

PEDAGOGICAL ACTION AND TECHNOLOGIES DURING ONLINE LEARNING: A CASE STUDY

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ABSTRACT

Technology implementation has become a norm in today's teaching and Learning, including in EFL instruction at university level. However the investigation within pedagogy and technology fusion are rare to discuss. Therefore, this research investigates a lecturer's actions and technological performance in the learning process. This research uses descriptive qualitative, using case study principles. The data was taken from vocabulary class document, an interview three students of vocabulary for academic purposes class, and online class observation field notes. they aimed to determine the performance of pedagogy and technology in online Learning. The goal is to explain the pedagogical aspects of technology implementation seen from Laurillard' persepectives (2012). It was found that pedagogical actions practiced are as follows; Narrative, interactive, adaptive, Productive, and Communicative pedagogical actions.

Keywords: *online EFL class, pedagogical action, technology, Laurillard' persepectives*

BACKGROUND

Since English is such an essential language on a global scale, nearly every nation in the world mandates that its inhabitants study it. In the setting of EFL (English as foreign language) Students have a tough time learning English for various reasons, such as lack of authentic exposure, the educational methods and learning material they are exposed to are either interesting or uninteresting. As part of becoming proficient in English, students are expected to develop the following four attributes; listening, speaking, reading and writing.

Clearly, within the online learning context, technology will be an integrated medium and tools to assist teaching and learning English. Cosequently, both the instructors and the students engagement in learning English during online educational activities need to be adjusted. Learning through online platforms is currently required in all schools across Indonesia, including higher education. However, a question like "what kind of technology is appropriate to teach and learn "still needs more answer. According to Ahmad, performance in technological systems is essential in the current environment (2012). According to a recent report compiled by the Indonesian Education Agency (which functions as Indonesia's Department of Education), educators are required to have a firm grasp of technical performance. People use new forms of technology and media to improve and facilitate their ability to share meaning, interact with easily accessible technological resources, and build wide networks.

Within technology utilization, two things need to be fragmented clearly; the pedagogy and technology. Educators in Indonesia as mandated by government press all of teachers to use technology effectively as a teaching tool or it could be a learning media refers to any method or technology that conveys information to accomplish a specific goal. The utilization of various educational resources is essential to the overall learning process. Some teachers or professors have included online learning media in their lesson plans and delivery methods Djamarah et al. (2010, p. 121). In practice the fusion of technology and pedagogy meet several obstacles. First, lack of technology skill; second, shortage of technology utilization and technology intimidation Okoji et.al (2006,p.68).

Technology offers many handy features that support teaching and learning, although their authenticity pedagogically are not guaranteed. Therefore, to Heinkleman (2019) using technology is considered less ambitious. It implies that when using technology teachers are served with a ready installed featured in technology making them isolated and geared to a discrete activity. As a foreign language teacher, the existence of technology in one point help the teacher in assisting language learning, but it does not come without consequences. Therefore seeing technology from different angle is necessary Okoji et.al (2006) suggest that in teaching and learning, technology need to be approached as a process; one of the medium in teaching and learning process. it is important to have the perception as it will navigate the the whole process which do not depend so much on the technology. Instead of saying powerpoint, teacher would see it as to share. It is changing the noun to the verb.

Having an online class means both teacher and students need to adjust the learning environment. Unlike off-line class where teacher and students can meet face to face, online class provides many benefits including the existence of unlimited sources that can be used during teaching and learning and could be synchronous or asynchronous. However, when discussing about the effectiveness in aiming the goal of teaching and learning the result varies. A report from European Commission state that many teachers debate whether or not students gain benefits from online learning, and whether or not it has a significant impact on their education (2001). The Internet and advanced Internet technology have made it possible to develop some learning aids based on the web. Students might have an easier time understanding what their teachers say with the assistance of Google Classroom and other online learning systems. The tools allow teachers to create a digital learning environment for their students to participate in. It is something that we never thought of before that, is to expand students' exposure across time and place.

