

The Interface of English Language Teaching and Remote Educational Technology

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Abstract

Adapting to the “New Normal” is the prime issue that educational institutions are facing nowadays, thus, adjustments in teaching and learning has to be done to reach all students despite the limitations in the face to face interaction. This paper has been initiated to share the voices of the teachers and students’ circumstances and struggles in the transition due to COVID-19 pandemic. Through this paper, the perception on the psychological, and pedagogical concerns shall be given overview and the interface of English Language Teaching and Remote Educational Technology shall be given light to provide beneficial concept for both teachers and students This shall pave way for the continuous support and development in educational institutions and frontlines.

Keywords: *Educational Technology, English Language Teaching, Interface*

Introduction

Technological advancement is continuously creating an impact on life, businesses and education in which various developments and designs has already took place in the web to bridge the people across geological boundaries to further the increase of access of education globally. Platt et. Al. (2014) stated that educational technology fill multiple roles in public school systems but not all educational institutions have already been in the transition of employing technology in the academic system. This provides advantages such as in learning and teaching flexibility and availability of learning resources that establish collaboration among the community and linkages across regions.

In addition, unprecedented situations such as the Covid-19 pandemic allows the educational institutions to rethink and adjusts the pedagogy and the modes of content delivery since restrictions in face to face interaction becomes limited, observation of social distancing is implemented, and wearing of protective gears such as mask and others is a must. With this, learning as a lifelong process becomes the highlight in the continuous expansion and transfer of knowledge and students should not be left behind. As people face this battle with the pandemic, learning is should continue because learning is not limited in the four corners of the room and in

the buildings of the schools. But, one thing that would transpire is the use of the technology and the shift of teaching pedagogy to reach the students and address the learning needs.

Educational Technology continued to flourish as a useful avenue to conduct lessons and discussions. UNESCO suggested a long list of avenues for remote teaching and learning that would benefit both the students and teachers and would allow them the interaction virtually and would ignite the capacity for each individual to continue the learning despite the situation.(UNESCO, 2020) Technology is an equipment used to clarify message that allows interaction among students toward a message and embodies a knowledge that would allow various tools to develop skill and extract materials (Borja). In science, this refers to the combination of scientific method and materials to meet the objective to solve a specific problem. Educational technology, consist of designs and environments that engage learner and reliable technique or method for engaging learning such as cognitive learning strategies and critical thinking skills. Educational technology sometimes also known as instructional technology or learning technology. It is a systematic, iterative process to designing instruction or training used to improve performance and improve quality education.

Teacher in pandemic situation

Teacher in this new normal will become less as lecturer in its role but shall be more likely as an orchestrator of information. This provides the students the ability to turn knowledge into wisdom through their continuous practice. The teacher's role, integrating technology for instruction, shall shift the role to being a facilitator, collaborator, mentor, coach, and learning partner. Teacher can provide choices and great responsibility for students to experience learning activity (UNESCO: 2002). Borja stated that teacher and administrator need to cultivate and maintain the student's interest in the material by showing how this knowledge applies in the real world. Meeting the needs of the 21st century education is still the primarily the focus and the teacher has the a big responsibility to build and develop students ICT and media literacy skills, problem solving skills, effective communication skills, collaborative skill, (United Nation: 2005)

By integrating technology into education, teacher's objectives shall include pedagogical changes and address fundamental issues that may affect the learners. Waddell explained, technology can therefore be seen as both a tool and a catalyst for change. Today, technologies used to improve and facilitate learning can be found everywhere. Leaving other contextual

factors to the side – such as unequal access to technological innovations and connected technologies across schools and districts – we can only say that we have embraced technology in education when it is used for both teaching and learning. Jonassen (1990) stated that technology is a partner in the learning process and is used as a learning tool that learns with/ about, not from. With the incorporation of technology into schools, the main purpose is to change how teachers and students gather, access, analyze, present and transmit information. In addition Waddell stated, this can democratize information in classrooms as well as help differentiate instruction, particularly for students who learn remotely or impacted by Covid-19.

When the Covid-19 pandemic struck the world, the teachers' role becomes evidently irreplaceable by technology, but a teacher who cannot operate and control the technology could be replaced. Therefore, a trained teacher realizes how crucial the functions and benefits of technology are in learning. Russel and Sorge, (1999) Proper implementation of technology in the classroom gives more control of their own learning and tends to move classroom from teacher-dominated environments to ones that are more learner-centered. When teacher use technology properly, so that technology can be utilized effectively and efficiently teaching. Shacter and Fagnano, (1999) mentioned that in the use of technology, there is an increase in student's learning, understanding, and achievement but also augments, motivation to learn, encourages collaborative learning and supports the development of critical thinking and problem solving skills.

Role of educational technology

Educational technology is a field of study that investigates the process of analyzing, designing, developing, implementing, and evaluating the instructional environment and learning materials in order to improve teaching and learning (Kurt: 2015). It is important to keep in mind that the purpose of educational technology (also referred to as instructional technology) is to improve education. It must define the goals and needs of education first and then use all the technological knowledge to design the most effective learning environment for students.

Instructional technology can also be seen as a process of solving educational problems and concerns, which might include motivation, discipline, the drop-out rate, school violence, basic skills, critical thinking, and the whole list of educational concerns. First, the problem is identified, an analysis of the factors of the problem is made, and possible solutions to the

problem are presented. Then, the student population and the curriculum are analyzed. The next step is to select the most appropriate instructional strategies for the particular situation. Next, instructional materials and resources are selected that are suitable for the curriculum and the mode of instruction chosen. Finally, the program is implemented, evaluated, and revised as needed in order to meet the stated goals for school improvement.

