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TEACHERS' VIEWS ON THE INTEGRATION OF TECHNOLOGY IN EFL CLASSROOM

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Abstract
In many study results, technology integration has been indicated to contribute regularly on the development of students' 21st century skills ultimately in this digital era. This condition particularly creates new challenges for language teachers, e.g. being digitally literate, being adaptable with rapid technological changes, finding alternatives to stimulate the students to learn, and creating conducive class atmosphere. Considering previous points, this paper presents teachers' views on the integration of technology in their EFL classroom. A qualitative method was utilized in which the data were in the form of comments dealing with technology use and teachers' views on technology integration in their classroom. The compiled data were then analyzed by applying an interactive model. The findings showed that teachers have positive views on the integration of technology in EFL classroom. Stated benefits of technology integration on enabling the development of students' 21st century skills, teachers are highly demanded to encourage students' active participation by engaging them through meaningful learning activities and use of technology simultaneously. Therefore, teachers should put high attention on the process of selecting, preparing, integrating, assessing, and evaluating types of technology being employed in classroom instruction.

Keywords: 21st century skills, EFL teaching, technology integration

Introduction
    The development of technology has set education in high demand of reform on its pedagogical approach. Issues of pedagogical approaches then become significant and it results in the discussion of teacher role in education. Moreover, it leads us to the point of whether teachers are familiar with technology use in their profession or not. Certainly, Prensky (2001) asserts that there are "digital native" and "digital immigrant" due to their accent towards technology use. Remarkably, people—mainly born before the year of 1980—are likely to be mentioned as "digital immigrants" since they get difficult to integrate technology in their daily life (Prensky, 2001). However, a particular research has found that the brains of people with the age of 55-70 or classified as digital immigrants can

adapt and utilize technology called internet after given a week for practice (Herther, 2009). It shows there is a possibility for digital immigrants to adapt with their environment mainly dominated by the use of technology. In this case, it is so-called neuroplasticity of brains (Autry & Berge, 2011). Therefore, definition of digital native and digital immigrants can vary and possibly shift in accordance with the education, class, culture, and gender (Davis, 2008; Ransdell, B. Kent, & Long., 2011). Regarding the aforementioned points of digital native and digital immigrants, many researches were undertaken mainly about teachers' perceptions solely as digital natives or as digital immigrants in the context of integrating technology in teaching-learning process (J Lei, 2009; Mundy, Kupczynski, & Kee, 2012; Williams, 2012). Nevertheless, what the author refers to in this paper is that teachers' perception not viewed as absolute digital natives or immigrants since the gap between them are blurred because of many factors (Baek, Jong, & Kim, 2008; Guo, Dobson, & Petrina, 2008; Kuehn, 2012; Weiss & Hanson-Baldauf, 2008). Briefly, this paper focused on the issue of teachers' perception on technology integration in EFL classroom.

The perception of technology integration in educational context mainly language classroom has been considered as one of the significant matters to enhance learning outcome (Cope & Ward, 2002; Parr, 1999; Whitworth S., and Berson, 2003). Moreover, this perception does not intend to put teachers to have a distance with their students yet it encourages teachers to do a paradigm shift towards technology use in their teaching-learning process. However, the use of technology in educational practices does not mean that teachers do not take a responsibility towards students' learning progress yet students should get guidance in using technology. It is necessary since they can apply the technology not for academic purposes but for their personal matters (Jing Lei & Zhao, 2007). Further, both teachers and students have to have same perception of technology use in the classroom because if the students are willing to use technology and teachers are not encouraged to do so then problems may happen and influence the attempts of achieving course goals (Royer, 2002). Thus, teachers' beliefs, commitment and efforts to utilize and incorporate strategies to develop their professionalism on using technology for teaching purposes are highly required since these are the intrinsic and extrinsic factors dealing with their profession (Ertmer, Ottenbreit-leftwich, & York, 2007). Supporting the approach of integrating technology in the classroom, the perception of teachers, whether they are classified into digital native or digital immigrant, show that they are seeing technology can be effectively integrated and beneficial for students in the context of educational purposes (Martin, 2011; Mundy et al., 2012). Recently, research results showed that computer efficacy, teacher efficacy, and classroom technology integration are strongly related and the use of student-centered pedagogical approach is influential on teachers' determination towards the forms, ways, and timing of technology integration in the teaching-learning process and curriculum as well (Askin, 2017). However, teachers also have to give students instruction on digital responsibility since they make use digital platform in teaching-learning process (Williams, 2012).