Pedagogical Action

Teachers are expected to develop educational program activities both within and outside of the classroom, arranging each design component to keep students interested as if they were working in a professional creative environment (Akay, 2017). However, teachers need to hold the pedagogy principles when selecting and using technology to assist Learning; these are instructional in terms of their substance. Lecturers working in schools are responsible for educating students, making them learn more effectively, and engaging in pedagogical action. Technology existence, particularly in online learning drift the language instruction, yet do not dictate the teaching and learning process. Therefore, understanding the integration of technology in foreign language instruction is urgent. Leh (2005) found that teachers believe they could not fully integrate technology in their practices because of the institutional, administrative, pedagogical and personal constraints.

In this classroom analysis, we will be looking at the five different pedagogical actions described by Laurillard (2012). In every subcategory, pedagogical efficacy is given more weight than the type of equipment or medium being used. First, When students pay attention to a teacher as they watch a video, listen to a lecture, or listen to the teacher explain something, they are taking part in narrative action. Students take part in the second interactive activity whenever they react to questions posed in a quiz, click on links, or receive feedback on the answers they provided. The third sort of adaptive action occurs whenever a process resembles real-world tasks, such as when it's used in a setting for role-playing or online gaming. The fourth category of activity is one that involves communication. It incorporates educational technology that enables students to express themselves through questions, comments, and thoughts. The fifth action is called "productive activity," It occurs when students use their imaginative effort to demonstrate their comprehension of a language learning goal. This is typically done in the form of a presentation or an essay.

The effectiveness of the technology being utilized in the classroom should be the primary focus of the instructor, rather than fixed items. The purpose of identifying information gaps is to provide a framework for the search for missing data (Hinkelman, 2018). According to the definition provided by the International Society for Performance Improvement (ISPI, 2015), it is a methodical strategy that aims to increase the technological performance and competence of individuals. This paradigm proposes a total of six critical dimensions to consider. The first category consists of activities, which may contain components that are narrative, interactive, adaptive, communicative, or productive. This aspect defines the behavior of the educator while they are engaged in the educational practice. The second method is called grouping, and it is comprised of three distinct subtypes: individual, small group, and large group. This aspect of the model discusses how a discussion group on the subject is created by the instructor, as well as whether or not a discussion forum is utilized.

In addition, two different kinds of timings are synchronous and asynchronous. both explain the distance learning strategy in implementation. Synchronous Learning occurs at a predetermined period, but asynchronous Learning does not. There are currently resources for online education available. Whether students learn at home by utilizing a mobile phone to participate in online Learning or they learn in the traditional classroom setting, an additional dimension is a physical space within the learning environment. The text will start here. When Learning takes place, this section describes the manner in which the instructor delivers the subject, as well as whether the instructor employs paper, video, or audio to ensure that students understand the material. The final topic is the instruments. Physical devices, software applications, or networked arrangements are all examples of possible tools for the use of media in educational settings.

English Learning and technology

The terms learning and teaching cannot be separated. Learning may be possible even without teacher-led activities and other forms of formal education, say Richard and Schmidt. Learning refers to transforming knowledge into action through practice (Richard and Schmidt, p. 298 in Richard and Schmidt, 2002). Despite the fact that today students are more aware and accustomed to use technology in their daily lives, students do not aware on how to use technology aiming for learning English. An instructor who integrate technology is not only concerning on the technology use. But rather to teach the students learning through technology. It is essential since students could later develop and improve their language proficiency autonomously. Hence, using technology is not merely sharing the materials from offline to online.

Many researcher beliefs that the assistance of technology give benefits to students. It is indicated by the improvement of students' language learning skill, Ahmadi (2018). Bull and

Ma (2001) state that language learners have access to an endless number of resources which is good for students' exposure which make a positive opportunity in students' language acquisition development. Both Harmer (2007) and Genclder (2015) underlined that in order for students to be successful in language acquisition, teachers should assist students in choosing relevant activities by using computer technology. According to Clements and Sarama (2003), the utilization of appropriate technology materials can be beneficial to students in the learning process.

Online Learning and Google Classroom

Online Learning can take place anywhere and anytime, depending on the people engaged. Teachers and students can use online Learning to boost Learning and knowledge creation by interacting and interacting with one another (Dabbagh & Ritland, 2005, p.15). there are many platforms used to assist online teaching and learning process by many teachers in school or in university; LMS or learning management system is one of the most choice taken in Indonesian context Azhar & Iqbal (2018).

