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The **61<sup>st</sup>** TEFLIN



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# PROCEEDINGS

*English Language Curriculum Development:  
Implications for Innovations in Language Policy and Planning,  
Pedagogical Practices, and Teacher Professional Development*



ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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## FOREWORD

These proceedings feature 335 papers out of 531 papers presented at the The 61<sup>st</sup> TEFLIN International Conference. Enmeshed in the theme, “*English Language Curriculum Development: Implications for Innovations in Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development*”, the papers present different lines of scholarship which address such topics as (1) language policy, (2) language planning, (3) needs analysis, (4) language syllabus and lesson planning, (5) language materials evaluation and development, (6) instructional design and language teaching methodology, (7) instructional media and technology, (8) language classroom management, (9) language testing and assessment, (10) language program evaluation, and (11) teacher professional development. The proceedings are alphabetically organized based on authors’ names.

All the papers in these proceedings were not peer-reviewed, but the papers published in these proceedings met the basic requirements set out by the committee. All the papers do not exceed a total of five pages (including tables, figures, and references). In the editing process, the editors extended the maximum page limit up to six pages in order to include more papers.

Neither the Conference Committee nor the Editors are responsible for the content, outlook, opinions, and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers rests with the individual authors.

Finally, we would like to extend our sincere gratitude to all of the paper presenters who have shared their bright and inspiring ideas at the conference, and to the board of reviewers and editors who have worked hard in screening all the submitted abstracts. We do hope that readers enjoy reading the papers in the proceedings and find them enlightening and useful.

Surakarta, 7 October 2014  
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## INTEGRATING TECHNOLOGY IN EFL CURRICULUM: DETERMINING EFL TEACHERS' LEVEL OF TECHNOLOGY LITERACY

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**Abstract:** This topic is brought into concern because English as a Foreign Language (EFL) teachers should be prepared to teach students who are born in technology era. The long target of this research is specifically designed to discuss and determine a certain level of technology literacy that should be mastered by EFL teachers. Technology in teaching and learning process has gained a significant attention. Studies in technology field have developed significantly in determining the effect of the technology use in language learning (Kessler, 2005, 2007; Fotos & Browne, 2004; Hegelmeimer, 2006). Therefore, it is important to integrate technology literacy in EFL curriculum in a Teacher Education program. The basic design of technology implementation will be based on studies in CALL (Computer-Assisted Language Learning).

### **Background**

When my daughter was three years old back in 2009, she asked me to buy her a laptop. For my generation, this sounds ridiculous; however, my daughter is what so called *millennial generation* or *digital natives*, who was born and raised in technology era. For digital natives, devices such as Laptop, iPod, iPad, iPhone, and other technology are no longer categorized as strange tools. The use of technology becomes an urgent issue to deal with considering that students nowadays are born in an era where technology becomes part of every aspects of human life including education.

There are tremendous evidence shows that today's students, those who was born after 1982, have different relationship with information and learning due to the fast development of information and technology and better access to the Internet. One of the studies is conducted by Oblinger (2004). The study shows that by the age of 21, students, would have spent 10,000 hours playing video games, sent 200,000 emails, watched 20,000 hours of television, spent 10,000 hours on cell phone, but less than 5000 hours reading. The study also shows that based on the trend, children age 6 and under will spend 2.01 hours per day playing outside, but 1.58 hours using computers. They will spend only 40 minutes reading daily or ask being read to. It also shows that 48% of these children have used a computer. Further, Oblinger suggested that the intense interaction between children and technology has significantly affected the way they learn and interact with their environment.

### **Technology Integration in Language Learning**

Technology exists everywhere, touching almost every part of our lives, our communities, and our homes. Unfortunately, most schools lag far behind when it comes to integrating technology into the instructional context. Many people are just starting to explore the real potential technology offers for teaching and learning. If it properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy (Edutopia Staff, 2008).