Further, by taking the importance of teachers' ability into account mainly for motivating and inspiring their students during teaching-learning process, this research proposed a question which was "How is teachers' view on the integration of technology in English language learning classroom?" Then, the scope of technology integration is limited to the use of mobile application, internet, networks and communication devices for educational practices in the secondary and tertiary level.

Method

This study employed qualitative method and focus group discussion as the research design. Morgan (as cited in Morgan, 1997) states that there are "rules thumbs" namely homogeneous strangers to be participants in the discussion group, taking fairly structured interview with high involvement of moderator, consisting of 6 up to 10 participants per group, and there are three up to five groups per project. Nevertheless, this study did not apply all mentioned rules thumbs since several conditions may relatively rare to meet all those criteria (Morgan, 1997).

This study involved five teachers from different level of education. They came from similar province located in Java Island, Indonesia. All participants were chosen purposively since the researcher wanted to answer the research questions by taking consistency of respondent involvement throughout all given session of discussion. The involvement of moderator was less so it enabled participants to let them speak for themselves (Breen, 2006; Morgan, 1997). The discussion was conducted through online platform. The data were collected through focus group discussion using online discussion board (Cher Ping & Seng Chee, 2001). Data were in the form of comments dealing with technology use and teachers' views on technology integration in their classroom. Further, the researcher analyzed the compiled data by applying stages of an interactive model source (Miles, Huberman, & Saldaäna, 2014).

Findings and Discussion

In order to answer the research questions, there were some topics being discussed by the focus group members. They were related to (a) their perception towards teaching digital literacy that directly connected to the use of technology in educational practices. Their explanation must include specific reasons to support their ideas; (b) whether or not they utilize technology in their teaching-learning process and do they get benefits from the technology integration; and (c) the way they integrate technology in their EFL classroom.

Remarkably, regarding the first topic, most of participants perceive themselves as digital immigrants since they need to learn about technology and how to teach using it in the classroom. As stated by Participant 1 (P1), she perceived herself as digital immigrants and because of technology advancement, teachers are the person of charge for educational reform mainly pedagogical approach. Thus, teachers should take into account the action of shifting themselves to be digital natives. Further, P4 asserted that teachers should realize that students nowadays cannot be taught using old-fashioned ways of teaching as

digital immigrants once experienced. Meanwhile, P3 mentioned that the mastery of technical and cognitive skills are highly needed by the students since they have to find, understand, evaluate, create and share their ideas or information through many forms. Additionally, one of forms is through digital platform. Interestingly, P2 clearly stated that teachers are not the only knower in the classroom since students can find out the information related to their learning materials before they are taught in the classroom. It deals with the rapid flow of information that they can obtain through the use of internet. Agreed with P2, P5 mentioned that this digital era encourages teachers to adapt with new circumstances and change their way of thinking about using technology. Then, specifically, P3 added that since teachers and students utilize technology in their teaching-learning process, they need to learn and understand about netiquette so they will show or represent good behaviors to others. Considering aforementioned point, netiquette can be regarded as part of digital literacy as well because the values of respecting each other are important for students not only in their academic life but also in their daily life.

Taking a closer look at participants' responses towards the second topic, various viewpoints are given more intensively. All participants stated that they realize the significance of technology integration and seriously made an effort on determining what technology type they applied to meet the course objective. P4 asserted that since her students expect to get meaningful experiences of English education, valuable education through the technology use is considered as their right of digital natives. Previous perception was in line with what P5 had. She started using technology such as mobile apps to make her teaching process more meaningful and interesting for her students. More importantly, she believes that her students are able to have learning experiences, enjoy the learning process, and get benefits of learning by applying technology in teaching-learning process. Strengthening aforementioned viewpoint, P1 affirmed that she, as a digital immigrant, needs to learn to be autonomous in the purpose of catching up her students' paces. Similarly, P2 thought that technology integration is highly required in the classroom. Therefore, she utilizes technology, not only PowerPoint slides but also mobile apps, to provide various teaching approaches and help students achieve the learning goals for technology use provides new corner that enables students to work collaboratively and individually simultaneously. Furthermore, she added that by integrating technology in EFL classroom, students are motivated to be more self-confident and brave to state their ideas. Likewise, P3 delivered her perception that technology use without etiquette will leave bad effect on students. Hence, in her opinion, technology benefits students if it is used with high responsibility. Therefore, the integration of technology in educational setting should be supported with strong foundational knowledge of digital literacy.