Google Classroom (GCR) is one of a free collaboration web-based application for teachers and students. GCR offers teachers to set up an online class, invite students, create and distribute assignments. The teacher can share certain teaching materials, assign students tasks, and upload the students' work. a teacher can contribute materials on the subject taught through Google Classroom. Google Classroom will make teaching easier for educational institutions without using biological materials like classrooms, whiteboards, or stationery. Google Drive, Google Docs, Sheets and Slides, and Gmail are just a few features available in Google Classroom.

Hinkelman (2018) add the finding of google classroom implementation create students felt a sense of accomplishment and satisfaction from their work, and they were comfortable collaborating with other classmates. The students were also pleased to be able to print out materials for lectures and exercises from resources that were posted by their lecturers.

METHOD

This study employed a descriptive qualitative method to conduct this study. "A qualitative research study is needed to analyze these phenomena from the perspective of distant education students," according to Creswell (2012). The author did a qualitative study in which she collected data, analyzed it, and concluded results to characterize the pedagogical action and performance of technologies and students' perspectives of online Learning. The writer did qualitative research in which she collected data, examined it, and came up with conclusions to depict the process of pedagogical action and technology performance, as well as students' perspectives of online Learning.

This study was set in IAIN Cirebon. A class of Vocabulary is chosen as the subject of this research. The data-gathering instruments in this study were observation and interview. The steps of data analysis were as follows: a selection-based simplification that concentrates raw validity data into valuable information, making it easier to conclude; a collection of data is formatted logically and intelligibly to Conclude the outcome.

FINDINGS AND DISCUSSION

After analyzing the data, below is the finding and explanation on how pedagogical action are executed and how the technology is performed. The research was conducted using Google Classroom observation and an interview with students about online learning applications as a tool for Learning. Second, some students were asked how they felt about using online Learning in the English learning process.

Types	Teaching Action	Learning Action	Example Technologies	
Narrative	Presenting	Apprehending	Watching video	Youtube
			Pairwork dialogues	Breakout zoom
			Instruction Reading	GCR
Interactive	Questioning	Exploring	Group dialogue	Whatsapp/GCR
			Hyperlink text	Whatsapp/Gmeet
			Do quizzes	Quizlet
Adaptive	Modelling	Practicing	Tutorial	Youtube
			Role playing	Dubbing Apps
Communicative	Facilitating	Discussion	Discussion board	Zoom meeting
			Chat dialogues	Whats app video call
Productive	Coaching	Expressing	Publishing Video	Youtube Facebook/ instagram

Table 1. Pedagogic actions of technolies (Laurillard,2002)

Researchers found several types of pedagogical actions taken by a lecturer when the learning process in the Google classroom. These include Narrative, Interactive, Adaptive, Communicative, Productive. Research was conducted using observation techniques in google classroom as the media used for this situation.

Witin a week project of dubbing an advertisement video the online class shows five pedagogical actions that can be elaborated as follows:

Narrative

There are three distinct modes of instruction that are used while instructing students. The instructor present the content during the instructional exercises by showing a video. Then a pairwork discussion was allowed by the lecturer by using zoom and students are assigned in break out room. To strenghtened the messages , teacher provide an instruction within GCR in discussion section. When it comes to reading instruction, teachers often ask students to provide their study materials, but students must follow their instructor's directions.

During online class experience, students engage in a process known as narrative learning, which involves presenting and comprehending various concepts or arguments in the classroom

setting. Sharing video links with students as part of an English education can be facilitated through technology by educators. To facilitate the students' comprehension of the topic, the instructor incorporates animation in the video.

An attempt was done by the instructor to have face to face discussion by providing zoom meeting and let them to discuss with their peers. This activity break the critics that narrative is more teacher centered (Leaver & Willis, 2004). Therefore, this class could be called as blended in practice.

An approved blended language strategy allows educators to combine face-to-face and online narratives in the learning process. For instance, several live, in-person lectures could be given to students, with videos of the lectures being available online. According to Hinkelman's research, interactive whiteboards could also be used for interactive whiteboards, Hinkelman (2018). Indeed, in narrative action, the instructor deliberately inform and explain the things to be done and how it should be taken.

Interactive

When teachers instruct students to search for videos on the internet, answer to quizzes, or complete problem-solving exercises, they are drawing attention to the interactive nature of the technology being used in the classroom.

