The Teachers' Ability in Integrating Technology

for EFL Classroom

Nada Nabilah[1,*] Yenni Rozimela[2]

[1] *English Education Department, Universitas Negeri Padang*
[2] *English Education Department, Universitas Negeri Padang*
Corresponding author. Email: nadanabila211@gmail.com

ABSTRACT

In the 21st century, which has entered this digital era, the world of education must respond to educational disruptions that demand the integration of technology in the teaching and learning process, including Language Teaching and Learning (LTL). In Indonesia, being able to utilize technology in the learning process is one indicator of professional teacher competence. For this reason, teachers must be able to integrate technology into the classroom. While the majority of researches focus on the beliefs, practices, difficulties, advantages, and opportunities of teaching using technology, this article surveys how English as a foreign language (EFL) teachers' ability in integrating technology into their instruction. The type of research that conducted is qualitative case study. It is because the goal of the research is to define, explain, and establish the technology-based English learning activities and teachers' roles while integrating technology into EFL classrooms. Two junior high school English teachers who have integrated technology into their classrooms participated in the study as respondents. In the meantime, the data for this study gathered from the lesson plans analysis, interviews and observational data. The results of this research are revealed the information about various technologies that teachers used in teaching that is divided into several categories such as devices, learning platform, learning applications, learning media, Social networking sites and web resources. On the other hand teachers' technology integration level based on SAMR model showed that the EFL teachers are still at the substitution level. It means that the teachers still use technology assistance to replace traditional materials into digital. Besides that, the teachers also have been classified as being at the second level, namely augmentation. It is because teachers use digital in the classroom to give presentations or exercises through multimedia.

Keywords: *Technology-Integrated Instruction (TII), English as a Foreign Language (EFL), Instructional Process, Teachers' Roles, Junior High School.*

1. INTRODUCTION

The transition from traditional learning methods to creative learning methods is a major problem for education in the emerging digital and knowledge society of the twenty-first century. Language teachers nowadays must know how to use technology into both teaching and learning, as well as how to guide students in utilizing internet and media resources to improve their acquisition of all four language skills. Technology is changing how language teachers instruct the lesson and how language learners learn, and as a result, technology is taking center stage in how curriculum are implemented [1], [2], [3].

This technology integration is not as well known as computer use. Roblyer [4] said that the utilization of the technologies in the classroom throughout the teaching and learning process is called technology integration. According to recent research, employing technology for instructional integration needs knowledge and abilities that are different from those needed for basic computer use [5]. Teachers need specialized knowledge and abilities to use technology in the class. to effectively integrate technology into the classroom in order to enhance student learning, it is important to consider student needs, curriculum, available technology, and difficulties with lesson preparation and media design [6].

We recognize that the use of technology in education has increased significantly in recent years. In Indonesia, The Ministry of Education and Culture has essentially recommended technological integration in 2017 [7]. The capacity of qualified teachers to incorporate technology into the learning process is an indicator of their

professional competence. In the same way as quality schools are expected to effectively utilize the resources made accessible by technology. This is the reason why teachers must keep increasing their technological literacy and competence. Despite the efforts of teachers in integrating technology in the classroom, It does have some difficult problems. Teachers need to continually learn how to utilize technology successfully as it develops. Puttick, Drayton, and Karp's paper outlines one of the issues with a technology-integrated lesson [8]. The use of technology has left many teachers confused about how they should conduct technology in the classroom.

In addition, many teachers still find it difficult to use technology as a tool to achieve learning objectives, and they also are struggling to select technology that is sufficient for the lessons and learning activities that will be conducted in the classroom. In addition, numerous studies show that most teachers are not given the chance of enough time to reflect, absorb, understand [9], [10], [11], [12]. Seeing these problems, it is important for teachers to be technologically literate by choosing the appropriate technology for their classes. It is because the use of this technology is expected to be able to help teachers to increase students' involvement and success in achieving the educational goal.

In consideration of the above explanation, it can be said that technology integration is a practice (collaboration) and communication, internet-based research, which is now becomes as a component of the English teaching and learning. Considering the importance of being able to follow with advancements in technology, many researchers are interested in investigating about integration technologies who have elaborated the implementation of the technology [13], [14]. Additionally, a study on the teachers' roles in the integration of digital technology was carried out by Wake, Dysthe, and Mjelstad [15] and by Helaey [16]. The last group of specialists, Koskinen, Läms, Hämäläinen, & Viiri [17] focused on various learning contexts while still using technology.

The most of the studies mentioned above are concerned with the beliefs, methods, difficulties, advantages, and opportunities of using technology in education. Meanwhile, there is still very little information related to examine how EFL teachers are able to incorporate technology into their classes. Therefore, the following questions are the focus of this research::

1. What are the technology categories that EFL teachers employ?
2. What are the teachers' technology integration levels?

The results of this study are intended to reevaluate beliefs on the the types of technology categories which have to be more relevant in this digital era and the level of teachers' technology instruction. Besides that, teachers may use the research findings as a practical guide to help them present themselves as effective educators in a technology-integrated classroom.