Teachers in the public schools and faculty at universities or the teacher who work from home because impacted by Covid-19 need to understand what types of materials are available, how to use them, why they should be used, when they should be used, and how to integrate them into the teaching/learning environment in order to meet the ultimate goal of improving education. Teachers also need to seriously consider how these newer materials can affect what and how we learn and teach, more over remote teaching.

Remember, in all of these areas of educational technology that the goal of improving a specific aspect of teaching and learning comes first. The technology is selected to help us meet these goals.

The potentials of technology in teaching and learning process are the following: a.) expand learning opportunities, b.) improve efficiency, c.) improve learning quality, d.) Improve teaching quality, e.) facilitate skill formation, f.) encourage lifelong learning, g.) improve policy planning and management in the classroom, h.) reduce gap on digital medium. This would allow faculty to benefit such as the expansion of the learning opportunities such as available webinars from different groups, schools, and publishing houses. Also, Massive Open online Courses available in the internet and endorsed by the UNESCO are all good ways to increase the faculty competitiveness and professional growth. Through technology, a lot of works can be done at the tip of the finger and multi-tasking and productivity of a person shall increase. The technology would also allow the teachers to explore various ways of teaching that would meet the needs of the students. Moreover, facilitation skills shall shift to the new mode and that would lead not only in the group facilitation during the conference but also individual facilitation to the students to monitor the skill development. The information is also vastly uploaded in the internet and this is continuously expanding and this is a helpful in continuous upgrading the knowledge that is being transferred to the students. New policy and management memo has to be crafted by the

administration and the styles has to be done and has to be cascaded to the faculty members in order to have the concrete plan that shall be followed.

There are also various ICT tools for educational technology such as: a.) e-library, b.) virtual class, c.) multimedia application, d.) multimedia theater, e.) video conferencing, f.) school bulletin board, g.) multiple intelligent learning tool, h.) internet corner. These ICT tools are efficient in the students' and teachers' continuous seek of knowledge despite the pandemic. However, teachers has to explore this ahead of the students to address the concerns that might arise. Questions of the students has to be answered immediately to sustain their momentum in the learning. This also needs orientation both to the teachers and students who have low capability of using these tools so that maximum effect shall be seen in the students' development.

Furthermore, Learning strategy through technology: a.) Resources-based learning, b.) Case/problem-based learning, c.) Simulation based learning, d.) Collaborative-based learning. These has to be present in the teachers' modality. The more that various types of learning strategy is applied, the more that the learning is established because it shall break the monotonous learning mode of the students, thus, allows them to use critical thinking skills.

Utilization of e-learning during pandemic

Information and Communication Technologies (ICT) have been introduced to enhance the way teaching is undertaken. Whitelock explained that utilizing ICT in education can facilitate efficient e-learning models where technology helps learners to build students' knowledge. Online learning is continuously promoting new methodologies for learning by using the technology as a cornerstone for this type of development.

In this case, the availability of ICT to support use of e-literacy for remote teaching during Covid-19 pandemic needs internet connection that plays a pertinent role in widening learner access to quality education. Arthur (2019) argues that availability of the Internet has transformed the learning environment into a learning community where knowledge is transacted and negotiated. Access to the Internet is therefore vital in ensuring constant engagement with the community of learners. The significance of Internet access to eLearning delivery mode preference is closely related to computer access. Most e-Learning systems are delivered

through the Internet though that is not the only mode by which eLearning could be made available to students. Thus, the contribution of Internet access to e-Learning has been given precedence in literature.

Onsite teaching focuses on maintaining the interest of the learner by applying active learning or by moving to blended learning and using the technology as a new resource in the learning process in pandemic situation. Thus, instructors and practitioners face revolutionary have to changes in teaching methodologies since Covid-19 happening

The position of technology in learning is as a medium, where the growth media of learning technology are highly developed, for example the presence of e-learning varies greatly in terms of type, features, and needs of its users. E-Learning is sometimes referred to, as learning through digital contents requires digital devices for its implementation. Instructional media in e-learning can be viewed as a way in which information is delivered to learners through various electronic sources (Mayer, 2014). From a learning perspective, media can have a profound impact on how learners process and ultimately comprehend the content due to its essential role as content deliverer.

Conclusion

The current situation that pandemic Covid-19 around the world allowed the educational institution to shift forth to the use of the technology to salvage the opening of the educational institutions amidst the no face to face classes. This opened various opportunities both to the teachers and learners. Through the help of the government, as a policy holder, the wise and reliable rules in the community and the collaboration among the school institutions shall provide a clear and consistent health measures that students and teachers should carry out. Hence, an option to be productive by utilizing the technology properly shall encourage students to become active learners that would possess continuous development of their knowledge and skills. Moreover, students participation in this new normal in learning shall improve the students' independent learning skills as well as collaboration with other students.

The interface of the English language teaching and the educational technology shall further the discussion on the upgrading the educational technology efficiency in the institution while balancing the faculty's capability and students' ability to access towards a faster and reliable connectivity where nobody is left behind. This article shall open new opportunity for

researchers research further the new strategy that would enable a strong faculty and students teaching and learning relations.

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