



Teaching Technology-Assisted English Classroom: Beliefs and Unlearning Practices

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Abstract. Technology plays a pivotal role in the process of learning. In language classroom activities, the use of technology is very helpful in making the learners active and communicative. Looking at the teaching situation where unlearning technology in the classroom instruction is carried out by EFL teachers is not much explored by previous studies, particularly in the beliefs and removal experiences. Thus, this study aims to investigate student teachers' experiences in adapting the strategy dealing with technology use through unlearning practice. This qualitative study involved sixteen teachers as participants with various types of teaching practice experiences. An open-ended questionnaire was distributed to ask about unlearning processes during their teaching with technology. The results show that not all of the technology-supported English classrooms run well as expected and student teachers unlearn their ideal class definition when facing problems in the class. Technological barriers were found unexpectedly when the planning would like to be applied. These experiences equip teachers to be more creative in planning instruction and modifying several ways to bring technology into the English class. The results imply that teachers need to be aware of the classroom situation and reflect their teaching to train their unlearning process. This will be helpful to make them more well-prepared to relearn the best use of technology for teaching.

Keywords: unlearning, technology, reflection

1 Background

Currently, technology is developing in the world is increasingly advanced, as are IT developments in the world of education (Aukmasari et al., 2022; Jayanti et al., 2021; Rusnilawati & Gustiana, 2017). The use of technology in teaching English has been shown to have a positive impact on student learning (Munzur, 2013). However, it is important for teachers to develop a critical mindset and technology literacy to effectively integrate technology into their instruction (Young & Bush, 2004). Anas and Musdariah (2018), emphasizes the need for ESL teachers to develop their technology competency and digital literacy, and to use ICT tools and the internet effectively. Mahanta (2018), highlights the role of communication technologies, particularly

mobile technology, in language teaching, and the challenges faced by teachers and learners in using these technologies.

Renandya et al. (2023) and Dooga (2010), both emphasize the need for English language teachers to unlearn traditional beliefs and practices in order to adopt more effective and student-centered approaches. Renandya specifically challenges beliefs about language learning, while Dooga advocates for a dynamic and interactive approach. Wulandari et al. (2020), and Yu-me (2006), provide practical strategies for teaching English, with Wulandari focusing on strategies for young learners and the challenges teachers face, and Yu-me discussing the importance of effective learning strategies in English education. These studies collectively highlight the importance of unlearning and relearning in English language teaching, and the need for practical, student-centered strategies.

EFL student teachers can unlearn traditional teaching methods through various methods. Viáfara (2014), found that participation in a peer-tutoring research group increased student teachers' knowledge and skills, while Chou (2019) highlighted the importance of a structured teaching practicum in promoting critical analysis and reflection. Aboulfotoh (2020), further emphasized the effectiveness of Problem Based Learning in developing classroom management skills. These studies collectively suggest that a combination of collaborative learning, practical experience, and problem-solving can help EFL student teachers unlearn and relearn effective teaching strategies.

One of tools used for tracking teachers' unlearning process is reflection. The reflective practice gives information what has been experienced before, during, and post teaching activity. In line with this, Al-Jaro and Asmawi (2018) state that during the teaching practice the student teacher's ability to independently reflect on her teaching practice, examine encountered problems, and seek solutions and suggestions for better teaching practice. Although there have been a lot of research on teachers' reflection, exploring on how the teachers unlearn how to teach English with technology with different situation of teaching is not much discussed. The comparison is important to be identified since teacher as profession is not limited to the school classroom setting. More specifically, EFL teachers can share their knowledge of English on how to master English skills through formal and informal places. Thus, this study is expected to give contribution to shed a light on the hidden challenges and strategies faced by teachers in different context through their reflection. The research question is formulated as follow:

- What are EFL teachers' belief on teaching with technology?
- How do the EFL teachers unlearn how to teach with technology?

