Teachers' Perspective: Revolutionizing English Classroom Interaction with Technology Integration

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submitted: 17 May 2023, revised: 26 May 2023, published: 1 June 2023
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Abstract

The integration of technology into language teaching has emerged as a prominent alternative for facilitating the classroom interaction. Thus, this study aims to present the teachers' perspective on the use of technology in the learning activity, especially in English classroom integrated with the online feedback. The data were collected from the interview and observation involving teachers inside and outside the classroom. The sample for this study consisted of teachers from Senior High School in Surakarta, Central Java Province. The results of the study indicated that the use of technology integrated with the online feedback promoted meaningful teaching and learning activity. The integration of technology-based learning and online feedback in English classroom was effective, but it should also be added with the offline one, especially in giving the feedback to the students. In addition, this study found that teachers are confronted with a problem of the connection or networking using the technology. The results suggest for the effective use of technology in the learning activity.

Keywords: *technology-based learning, online feedback, English classroom*

INTRODUCTION

In today's life, the development and innovation of technology impact on education field. Technology then continually evolves in educational systems and affects all ages, genders, and nationalities. Some of technological products such as android, iPhones, and other mobile devices become undeniable resources for everyday tasks. However, the question is whether teachers use the technology effectively to positively impact on the learning activity. Regarding this point, Basri et al. (2022) stated that the primary objective of employing technology in educational systems is to explore real-world issues and facilitate deeper learning by broadening students' perspective. This refers to the diverse range of online resources that are available to be accessed by students as supplement to learning resources. Technology-based learning produces a sampling of new vision for education around the world (Hashim, 2018; Zulaiha & Triana, 2023). Nowadays, there are many learning environments looking for technology as an effort to reach the goal of teaching and learning activity (Jie & Sunze, 2021). In addition, the integration of technology-based learning becomes an area of concern in education, including in the English classroom. New and emerging technologies provoke a reconceptualization of teaching and learning.

This circumstance is also encouraged with the new adaption of education system due to COVID-19 pandemic that converts traditional teaching methods into unconventional teaching. Shafie et al. (2019) noted a dramatic shift in the conventional teaching approach with

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the integration of technology into the classroom. This transformation is attributed to technology's ability to unlock a multitude of learning opportunities. Therefore, regarding the government policy at that time, every educator was obligated to acknowledge technological tools as considerable assistance for teaching activities. Digital class or online class through internet are among many of the technological resources in an educational system that can positively affect the teachers in the classroom activity. Teachers may use the same technologies in different ways to accommodate their style of teaching (Nugroho et al., 2021). In today's classroom, the essence of education relies heavily on maximizing the potential of technology, encompassing open educational resources, social media, augmented reality, virtual reality, and other technologies mediums (Bagul, 2020; Triana & Nugroho, 2021). For instance, in a live video conference Tammy Worcester (2009) encouraged the use of mobile phones, commonly used for general communication, as teaching tools and provided an example by demonstrating the online feedback. Mobile devices, such as mobile phones, could be an instrument to implement information technology in education with their ability to aid certain teaching styles.

In teaching learning process, feedback is regarded as central role that leads to several effects on teachers and students. Feedback is response provided related to students' work in order to acknowledge the students' progress on achieving the learning goals (Leibold & Schwarz, 2015). Therefore, feedback is closely correlated with task and goals set for specific task. This is usually given after task submission which is intended to give students chances to use that feedback for their performance improvement. The first definition of feedback comes from (Ur, 1996) stating feedback is information and guidance provided to the learner regarding their performance in a learning task intended to enhance their future performance. In line with Ur, Hattie & Timperley (2007) define that feedback is formed information offered by an agent concerning aspects of one's performance or understanding. The term of agent itself refers to teacher, parent, self, peer, book, or experience. Regarding giving information, the important aspects of teaching is delivering feedback to students and utilizing information to adapt teaching methods to match the students' proficiency level (McCord, 2012). Akkuzu (2014) describes feedback as "a door for students and teachers to open in order to obtain a variety of data about themselves through their own eyes and through the eyes of others". This implies that feedback engages experiencing new knowledge and making comprehensible and visible actions.