2. LITERATURE RIVIEW
2.1. Types of Technology Integration

Technology integration in English class context means a mix of software and hardware, such as computer hardware and software designed to perform different functions. Therefore, the use of technological tools in general educational material is known as integration of technology, and it enables students to utilize computer and technology skills for learning and problem-solving in the used curriculum [4]. The utilization of this technology is anticipated to be able to assist teachers in supporting and facilitating their students' learning and teaching processes.

Additionally, Summak [18] suggested that using technology to offer the same material in the same way is not sufficient for effective technological integration. However, technology is employed as a support tool to offer new learning models, such as collaborative learning, knowledge construction, and the creation of learning experiences. This means that more than just bringing computers and other technology in the classroom is needed for effective technology integration.

For this reason, besides teachers are not only asked to be able to integrate technology into their classrooms, teachers are also expected to be able to choose the right type of technology in order to facilitate the teaching and learning process to be more meaningful. There are at least six categories of technology that can be used when teaching English, they are: Devices, learning platform, learning applications, learning media, Social networking sites and web resources [19]. This technology integration is considered to be successful when technology is successfully employed to support curriculum goals and help students in reaching those goals. Researchers utilized the above technology categories as a guide to determine the kinds of technology teachers employ in their English classes.

2.2. Teachers' Technology Integration Level

Ruben Puentedura created the SAMR Model to evaluate technology use and the level of classroom technology integration as a result of advances in science and research to help teachers use technology in the classroom. This SAMR model theory consist of four levels that represent levels or stages of learning that go from the lowest level to the highest level. to be more clear, the following is a chart of the SAMR Model :
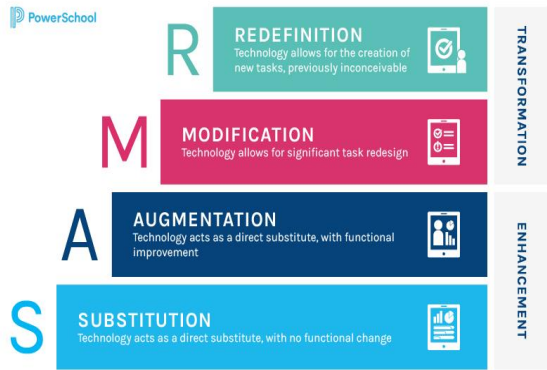
Figure 2.1 The SAMR Model

We can see from the figure above that the SAMR model has four levels, with the lowest level, Substitution: the replacement of a tool without a change in its functionality. In the second step, known as augmentation, technology replaces actual tools with others additional functional. The enhancement level covers the level of substitution and augmentation. Moving up to the transformation level, There is modification level, where technology redesign is made possible, and redefinition level, where previously unimaginable activities are invented.

Beisel Carolyn, A. B. [20] claimed that using this model to lead students and teachers through the several phases of integrating technology into learning and teaching, starting with the most basic (substitution) and moving up to the most sophisticated and creative (redefinition).

3. RESEARCH METHODOLOGY

A qualitative case study approach is used by the author to accomplish the goals of this research. This aims to ensure that the investigation can be carried out in its natural setting—that is, without researcher involvement. According to Lichtman [21], the type of research setting chosen for this study is behavior. Two English teachers from different junior high schools who have adopted a curriculum based on information and communication technologies were chosen by the researchers to participate in this study as respondents. Both teachers were selected after taking into consideration their individual backgrounds and strengths, which were anticipated to give the reliable data required for this study, especially for discussions about integrating technology in the learning process in EFL classrooms.

Technique of data collection for this study includes interviews, observations, lesson plan analysis. Then, each set of data were examined and coded in accordance with Creswell's analysis framework, which consists of five stages: data exploration and coding; description and theme development; representation and report; interpretation and findings; and validation of finding. The research questions will also be used to categorize the analysis's findings [22].

4. FINDINGS AND DISCUSSION

Based on the collected data, the finding of this research will be divided into two that represent below:

4.1. The Technology Categories

The results of the lesson plans analysis, interviews and observational data that has been collected by researchers shows several categories of technology that had been integrated by the teachers into the English classroom instruction. For this reason, the following table will provide detailed information:

Table 4.1. Categories of Technology

No	Technology	1st Teacher	2nd Teacher
1	Devices	Mobile phone, Laptop, Computer, Projector	Mobile Phone, Tablet, Laptop, Projector
2	Learning Platform	Google Classroom, Etmodo	Google Classrom
3	Learning Applications	Ms. Word, Google Drive, Google Doc, Picsart Photo & Video, E-Dictionary, Google Translate	Ms. Word, Google Drive, Google Doc, Kine Master, Quizizz, E-Dictionary, Google Translate
4	Learning Media	PPT, Video, Songs, Films	PPT, Video, Songs, Films
5	Social Networking Sites	WhatsApp, Messanger, Youtube	WhatsApp, E-mail, Youtube
6	Others	Internet	Internet

