.

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