Providing feedback for students' work in teaching process is indeed crucial. As stated by (Hyland & Hyland, 2006) that feedback can guide the students so that they can stay on the right path and provide signals showing the path if students are on the right path. Zaman & Azad, 2012 add that feedback can build a helpful teaching surrounding and offering a figure of 'socio academic interaction'. They also summarize two strategies for providing feedback, direct feedback and indirect feedback. Strategy of direct feedback involves giving signs indicating the errors, then providing the correct structure. On the other hand, in indirect feedback teachers point out the errors by underlining or writing code without providing the correct form. The advantages of those two strategies are highly concerned. Explicit guidance from direct feedback can help students who are not able to do self-correction on their own work (Ellis, 2009). Meanwhile, direct feedback works better than indirect feedback in the context of teaching writing (Chandler, 2003). Nevertheless, Storch & Wigglesworth (2010) argued that indirect feedback is considered more effective than direct feedback especially in enhancing student accuracy in writing.

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Feedback holds significant value for online educators as it serves a valuable intervention, fostering the instructor-learner relationship, enhancing academic performance, and promoting an enriched learning experience (Bigatel et al., 2012). The activity of delivering feedback can be involved in online learning environment since online communication has been being used by teachers in the language teaching. Therefore, several conditions of basic pedagogical are concerned to achieve effective use of technology. (Richards & Renandya, 2002) assert several guidelines assisting teachers in employing technology-based teaching in the second language classroom as follows:

1. *Take into account precisely the teaching objectives*

There are some rationales which affect teachers to integrate internet into their language teaching. First, teachers believe that linguistic nature of online communication has essential role in language learning improvement, since electronic communication brings much more broad scope of linguistic functions for language learning. Besides, optimal learning atmosphere can be built through the use of internet by supplying authentic learning sources. The third rationale, few researches have revealed that the use of internet in language teaching can enhance students' motivation. The fourth possible reason is that the emergence of a belief stating that mastering technology is beneficial for students' future success. This belief then initiates that both using internet to learn English and learning English to utilize internet are important is issues. Those rationales of using internet in teaching English are considerable in deciding teaching goals as it the first step to achieve effective use of internet. For instance, when a teacher's goal is to teach writing, therefore he is supposed to create internet activities to stimulate the students to be a better writer by introducing the varieties of writing types.

2. *Think integration*

There are numerous ways that can be applied by integrating internet into the classroom activities. Richards & Renandya (2002) imply that teachers have to consider the employment of online connection in teaching as it can provide more information regarding grammar, vocabulary, or foreign culture. Richards and Renandya states "greater involvement on the teacher's part in creating learning activities that create sufficient linguistic and cognitive demands on the student is needed to get maximum benefit from internet exchanges". This means that teacher involvement will be successful when it engages teaching activities which are integrated into the teaching curriculum.

3. *Don't underestimate the complexity*

Teachers may find few obstacles when introducing internet-based activities in the classroom. Therefore, teachers should anticipate any complicated conditions that possibly occur as the result from students' diverse background, experience, or ability. Those likely difficulties shouldn't hamper the internet-based activities. Richards and Renandya suggest that the internet-based learning activities can be began with small activity that focuses on a direct purpose and are incorporated in teaching goals. Afterwards, if the first activity runs well, teachers can create further activities which are more challenging.

4. *Provide necessary support*

Besides focusing on possible problem that can emerge during the use of internet in the classroom, teachers require to provide students with necessary support so that they can avoid and overcome any difficulties they might face. This can be done by providing comprehensive handouts as learning sources, providing technology-training sessions for students who might can't operate online application, assigning students to finish project in pairs or group, and being available when students need assistance in working with internet.

5. *Involve students in decisions*

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In this internet-based teaching, Richards and Renandya emphasize that teacher has a role as a "guide on the side" instead of "sage on the stage". This indicates that a learner-centered curriculum is applied in this type of teaching. It refers to the active participation of students in learning activity in which students are involved in determining the class direction.

By considering those guidelines in applying technology-based teaching, teachers can take advantage of it to achieve the teaching goals including by providing feedback in teaching process. Matsumura & Hann (2004) reveal that in teaching writing, indirect online feedback works effectively as face-to-face conferences to improve the university students' writing skill. They explain that the students had writing improvement when they combined direct feedback in conferences with indirect feedback in the form of comments left on their posted essays. On the other hand, students who didn't combine those two types of feedback had lower writing performance. In a word, online learning has positive influences towards the teaching activity. Some essential advantages of online learning are outlined by (Retnaningsih et al., 2023):

1. Online learning aids time and place restriction as problem that are faced by both teacher and students in teaching learning process. Teachers have limited time to deliver their material meanwhile they have to ensure that their students can achieve the learning goals. The use of online learning facilitates learning for students without having face-to-face learning.
2. Teachers are triggered to design more interactive and fun teaching way through the use of online learning. This type of learning can make a use of multimedia or software.
3. Through online learning, teachers and students can explore more additional learning material which costs effective. Therefore, the main learning sources don't merely refer to the textbook which can be obsolete after a certain period of time. Online learning enables teachers and students to access to online resources, databases, journals, and other materials that can't be found in a library.
4. As the technology develops rapidly, the use of internet is considered to be essential. This results in positive impact as it enlarges the opportunity of having international corporations. Students could easily have a lecture delivered by foreign country and gain more insights about foreign language knowledge.