2 Method

This research applied qualitative method and used descriptive design. It explores the characteristics of phenomenon and use non-numerical data. Sixteen participants involved in this study. They are two male and fourteen female teachers. They come from different teacher status level, namely, pre-service teacher (undergraduate EFL student teacher who already taught in school), novice teacher (one-year experience teacher in school), and course teachers (teachers who work in English courses). For the school

settings, they have various level and platform. Some were teaching in elementary school during international internship program participants. The others were teaching in elementary school and secondary school as their workplace. Two of them are teaching in English courses in which it is designed based on the course curriculum and have different level of school, namely beginner, intermediate, and advanced. The participants are from two different area of East Java province, Sidoarjo and Jember regency.

2.1 Information and Communication Technology

Information and Communication Technology (ICT) is a technology both *hardware* and *software* used to manage data/information and communication (Gunawan, 2015).

Various advantages of using Information and Communication Technology (Ariesto Hadi Sutopo, 2012):

Table 1. List of Participants of the Study.

No	Participant	Gender	Status	School level	Teaching Place
1	CDC	Female	Student teacher	Lower secondary school	PLP II school placement
2	FS	Female	Student teacher	Elementary school	KM school placement
3	MDMD	Female	Novice teacher	Higher secondary school	Workplace school
4	ANA	Female	Novice teacher	Elementary school	Workplace school
5	MA	Female	Novice teacher	Elementary school	Workplace school
6	MLA	Male	Student teacher	Elementary school	Workplace school
7	MIL	Female	Student teacher	Elementary school	Internship school
8	RM	Female	Student teacher	Elementary school	Internship school
9	SS	Female	Student teacher	Elementary school	KM school placement
10	NA	Female	Student teacher	Elementary school	KM school placement
11	FR	Male	Student teacher	Lower secondary school	PLP school placement
12	NSM	Female	Novice teacher	Lower secondary school	Workplace school
13	VVN	Female	Novice teacher	Beginner - intermediate	English course
14	WFF	Female	Novice teacher	Beginner - intermediate	English course
15	SNA	Female	Student teacher	Elementary school	PLP school placement
16	ARA	Female	Student teacher	Elementary school	KM school placement

Notes:

KM : *Kampus Mengajar* (Teaching Campus - Program of *Merdeka Belajar Kampus Merdeka*)

PLP : *Perkenalan Lapangan Prasekolahan* (Teaching practice program in teacher training)

Data collection is done by administering open-ended questionnaire the participants. The data collection technique was in the form of sending Google Form consisting a list of questions to the participants and compile the responses. After the completion, the answers were analyzed by coding to the content manually. Then it was displayed by writing the themes from the manual coding results. The last step, conclusion is drawn by taking the main findings from the determined themes that are relevant with the re-search questions.

3 Results

3.1 EFL Teachers' Belief Orientation on Teaching English with Technology

Based on the self-reflective report, the participants mentioned their perceived beliefs on teaching EFL learners with technology. The beliefs are shown in Table 2. The results explains that there are three perceived beliefs the teachers mentioned based on their teaching experiences when using technology. The details of the beliefs are expressed in Table 2.

Table 2. Beliefs on Teaching English with Technology.

Partici- pant	Perception on the im- portance of technology- based media	The perceived benefits of us- ing technology- based media in learning Eng- lish?	Belief orien- tation	Themes
1	Sure, it's im- portant	Through tech- nology, learning becomes more fun	• Learning situation	• Psycho-logical
2	Yes, in my opinion, tech- nology-based media has a very important role in English learning. It is important to ensure that the	Information Ac- cessibility, Speaking Prac- tice and Skills, Speaking Prac- tice and Skills, Increasing Crea- tivity, and	• Language skill im- provement • Creativity • Problem solving	• Pedagogi- cal • Techno- logical

	use of technology in English learning is integrated wisely and supports learning objectives. In addition, it is also important to pay attention to gaps in access to technology to ensure that all students can enjoy these benefits.	Improving Problem Solving Ability		
4	It is important	Using technology-based media can attract students' interest in learning and can also improve learning achievement results. Because teachers can explain learning material systematically and help in presenting interesting material to improve the quality of learning.	• Learning objective • Student interest	• Pedagogical • Psychological
5	Important	For learning to become more interesting, especially in the independent curriculum that requires students to learn using	• Learning situation • Technoliterate	• Psychological • Technological