Learning through projects while equipped with technology equipment allows students to be intellectually challenged while providing them with a realistic picture of what the modern office looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online. The numerous resources in the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts in the real world and provides numerous opportunities for expressing understanding through images, sound, and text. As an added benefit, with technology tools and a project-learning approach, students are more likely to stay engaged and on task, reducing behavioral problems in the classroom (Edutopia Staff, 2008).

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and to assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. "Technology helps make teaching and learning more meaningful and fun" (Edutopia staff, 2008, para. 6).

Studies have been conducted on the integration of technology in learning. In the area of language learning, research into the integration of technology has benefitted from the tremendous amount of studies in the use of Computer-Assisted Language Learning (Kessler, 2005, 2007; Warschauer & Healey, 1998; Fotos &

Browne, 2004; Hegelmeimer, 2006). The problem is teachers in general are not implementing the use of technology in their teaching and learning process.

The previous study (Machmud, 2011) shows that many teachers who have access to the technology are not using it because of the following reasons: they do not know how to use the technology equipment, and are not motivated to learn; they are satisfied with their current approach to teaching, and reluctant to learn a new approach including the use of technology in teaching; They do not have sufficient time to devote to the type of lessons best supported by technology. The recommendation of this research to overcome those problems is that technology in language learning or computer-assisted language learning should be included in EFL teacher education program in both higher institutions.

Students who are learning to be English teachers should be prepared with the technological knowledge, because they will face students who might already be ahead of them in terms of technological knowledge. The advance knowledge of students could be used as an opportunity for teachers to improve their teaching. Teachers who had been prepared with CALL knowledge will know how to utilize the students' prior knowledge of technology to enhance their EFL learning, because integrating CALL in language.

### **Integrating Technology into EFL Curriculum**

Drenoyianni and Selwood (1998) assert in their study that teachers appear to have a false idea about the integration of computer use in curriculum. Most of them thought that integration was quite easy because the computer has always been in the classroom, and they only needed to integrate the use of the computer throughout the day. This approach reflects a limited view of the meaning of integration of computers in the curriculum. Besides finding that teachers have false ideas about the computer integration into curriculum, their study also found that teachers implement computer activities related to some curriculum topics, only with the primary objective of building computer skills and not for actual academic learning.

Integrating CALL (Computer Assisted Language Learning) in language instruction is not aimed at just developing students with computer skills, instead, the objective of integrating CALL in the curriculum of language teaching is "associated with self-contained, programmed applications such as tutorials, tools, simulations, instructional games, tests, and so on" (Kern and Warschauer, 2000, p. 1). Therefore, most importantly, the pedagogical aspect of language acquisition through the use of technology is the main objective of integrating CALL in language curriculum.

It is essential for EFL and ESL teachers to consider using CALL effectively to enhance language learning by integrating it into curriculum. However, the availability of the technology devices is the first challenge of integrating CALL in language instruction. It is important to conduct a needs analysis before deciding to build a CALL lab (O'Connor & Gatton, 2004; Kessler, 2006). Kessler (2006) emphasizes the importance of conducting preliminary steps to evaluating the needs and then implementing the most effective CALL solution. He points out that in order to build a CALL lab we need to conduct a needs analysis; develop a better understanding of CALL; consider space, budget, and staffing; select appropriate hardware and software; and finally, consult online sources for useful information. If determined appropriate and a CALL lab can be provided, then it can be appropriately integrated into the language curriculum and instruction.

When it comes to the attempt to integrate technology into the curriculum, the first obstacles are mainly physical such as lack of hardware, which includes computers, printers, scanners and other devices; lack of software, which includes operating systems, applications, and subject-specific software, such as packages for developing language skills; lack of resources for infrastructure, such as furniture, cabling, room arrangements, and sustainable maintenance and upgrading of systems; and no access to an Internet connection, or slow and unstable Internet connection due to geographic location. It is a reality that even in this era of wireless Internet connection, many schools around the world, especially those in developing countries, still have no access to the Internet. The condition of the schools' building makes it difficult to build an infrastructure to support the integration of technology into the instructional activities.