As online learning contributes many benefits towards teaching learning process, therefore, the use of it can be integrated with the teaching activity of providing feedback for students. Through online learning, students and teacher are able to communicate feedback outside the classroom. This paper is based on the research findings of a case study on the teachers' perspective on the use of technology in the learning activity, implemented by integrating the online feedback through writing activity in English classroom. This research investigates how the teachers implement online feedback in technology-based classroom and the strengths and weaknesses of its implementation.

METHOD

This research applies case study approach to explore and gain deep information about how the teachers integrate the technology-based learning and online feedback. The approach guides the researchers to carry out the research in order to attain the research objectives. The data were obtained from the English teachers who teach the elementary to university level. The data were collected using interview since it focuses on the teacher's belief on the integration of online feedback and technology-based learning. Moreover, the in-depth interview is used to gain the information beyond the implementation of online feedback. As

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this research used purposive sampling based on how they apply online feedback in technology-based learning, seven teachers were chosen as the informants for this research. In this research, the researcher analyzed the data through the steps as follows: data reduction, data display, and data verification.

RESULTS AND DISCUSSION

As the important aspect of teaching, giving feedback is also essential to be conducted since it can be the students' reflection toward their learning performance. Its integration with technology-based learning rises the new phenomena that can be found during the observation and the interview that was conducted. The scope of finding covers the implementation of the educational technology that are used by the teachers in their learning, the activities conducted by the teacher to enable them give the feedback for the students, and the teachers' strategies in giving the effective feedback so that they work for the useful language instruction. It can be revealed that the teachers implemented technology-based learning in many ways (Nugroho et al., 2021). They provide the feedback for the students as well as the activities to enhance the learning in technology-based classroom (Retnaningsih et al., 2023). Based on the findings, the research found that:

1. *The teachers use real-time platform to promote the effective online feedback*

Based on the interview in this research, all of the teacher state that they prefer the real-time platform to avoid the time lag when the teacher gives the feedback. Teacher NJ stated that he used WhatsApp as the media to enhance technology-based learning. According to him, WhatsApp as the real-time messenger facilitates him and his students to be connected more intensively due to the short time they need to give and response a feedback. 'I tend to choose WhatsApp or Direct Message feature on Instagram to simplify our learning. We can get in touch in a short time.' This statement is also supported by teacher LZ, he believes that online learning must be conducted more effectively since the two parties do not meet each other. Therefore, he also uses WhatsApp as the authentic media that is used to promote technology-based learning. He stated that 'Online learning must be carried out as simple as possible because we do that to break the border of time and space. I choose WhatsApp to communicate with my students in a group and discuss there. It is the simplest way to teach effectively. In terms of giving feedback, both of the teachers agree that the only obstacle for online learning is the technical problems such as poor connection. Therefore, they need the media that do not need the big effort to be accessible.

Moreover, they also distinguished WhatsApp as the media they use with the other platform such as blog and website. In blog or website, the feedback or the comment they give for the students' works is not directly received by the students. There is no direct notification once they send the response. It also becomes the teacher MF's consideration. She said that 'I ever used blogging and it took me a long time to reach the website. I needed to access the notification bar as the notification for the new post did not appear in my PC.' She believed that online learning must simplify the learning not even force the teacher or students to do the more complicated thing.

2. *The teachers prefer conducting written-based activities*

Based on the in-depth interviews, the teachers mostly use the technology to teach writing skill. It can be shown by the activities conducted by teacher HM such as providing a link to be accessed by the students and let the students to do the task by themselves outside the classroom. Teacher HM explained more about how she carries out teaching and learning

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process to teach writing skill using technology-based classroom. She also used Edmodo as one of the platforms to enhance online learning. As appears on her Edmodo, she sent link to her class that is followed by the instruction. 'I shared the link and ask my students to read the article, sometimes they summarize the text, answer the questions, or create the mind-mapping of the text through my link.' When she was asked about how she gave the feedback, she stated that she has her strategies to keep in touch with the students using the platform that is by giving the 'learning time' for the students. 'I set the time and ask all of my students to be online in certain range of time, for example from 07.00 PM to 08.00 PM.' She believes that her strategy will overcome the 'time lag' problem.

