

The integration of technology in learning and teaching English, Champasack University

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Abstract

Integrating technology into learning and teaching facilitates learning and learning process. Technology have drastically changed the ways of learning and teaching English. Technology provides opportunity both students and lecturers to exposure technology tools in education. Technology has effectively raised ability in learning English. It provides greater flexibility, convenience, and accessibility in learning platforms such Google apps and other applications. Thus, lectures at Champasack University integrated technology tool into their instruction like Google application to deliver their teaching performance. The target group for this study is English lectures at Champasack University. Data collection is a set of questionnaire designed and administered to participants via Google form. The questionnaire is designed as multiple choice and checkbox options. Data were analyzed with SPSS program to obtain the result of the study. All questions made the distribution of answers formatted into the table for each question. Data from the table were interpreted respectively. The survey discovered that technology-facilitated learning and teaching English. Technology integration can alter the learning and teaching method. It raised motivation and built an energetic learning environment. Technology allowed more opportunities for interaction between students and teachers. It encouraged collaboration, handled teaching plan, created the test, and tracked students' learning progress. However, participants encountered with poor internet signal from the host internet distribution which contributed to difficulty of accessing learning and teaching platform.

Keywords: Google apps, learning-teaching English, Technology integration, Technology competency

1. Introduction

Teaching a foreign language is not an easy task. In the past, EFL teachers depended only on the use of traditional methods. With the technological development, educational technology is used in the field of EFL teaching and learning. Therefore, new methods in teaching and learning have been introduced. At the present time, the deployment of educational technology plays an important role in education because it provides several technological tools that can increase instruction process more

effective. The application of educational technology has got a significant place in EFL teaching and learning. In fact, there are different points of view pertaining to its effect on the teachers' role and the learners' level. Thus, the present research work is an endeavor to pronounce the role of educational technology in EFL teaching and learning. It seeks to distinguish between traditional and modern education. It attempts to find out the technological tools that teachers and students use and describes how it can facilitate the

learning and the teaching process. The role of technology has been recognized as vital in the education of the English language, and many areas of the world have noted the importance of information technology within the context of English education, which has facilitated and augmented English learning to a great extent.

According to Graddol (2012) indicated that “technology lies at the heart of the globalization process, affecting work, education and culture”. Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers’ profession through which they can use it to facilitate learners’ learning. When we talk about technology in teaching and learning, the word ‘integration’ is used. The technology integration assists teachers choose their own favorite multimedia and software that creates more interactive lessons. The application of technology in education can be a great benefit for instructors. Instructors now have the ability to work together to create more meaningful instruction for all learners without having to arrange planning time. Instructors can use websites to assign requirements and samples for learners (Rodinadze, S., & Zarbazoia, K. (2012). Moreover, Technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady, M. J., & Lockyer, L. 2013).

Google has come up with a variety of constructive services that help the industry and education to perform their work effectively. Google apps can be described as an integrated suite of cloud-based solutions, driven by Google app engines, designed to achieve specific educational goals with the aim of transforming the 21st -century educational system. Google Apps were designed to facilitate the provisioning of the Google suite of applications and other collaborative tools, such as Gmail, Google Drive, Google Sites, Google Calendar, Google Docs, Google+, and Google Chat, among others. To meet the challenge of 21st -century educational goals, dramatic alteration should be directed toward the applicability of apps in teaching, research, learning, and administration of universities. Therefore, Educational apps have been instrumental in

transforming educational institutions. Google Apps have been central in facilitating collaboration and advancing knowledge. Furthermore, Google Docs facilitates ease of collaboration with multiple editors so users can simultaneously make changes to the same document in real time. Regarding time management and scheduling of collaborations, users now have the ability to add calendar entries directly from their Gmail accounts. Additionally, Google Sites provides faculties and students both communication and collaboration capabilities to achieve optimum productivity within the classroom environment-both traditional brick and mortar and virtual learning environments. Particularly, the real-time editing in Google Groups can make it easier for students to work collaboratively to share projects regardless of their physical location.

Technology that is incorporated into the classroom for the purpose of enhancing the learning process is referred to as technology enhanced learning (Dror, I. E. 2008). The incorporation of technology in the classroom can be quite useful, as “the use of virtual environments for collaboration and learning can result in unprecedented flow of ideas, leading to higher levels of productivity” Google Drive has a simple promise, but its impact is revolutionary. The basic idea is this: rather than creating files on one’s local computer and sharing them with others via attachments through email, documents are created online and the files are made available by email documents by sharing access through a secure to link to others for collaboration. The important role that technology plays in education gives teachers the opportunity to design meaningful learning experiences that embed technology. It is important not to use technology for its sake, but rather to embed technology appropriately. Therefore, teachers draw upon their expertise and experience in what to teach and how to teach it. A teacher has many considerations and influences in designing learning experiences for students, and the appropriate use of technology is but one of those considerations. The objective of the study is to study the integration of technology in learning and teaching English in Champsack University.