According to the data on the table above, the teachers used several technology categories in the teaching of English in the classroom. It is employed for a variety of purposes, including finding relevant materials and references, preparing materials prior to English classroom instruction, giving scores to students, etc. The two teachers employed similar forms of technology, such as mobile phones, laptops, tablets, and projectors. They made use of laptops to store and analyse data as well as to access learning materials. Teachers might display lesson materials using the projectors that were provided in their school. Both teachers had mobile phones that they could use for communication, gathering information, and deliver assessment. The other teacher used tablets in addition to smart phones to conduct information and support classroom activities.

The first teacher used two different learning platforms, including Google Classroom and Etmodo. Meanwhile, The second teacher just employs Google Classroom. The teachers utilized Google Classroom as a platform for online learning. Afrianti [23] claims that

Google Classroom is a productivity tool intended to make it simpler for instructors to organize classrooms, save time, and enhance communication with students. Besides that, Etmodo was also used by the first teacher if there was problem in google classroom. O'Hara and Borg [24] created the social networking site Edmodo. We can access this online learning environment at http://edmodo.com [25]. The system gave the teachers a space to save tasks, assignments, media, and learning resources. Additionally, they used the technology to provide learning assessments. But according to the two teachers, these two platforms were only actively used when schools conducted online learning during the *COVID-19* pandemic. Meanwhile, in current face-to-face classes, the two learning platforms are only used when teachers cannot do classroom learning directly. So they give assignments and students have to collect them back through the platform.

Google Drive, Google Doc, Kine Master, Picsart, Quizizz, E-Dictionary, and Google Translate are Other technological tools that the teachers had been using were identified and classified as learning applications. This learning application's use seeks to provide a pleasant learning environment with interactive and collaborative materials. This indicates that it is intended through the apps that students would engage in effective collaborative learning to the extent that learning objectives may also be met. In this situation, the teacher will assign a project that requires the creation of a biographical text using Google Apps. On other occasions the teacher will also use this application to make material that is much more interesting, such as by editing a video in which there are pictures, sounds and short explanations that are easy for students to understand.

Meanwhile, the teachers will use Quizzes for designing and delivering formative tests which will then be done by students on their own school computers or mobile phones. Quizzes will be used in the meanwhile by the group to create and distribute formative exams that will be completed by students on their personal school computers or mobile devices. Teachers may also occasionally utilize Google Translate and the E-Dictionary to avoid stumbling over unfamiliar words or sentences. On other instances, the teachers will also utilize this software to create content that is significantly more engaging, such as by producing a movie that includes images, sounds, and brief explanations that are simple for students to understand.

The most interesting thing is that researchers do not only find learning applications that are used by teachers to facilitate learning. The discovery by researchers of other learning applications outside of those utilized by instructors to aid learning is what I find most intriguing. Social media platforms like *WhatsApp*, Messenger, *Youtube*, and email, which are being used often for communication, might be beneficial for education. It is like what the two research participants did, who used social media to communicate with students outside of the classroom. Teachers and students frequently

communicate information about sharing files, obtaining educational resources, and making vital messages.

The internet network is the last technological category. The internet is one element that must be present in the classroom which have been integrating technology. According to the findings of researchers interviews with the two respondents for this study, teachers used the school's *Wi-Fi* to access the internet. However, they must additionally set up their personal mobile internet connection in order to prevent interference with the school's *Wi-Fi* network. This indicates that not every members of school had access to the schools' Internet connection.

4.2. The Teachers' Technology Integration Levels Based on SAMR Model

After reviewing the technology categories that the teachers had employed, the researcher tried to find out the teachers' technology level based on SAMR model to look for how English as a Foreign Language (EFL) teachers are able to incorporate technology into their English classroom instruction. The SAMR Model by Puentedura [26] [27]served as the study's framework . The results of the study are displayed in the table below:

Table 4.2. EFL Teachers' Technology Integration Level

Class Activities	Substitution	Augmentation	Modification	Redefinition
Roll CALL	Laptop, Computer, Tablet, Mobile Phone Projector	-	-	-
Writing	-	Ms. Word	-	-
Listening	Songs, Video	E-Dictionary, Google Translate	-	-
Reading	Film, Songs, Video	, Picsart Photo & Video, E-Dictionary, Google Translate	-	-
Presentation	PPT, Google Drive, WhatsApp, Messanger, Email	Google Classroom, Etmodo, Google Doc	Picsart, Kine Mster	-
Assessment	-	Google Classroom, Etmodo	Quizizz, Kine Mater, Picsart	-

Table 4.2 clearly shows that the teachers' use of technology in the English classroom was on the level of substitution, augmentation, and modification based on the SAMR model. Each of the SAMR levels' technological integration is described in detail in the sections that follow:

4.2.1. Substitution

At the level of substitution, technology serves as a straight tool replacement, without functional improvement. With no functional benefit, technology simply replaces existing tools. Additionally, the use of technology to replace other modes of learning without functional alteration is referred to as replacement level. For example, when a teacher decides to use an online attendance check instead of a paper one.