Related to the third topic about how the participants integrate technology in their EFL classroom, each participant has their own ways and it is very interesting. P1 integrated technology in her classroom through the use of particular mobile applications mainly for improving students' speaking and writing skills. She said that the choice of application is dependable and adjustable since the application must engage students and promote their learning activities on

the spot. P4 had slightly been similar to previous participant for which she mentioned that careful lesson plan and adjustment on teaching methods, content, skills to teach, type of technology, and respect for originality become significant to consider in order to educate and give students opportunity to improve their skills and promote good behavior. The main thing is technology is used mostly to assist students achieve their learning goals with etiquette. Having parallel viewpoint to P4, P2 thought that course objective and students' problems on learning the materials can be resolved through the adjustment of technology use. She added that the use of mobile application such as Quizlet can positively contribute on students' improvement on vocabulary mastery while previously they got difficulties on words spelling, pronunciation, and use mainly in their writing. Further, P3 utilized technology in her teaching by the use of particular mobile application such as Quizlet especially for flashcard features. It is beneficial since her students showed improvement for their pronunciation. Additionally, she even thought that she would conduct formative assessment by utilizing online platform as medium for her students since it could enable students to have comprehension on materials being tested. Briefly, students can have control over their learning pace. However, P3 also alerted that teachers should have comprehensive understanding on mobile application usage in order to organize effective and efficient learning activities. Equally, P5 integrated technology in her classroom by emphasizing several highlighted points such as the devices that will be used, the devices' operating system, the instructions of application, the learning goals and purpose of using the application, and various creativities the students extend or apply in their learning process. These points are in accordance with technical aspects of selecting devices earlier than creating content (Mahon, 2014). And so, technology is useful to integrate in teaching-learning process on condition that it meets learning goals, increases students' learning motivation, and enables students to get meaningful learning experiences.

Teachers' viewpoint towards technology integration influences their attitude and pedagogical approaches which highly contribute to students' learning quality. Thus, the initial matter that they should have related to the technology integration is of their commitment to adapt with new circumstances and develop their own skills to motivate students learn and use English (Ahmadi, 2018; Arifah, 2014; Lynch & Campos, 2014; Prensky, 2001). Commitment is highly required since it is the wheel that can encourage teachers to open up their mind and enforce them to understand their students' needs. Additionally, commitment leads teachers to make an attempt to ensure their students engaged actively in the class session and learn things from their classmates. However, having high commitment is not merely sufficient yet teachers also have to change their attitude towards the use of technology (Jhurreev, 2005; Prensky, 2001). Moreover, teachers also have to prepare themselves in exploring the use of technology itself in order to elevate quality of learning (Richards & Renandya, 2002). Thus, teachers should encourage themselves to learn or deepen knowledge about the way they make use technology in their teaching process (Almerich, Orellana, Suárez-Rodríguez, & Díaz-García, 2016; Prensky, 2001). Dealing with the point of preparing teachers, the issue of netiquette should take into consideration since students should be

taught about how to make use of language in their communication through online platform (Warschauer, M. & Meskill, 2000). Definitely, knowing and applying netiquette on online platform is one of positive attitudes that the students get through the integration of technology in their classroom (Jing Lei & Zhao, 2007; Solano, Cabrera, Ulehlova, & Espinoza, 2017). Overall, commitment, attitude, self-skill development, and netiquette are significant to promote successful integration of technology in EFL classroom.

Conclusion

The results of this study show that teachers have strong positive views on the integration of technology in EFL classroom, as being indicated in previous studies. Moreover, teachers are willing to transform their approaches to be more student-centered. Particularly, teachers' commitment, readiness, and concerned efforts to utilize and develop their skills on technology use for educational purposes are highly required since they are the role model for students. Besides, what teachers need whenever they make use of technology is *what, when, why,* and *how* they choose types of technology, methods, contents, and teachers' role as the determinants of the teaching-learning process and students' performance as well. Overall, as a consequence, teachers should teach students about digital responsibility in order to make them conscious about benefits and drawbacks of technology use.

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