The problem of integrating computer technology into the general education and language learning program curriculum is not merely physical. Educational factors also appear to be the problem even when computer hardware and software are available for teachers to use. Yildiz (2007) argues that to be successful in incorporating computer technology into instructional activities requires both technical as well as pedagogical ability which unfortunately, many teachers lack the motivation to gain this knowledge. This trend emerges mainly from their lack of training and preparation in this field and their beliefs towards the benefits of computer technology in the teaching context. Many teachers are not convinced of the value of using technology in teaching.

Brickner (1995) classified two factors that affect teachers' attempts to implement computer technology in their classroom activities: extrinsic factors that include limited access to the physical aspects of technology such as technological devices, lack of time in planning, and insufficient support; and intrinsic factors such as the teachers' beliefs about the benefits that computer bring to their teaching, and their "unwillingness to change".

Brickner furthermore claims that the intrinsic problem is more challenging compared to the extrinsic problem because it requires teachers to change their “belief systems and institutionalized routines”. Extrinsic barriers can simply be addressed by providing more resources (p. xvii).

In some parts of the world, the problems of implementing computer technology in an institutional context are even more complicated. Teachers often face obstacles from the bureaucracy. A centralized and inflexible curriculum often becomes a barrier for teachers who are enthusiastic about integrating the use of technology in their teaching. In the countries where the curriculum is highly centralized, teachers have limited opportunities to design their own curriculum to suit the students’ needs. The government imposes a pre-set curriculum, which they must follow and cover. Unfortunately, this condition is made worse with the extremely limited budget and lack of staff training that is needed to fulfill the government demands. In an EFL context, the result is that even finding software and applications that fit the existing curriculum can be difficult tasks.

Another obstacle that affects teachers’ perceptions of the integration of technology to EFL instructions is the lack of institutional support (Yildiz, 2007). Teachers who are eager to incorporate technology in their teaching activities will have to deal with uncommitted administrators or colleagues and insufficient technical support. In some cases teachers are frequently mandated to be involved in administrative work that often prevents them from having more time to explore and improve their knowledge on the use of computer technology. Low appreciation from the administrators of teachers’ attempts to explore a more creative approach in teaching also affects teachers’ willingness to incorporate technology in the classroom context (Yildiz, 2007). Administrators are sometimes reluctant to encourage teachers to explore new approaches because of the fear of not fulfilling the government’s demands on the implementation of the pre-set curriculum. In addition to this quandary, the lack of understanding of the use of technology and the lack of resources often create significant barriers between administrators and the technology-literate teachers who are eager to use their knowledge in their classroom.

## Conclusion

The integration of technology in the teaching and learning process is essential to support the digital natives. The classroom needs to provide an environment and atmosphere that will allow students to create and construct their knowledge, share and collaborate with their peers who are not only from their in-class group, but also from around the world (Warschauer, 2003).

Thus, if in the teaching and learning process, teachers can only provide the students with content, fact, formulas, theories, stories, and information, then, the role of teachers is obsolete, because students nowadays can find those information themselves on Google, blog, face book, twitter, you tube, pod cast, and Smartphone. This means that teachers are no longer the main source of knowledge, instead, teacher is a filter by helping students to find a relevant and adequate sources based on the curriculum under focus.

Teachers are not necessarily forced to be a technology savvy, but they should have a certain level of technology literacy in order to be able to teach the digital natives, and Higher education institution plays an important role to design the model of technology integration into EFL curriculum in teachers education program to prepare teachers to teach in 21<sup>st</sup> century.

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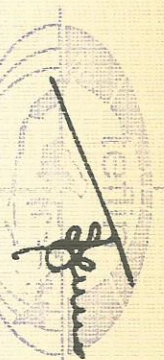
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