According to table 4.2, when teaching reading and listening, the teachers were on the substitute level. The first teacher at the language lab told the students to listen to songs or videos that had been created utilizing computer speakers and multimedia technologies. Meanwhile, the second teacher displayed incomplete song lyrics displayed on the projector screen in class. Then he asked his students to complete the lyrics by playing the related song through the speakers provided. In this case the teacher only transfers the song lyrics that their students should see on their books to a computer screen or projector.

Furthermore, the teacher uses PPT, and Google Drive to make it easier for them when making presentations related to the material being taught in class. They choose this to attract attention and make students interested in participating in the learning process. It is aligned with Elizabeth, A. in 2016, who stated that technology is employed to improve the teaching of English in classrooms [28]. On the other hand, the two teachers also use *WhatsApp, Messenger, E-mail* as a means to exchange information whether it is about subject matter or assignments. The usage of paper has been replaced by this integration of technology.

4.2.2. Augmentation

Unlike the substitution level, the augmentation level used technology as a direct replacement tool to enhance learning in both online and offline learning environments. Teachers, for instance, included media into presentations, such as graphics, graphs, sounds, or videos, to pique students' interest and enhance learning.

From the table above at the augmentation level the two teachers use Ms. Word, Google Docs, E-Dictionary, Google Translate, Picsart Photo & Video, Google Classroom, and Etmodo as features and applications that facilitate the teaching and learning process of English. Ms. Word, and Google Doc are used by teachers to replace paper as writing media, in which case the teacher usually prepares teaching materials to be given in class learning. This teaching material, of course, must previously be planned and made by the teacher in accordance with the contents of the material listed on the syllabus.

Furthermore, the teacher also provides opportunities for students to use E-Dictionary, or Google Translate when students have difficulty in translating languages. Even so, the teacher always advises students not to directly accept the translations they get from the two applications. This means that they must also be able to translate as naturally as possible in accordance with existing rules.

And the last one is Picsart Photo & Video, Google Classroom, and Etmodo. Sometimes the teacher also asks students to be creative in making an assignment that requires them to make a video or record their speaking assignment. Furthermore, their assignments must be sent to Google Classroom or Etmodo which has been provided by the teacher. This is similar with other study indicating that making these video with a mobile phone camera might enhance English learners' self-assurance and speaking speed [29].

4.2.3. Modification

At this stage, technology is reform or modifying classroom instruction. The extent of modification is demonstrated by the use of learning management platforms by teachers. As evidenced by the findings of research-based observations where the teacher use Google Classroom and Edmodo, for posting discussions and questions as well as for managing the activities of a class, including setting up calendars, keeping track of grades, and posting assignments.

In this situation, the students necessity technological resources, such as a mobile phone camera to capture images and video, computers to analyse the data, and Google Docs to accomplish the assignments. Sometimes they use PPT to jointly create both the presentation and to display the project work, use an LCD projector.

5. CONCLUSION

Two conclusions may be drawn from the study of the details relating to the ability of EFL teachers to incorporate technology. The first concern is the type of technology integrated by the teacher and the level of EFL teachers' technology integration in English classroom instruction.

First, the teachers incorporate several technology categories, including devices, learning platforms, learning apps, learning media, social networking sites, and web resources, into the teaching of English in the classroom. In order to teach English in the classroom, the teachers incorporate four technological categories. While the teachers employed two technology categories outside of the English classroom teaching, such as learning platforms (Google Classroom and Etmodo).

The teachers have included those technological categories to ensure that all of the students comprehend the English materials.

Second, The researchers attempt to determine the teachers' level of technology integration in the teaching learning process by examining those activities used in the class. Based on SAMR model, the teachers are classified on the degree of modification level. It indicates that the teachers succeeded at the level of substitution and amplification.

Additionally, This change is one of the teacher's appreciation performance when they are at the first three levels are at least a good first step for teachers to move up to the next step of the SAMR model. The aforementioned contribution, together with The findings of this study might serve as references for people with an interest in a related academic topic should both a local and global setting. Last but not least, technology utilization is expected to improve student learning and teachers' ability to provide effective lessons. More study may be done on the role that technology plays in students' meaningful learning and teachers' successful instruction.

ACKNOWLEDGMENTS

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