3. *The teachers carried out online feedback followed by offline feedback*

In terms of the effectiveness of online feedback in technology-based learning, all of the teachers agree that online feedback helps them to increase the students' awareness toward the online learning. By giving the feedback, the students are able to identify their difficulties and weaknesses to predict the upcoming problems that may come up. Teacher BA stated that online feedback is the effective method to be done in the classroom. She stated, 'It is effective way because the students can read the feedback anytime and anywhere'. This statement is in line with other opinions. Meanwhile, based on the interviews that have been conducted, the teacher needs to give the offline feedback if it is necessary. Teacher MF explained that only some students that must be given the direct feedback due to their lower comprehension or understanding toward the materials. This direct feedback is done in the classroom whether it is shared in the classroom or the teacher approach the students individually, Teacher MF emphasized that the students with the higher comprehension and understanding do not need to be given the additional feedback because online feedback is enough for them to be understood.

Most of the teachers agree that online feedback in technology-based learning will simplify the teachers and the students to go beyond the classroom (Hashim, 2018). As stated by teacher HF that views online feedback as the beneficial activity that enable the students to re-read the feedback anytime they want. He viewed that the link, media, photos, and video that have been posted can be played over to help the students' learning. In sum up, they teachers view that the online feedback in the technology-based learning has the strengths below:

1. *It is effective to make the students engaged in learning*

As what teacher FR said that online feedback in technology-based learning help them to get engaged in learning by practicing the materials or recalling the materials by themselves. By conducting the online feedback, the students are able to feel the learning atmosphere outside the classroom and feel that they are fully engaged in the learning. By participating in online activities, the students are allowed to explore the materials freely without being limited by only the textbook or teacher's explanation.

2. *It can be accessed anytime and anywhere*

It is based on the statements of teacher LZ and teacher BA that believe online feedback in technology-based learning provides the students the flexibility of space and time. Moreover, the video, photo, music, movie or any other materials also can be played over by the students. This point distinguishes the online and offline learning because that in offline learning the students have to focus on the teachers without being distracted to play the video or other activities that interfere the learning in classroom.

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However, considering the strengths that have been mentioned, online feedback in technology-based classroom also has the weaknesses as mentioned below:

1. *It needs the stable connection*

This is the weakness that may cause the problems for both the teacher and the students. As stated by teacher RJ and teacher DO, the poor connection will make the feedback has the time lag and slower response that will affect the effectivity of the feedback itself. This is how the teacher overcome this weakness, they tend to apply the real-time platform to avoid the technical problem such as poor connection. The simpler platform or website will make them easier to access; therefore, the poor connection problem somewhat can be minimized.

2. *It cannot fully express the feedback*

Teacher MF mentioned that the feedback cannot be fully expressed if it is not delivered orally or directly in the classroom. She stated that online feedback only shares the main idea. Therefore, the teachers overcome this problem by conducting offline or direct feedback that follows online feedback to make sure all of the points have been delivered clearly and the students understand them all.

Based on the finding, it can be concluded that the implementation of online feedback in this research corresponds to what has been revealed by Matsumura and Hann (2004) that stated indirect online feedback works effectively as face-to-face conferences to improve the university students' writing skill. It is in line with the finding of the research that found the teachers also give the indirect feedback for the students instead of only the only feedback. They need the comments on the essays the post in the platform and also need the oral feedback in the classroom for the clearer explanation. Moreover, the finding also confirms that the active role of students in learning process is really important as stated by Richards and Renandya (2002). Therefore, the teachers ask the students to explore the platform features and the provided material by themselves to make them active during the learning.

CONCLUSION

Based on the findings above, it can be formulated the conclusion of the research that covers the analysis of all of the obtained data. The teachers choose the online feedback in technology–based learning by using real-time platform to increase the effectivity of the feedback itself. The simplicity of the real-time platform may facilitate the teachers and the students to do the online learning. Moreover, they tend to concern on the writing skill since most of their activities are written-based. In delivering the online feedback, they also do the offline feedback or direct feedback in the classroom for the students with the lower comprehension or understanding to keep them on track. For the students who have the higher comprehension, the teachers only give the online feedback because they have already understood it well.

The teachers find that the online feedback in technology-based learning has the strengths, they are: a) it is effective to make the students engaged in learning and b) it can be accessed anytime and anywhere. Meanwhile, the problems they found due to the technical problems and the delivery have been solved by the teachers through the implementation that have been mentioned above. They overcome the poor connection problem by using the simple, accessible, and real-time platform. They also avoid the problems that may occur to the students having lower comprehension by giving them offline or direct feedback instead of only online feedback.

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