2. Materials and Methods

2.1 Data Collection

The tool to collect data applied questionnaire which is designed on Google form in form of multiple choice and checkbox options. These options were used to measure each item on the questionnaire. Google form is decided as the alternative way in order to make the selected digital questionnaire. Batubara (2012) states that Google forms are suitable to be used by students, teachers, lecturers, and professionals who like to create a quiz, form and online survey. Another reason of choosing Google forms as a digital questionnaire is because Google form is a free application. Google form is a free service from Google, which emulates an online survey system (Kim & Park 2012).

2.2 Data analysis

The data was coded after researchers obtained information from participants. It was coded and analyzed by describing on what they replied or answered the questions. Researchers applied SPSS program to analyze data as a frequency of questionnaire respondents, then it was tabulated and described respectively.

3. Results

This section described the results of data collection with the target group. Almost the questionnaire in this survey pertinent to technology integration in teaching English, questionnaire respondents demonstrated their opinion to Google apps in education, their importance, and classroom transformation when they were integrated into teaching. The data illustrated on the table with a brief description in the following. Demographic and descriptive statistics.

3.1 Types of technology integrated into teaching

There are a wide range of technologies in education and have different purposes of employment. But there were only four kinds of technologies mention by respondents. The most frequent use was computer or personal computer in teaching. This technooogy tool was daily use for drawing lesson plans and reports. Teaching required PowerPoint to present lessons and deliver it to students. It did not rely on course books and a green board to explain lesson. Additionally, spreadsheet also used to calculate grades or even statistics. The mentioned tools in this survey had different

purposes of use. (The technology tools integrated into teaching displayed in table 1)

3.2 Platforms used to connect to students

Technology integration to deliver learning and teaching assisted lesson clarification and increased learning outcomes. Lecturers demonstrated their thinking associated with technology merging into their teaching. They approved technology deployment able to change the learning style of students, increased motivation, and supported individual development as well as teaching method alternation. The technology platform for education is designed for collaboration between students and lecturers. As a result, it enabled them to encourage actively and cooperatively based on learning. It helped students build cultural bridges and improve communication skills. More technology in the classroom tends to expose interaction. (The technology platforms applied in intereaction between students and lectures shown in table 2)

3.3 The needs to integrate technology into the classroom

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3.4 Google apps applied in learning and teaching

Google apps are vital to deliver learning and teaching. Almost lecturers used Gmail to contact their students. Also, they applied Google drive for teaching and working. They revealed they usually employed the Google Quiz application to build the tests instead of paper print. They accepted Google apps facilitated lesson plan organization and

preparation. They could select apps to fit with their working purpose and produce more outcomes. Apps in Google drive are simple to use even for new users. They did not worry about file damage and losing because all files created were saved in it. Additionally, Google + and Google Hangouts were used in communication like other social media. (The lists of Google apps applied displayed in table 4)

3.5 Internet inaccessibility to apply Google apps

Google apps are commonly used in the classroom today but they were dependent on the internet to access and use Google apps. Lecturers had problems accessing apps due to Wi-Fi distribution to classrooms or office were not strong enough to stable work on apps. They were unable to escape from this obstacle, even they were directly connected to an internet company provider. Furthermore, the internet in Champasack University campus was often interrupted, and no internet connectivity when the weather was fluctuated. They had problems with apps usage according to poor computer skills contributed to problems in using Google apps. (See table 5 for internet inaccessibility)

3.6 Reasons using Google apps for teaching and working

There are a wide range of reasons for applying Google apps for teaching and working. The main reason used for communication and connection through the application. Another uploaded files into Google drive and contributed them to students without a flash drive which brought viruses to the computer. Apps also helped lecturers build forms, quizzes, and lesson plan paperless. They enabled them to use them in real-time cooperation with colleagues. Much more technology merged into the classroom increase awareness of the importance of deploying the technology. Students interacted with authentic use and encouraged technology savvy and literate. (See table 6 for reasons of using Google apps).

3.7 The expectation associate with technology integration

All lecturers described the needs and reasons for technology integration above, and this section encompassed the expectation of CU lecturers in using technology, internet, and Wi-Fi distribution. They needed experts to integrate

IT into the classroom and upgraded the university network more efficiently and usability. They needed the university to support technology use, improve and maintain Wi-Fi infrastructure when interrupted. They required to incorporate social media into teaching. So, they acquired the institute to upgrade the university network, administrative computing systems, configure wireless infrastructure, and leverage Wi-Fi distribution to more access. (See table 7 for expectation of technology integration)