Utilizing interactive learning technology with students who are born and raised in the digital age can make teaching and learning more manageable. It's possible that teaching native students in using technology and digital media will be more effective and efficient than using more traditional approaches. It is due to the strong points of interactive that is "inquiry" which is the expected learners' action Laurillard (2002) The term "interactive" can be found in the discourse of educational research about both pedagogy and cutting-edge educational technologies.

A new method of instruction has been developed by educators that enables students to work and connect with one another without the constant presence of an adult monitor. Students can write or talk to share their ideas in Google Classroom and Google Meet. They could improve their English speaking abilities by developing this type of oral talent. Pedagogical action in the classroom is strictly limited to being communicative, productive, participatory, and narrative. Technology is vital in all areas, but particularly important in education at this stage in human history. Technology functions as an auxiliary instructional aid in the various learning activities that are carried out. The table provides some insight into the technological aspect of the problem.

Adaptive

Students understanding toward the project make them realize that they need certain apps to have a voice dubbing but at the same time, they realize that certain role play need to be considered. Exposed by Youtube and actively participate show how students are adaptable and try to be effectively finish the project. Adaptive in this position is an ability to engage with technology that can be changed to fulfil the students' skills or interests is an adaptable activity. Adaptive actions may occur when students engage in role-plays and games, for example, cooperative, puzzle-solving, exploratory, and adventurous (Thorne & Reinhardt, 2008) as cited in Hinkelman (2018).

Modelling is used in music education with implicit learning in mind. It can be done live, via recording, in a group setting, or through instruction. Using inappropriately can be a crutch that prevents students from learning. The best use of modelling is introducing new musical concepts and performances (Haston, 2007).

Google Classroom is an e-learning platform with a variety of functions. A sense of adaptability is easily seen as students can transmit a video relating to the task given. Students could then easily overview the grades after the students have completed the assignment. Eventually, e-learning promotes adaptive learning and assists in the development of student abilities. Students report the results of their assignments to the teacher for a specific value, which the teacher records. The teacher then uses the video link as a reference when it records the song.

Communicative

Through practice with Gmeet and zoom, teachers can assess their students' level of proficiency in their ability to communicate orally. Gmeet gives students the ability to communicate with one another and with their teachers through the use of text messages and video calls.

One of the benefits of using Gmeet for practice is that teachers are able to assess their students' level of proficiency in speaking English. Gmeet gives students the ability to communicate with one another and with their teachers through the use of text messages and video calls. The instructor would post a link in the Google classroom for students to follow in order to enroll in the speaking class. During the course of the learning process, the instructor will carry out this type four times. Learners are able to communicate with one another thanks to the availability of communicative action tools. A productive strategy for teaching oral communication courses is to have students engage in conversations both in pairs and in smaller groups. Speech functions would be included into the earliest phases of the learning process in writing classes through the utilization of online discussion groups, small group chats, and video link connections.

English has developed become the primary language used throughout the nation. Because so many people use it as a communication tool, it makes it much simpler for people from different countries to get in touch with one another and exchange ideas. English is necessary in many different disciplines, including education, politics, business, culture, and communication, to name a few of those fields.

Productive

In this stage of pedagogical action, students try to display their work of advertisement video dubbing by posting to internet. Some students prefer to upload the video in Youtube. But some others post it in their personal web page or social media such as Facebook and Instagram. According to Laurillard (2002) performance is the key of students' action. Having to show their collaboration project with peers give the students a chance to show their effort within a week of project. Additionally, having a productive action can lead them to sense of being valued.

CONCLUSION

The teacher's pedagogical action in online learning utilize several actions; narrative, productive, and communicative, interactive and adaptive. Blending technology in an online

class proven to be not as merely sharing documents and picture online (Oliver & trigwell) which criticize the implementation of technology in teaching and learning.

It indicates that the view from Laurillard (2002) imply that taking technology or blending technology in teaching and learning particularly in EFL setting need to be overview prior implementation. An ambitious utilization without a sufficient knowledge in technology for language instruction could lead to unseccessful EFL students instruction, primarily in higher education.

This research contribute to inform the importance of selecting appropriatae technology to assist teaching and learning English. However, the decision should be given more on the teacher. Consequently, teachers' competence in technology based – pedagogy in English language instruction is important. Therefore a spesific training and professional development related to the integration of technology in teaching Foreign language are urgent.

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