4. Discussion

According to the survey, the integration of technology in learning and teaching English facilitate learning and teaching process. They select tools according to subject content and activity. However, integrating technology in instruction process is difficult because there is a limited internet connection and lecturers still lack knowledge in applying technology. They also revealed the application of Google apps to facilitate the learning-teaching process at CU is currently limited. This is due to a number of factors including the low speed of the internet, many lecturers still lack computer software skills, and internet access is still limited as it is not available for students. They hope that CU should improve internet Wi-Fi faster and higher more than this because it will make students and teachers use it for their work in learning and teaching comfortably. Today, having technology integration in learning and teaching is vital, and numbers of the lecturers using it in their work. Moreover, the provision of the internet is sometimes inconvenient. Jönsson and Gjedde, (2009) state that all lectures can use digital tools, but these teachers have to invest time and effort to master new technology in order to be able to use it in their learning environment. Incorporating digital tools into classrooms, or in general into schools, takes a long time, which most schools fail to into. Pourhosein Gilakjani and Sabouri (2014) emphasized that through using technology, learners can control their own learning process and have access to many information over which their teachers cannot control. By including technology in their classes, teachers will have the opportunity to engage more learners and lead more energetic classes. Many researchers stated that technology can be used

as an instructional tool in teaching and learning skills. Pourhosein Gilakjani (2013) and Bruce and Levin (2001) expressed that technology can be useful in classroom by helping communication, making teaching products, and assisting learners' self-expression. Friggard (2002), Miner (2004), and Timucin (2006) confirmed that technology increases the development of teaching methods and learners' knowledge. Technology plays a key role in promoting appropriate activities for learners and has a significant impact on teachers' teaching methods in their classes. Kurt (2010) stated that technology can be used as a tool for performing meaningful projects to engage learners in critical thinking and problem solving. Technology increases learners' cooperation. Cooperation is an effective tool for learning. Learners cooperatively work together to create projects and learn from each other through reading their peers' work (Keser, H., Uzunboyu, H., & Ozdamli, F. 2012). Technology has the ability to enhance relationships between teachers and students. When teachers effectively integrate technology into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun. Students are also able to collaborate with their own classmates through technological applications.

5. Conclusion

Technology integration needed to take into account consideration to increase learning and teaching outcomes. Technology as Google apps for education facilitated lecturers organized their tasks, increased effectiveness in teaching, and build a motivating learning environment. The frequency of using Google apps raised student technology literacy. Much more technology embedment facilitated learning and teaching performance. Technology integration also promote students' technology exposure and increase experiences in learning with virtual tools. It encourages them to know more different tools which is benefits for future life. However, poor technology foundation also contributes to time consuming to study different tools even Google apps which are friendly easy tools to integrate in learning and teaching. Poor internet connection from host companies is a problem in online learning. Also, unstable environment of the day results to poor internet

signal even in-conducive environment. The main reasons of applying technology is to facilitate and make a different in instruction process and encourage more technology exposure.

6. Conflict of Interest

We certify that there is no conflict of interest with any financial organization regarding the material discussed in the manuscript.

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Table 1: Types of technology integrated into teaching

No	Content	Percentage (%)
1	Computer/personal computer	70
2	Word process	50
3	PowerPoint	50
4	Spreadsheet	30
5	Email	0
6	Blog	0

Table 2: Technology platforms used to connect to students

No	Content	Percentage (%)
1	WhatsApp	70
2	Line	20
3	Twitter	10
4	Facebook	70

Table 3: The needs to integrate technology into the classroom

No	Content	Percentage (%)
1	Supports various learning styles of students	60
2	Provides individual development and motivation	50
3	More exposure to technology for the classroom	10
4	Increase teacher-student interaction	0
5	Improving communication skills	20

6	Encourages students to actively learning, and more collaboration between students and lecturers.	40
7	Assists students construct clutural briedges.	10

Table 4: Google apps applied in learning and teaching

No	Content	Percentage (%)
1	Google+	40
2	Google hangouts	10
3	Google vaults	0
4	Google Drive (Docs, Sheets, Slides, Forms and Drawings)	40
5	Google calendar	0
6	Gmail	70
7	Google Classroom	10

Table 5: Internet inaccessibility to apply Google apps

No	Content	Percentage (%)
1	Others (e.g. Training requirement, need time to study)	0
2	Poor internet provision from companies	30
3	Have problem to connect to host broadband	0
4	Limited Wi-fi distribution	50
5	Limited computer skills	20
6	Lack of interest security or trust	20
7	Lack of comouter software skills	0
8	Instability, interpretation or no internet connectivity	30
9	Do not know how to apply each app and its purpose in development.	20

Table 6: Reasons of using Google apps for teaching and working

No	Content	Percentage (%)
1	Reduce lesson plans' preparation time with ease of setting, tracking....	0
2	Make students more technology literate	20
3	Encourage, connection, comminication between lecturers and students	50
4	Enable to make annoucements, ask questions and commment with studnets in real time	10
5	Collaborate in real time with colleagues or with whole university	30
6	Assist to create and collect assignments paperlessly	30
7	Allow to share individual files or whole folders to students	50

Table 7: The expectation associate with technology integration

No	Content	Percentage (%)
1	Upgrade the unversiy network to classrooms	50

2	Upgrade administrative compute systems	10
3	Switch to cloud computing	0
4	Provide sufficient user support	30
5	Provide maintenance immediately when interrupted	0
6	Need to configure wireless infrastructure	10
7	Leverage technology to help students succeed	10
8	Leverage social media as a teaching tool	20
9	Finance replacement of aging hardware and software	0
10	Assist university members integrate technology	50
11	Assist faculty integrate IT into instruction.	60