		technology media		
6	It is important that the learning media we use are more varied	Increase students' interest in learning and increase the variety of learning media used by teachers	• Student interest	• Psychological
7	Very important	The benefit is more flexible because it can be accessed anywhere and from anywhere (platform/device). Apart from that, technology-based media is more varied and diverse than conventional media	• Flexibility • Practicality • Learning variation	• Technological • Pedagogical
8	In my opinion, in an era that always uses technology, the role of technology in learning English is important	Makes it easier for teachers to deliver material and can attract students to learn	• Student interest • Practicality	• Psychological
9	Yes, because technology is an important part of the learning process itself. Besides that, technology can make the learning process easier because it has certain	This can lead to a diversity of activities in learning, thereby preventing students from feeling bored. For example, on Mondays, students can study short conversation material through YouTube videos	• Learning variation • Learning objective	• Pedagogical

features that can be used. presented by native speakers. This not only improves understanding of pronunciation, but also familiarizes them with the correct pronunciation of words.

The following day, the focus of learning can shift to vocabulary development using Canva. By utilizing the application's attractive visual features, students can more easily absorb and remember new words. After that, students can practice in front of the teacher with support from Google Translate. This approach makes it easier for students to name vocabulary and compare them to achieve better results.

9

Very important

Can help teachers to deliver material more interestingly and can also

- Learning variation
- Teacher assistance
- Pedagogical

		introduce technology to students		
10	Very important	Helping students who still lack of English mastery, for example translating.	• Student assistance	• Pedagogical
11	Very important	Helps in explaining the material in detail	• Teacher assistance	• Pedagogical
12	Very important	Increase motivation in the ongoing teaching and learning process	• Motivation	• Psychological
13	Technology-based media plays a big role as a supporter in creating fun and effective learning.	The benefit of its application is that it is an interactive learning medium which will certainly increase motivation, especially extrinsic motivation in students.	• Extrinsic motivation • Teacher assistance	• Psychological • Pedagogical
14	Very important	Making it easier for students to learn English in this technologically advanced era.	• Student assistance	• Pedagogical
15	Very important	Makes it easier for teachers or tutors to get material and explore many things related to the material	• Teacher assistance	Pedagogical
16	Important	Technological media in English language learning provides a number of benefits, including	• Interactive learning • Student participation	• Pedagogical

increasing student engagement through interactive learning methods, facilitating wider access to learning resources, and improving the ability to communicate in English through the use of applications and online platforms.

- Language skill improvement

EFL teachers' beliefs on the use of technology show that technology play an important role in their teaching practice. These beliefs are from their different perspectives, namely pedagogical, psychological, and technological aspects. In this study, the participant has one until two aspects that make them accept the importance of technology in EFL class activities. Participant number two, three, four, seven, and thirteen has two aspects for their beliefs, while the rest merely focus on one aspect.

3.1.1 Pedagogical Orientation

In pedagogical aspect, the participants tell their orientation based on their positive experience of using technology that can create effective teaching and learning environments for all students. The selected clues taken from the answers cover language skill improvement, learning objective, learning variation, teacher assistance, student assistance, and interactive learning.

3.1.2 Technological Orientation

For technological aspect, it was promoted by participant number two, five, and seven. This aspect highlights from teacher and learner's point of view. For teacher, technology provides flexibility and practicality to transfer knowledge and expose students with various practices. In fact, for students at this digital era, equipping EFL learners to be techno-literate is also required in current education.

3.1.3 Psychological Orientation

Dealing with psychological aspect, participant number one, four, five, six, seven, eight, and fourteen agree that this orientation existed in the use of technology during their teaching. It can be identified from the words they expressed like fun, interesting,

interest, and motivation. Those key words imply that technology brings a situation that makes positive emotion, especially happy or excited during learning. Thus, this orientation believes that when students feel happy, they will enjoy the learning process.

3.2 Unlearning How to Teach English with Technology

Teaching experiences are not always like what teachers expected. Although teachers have already made lesson plan before they perform, sometime the practices teach teachers to be more aware of unexpected situation, especially on the use of technology. Table 3 explains how the participants unlearn their teaching based on the barriers happened in their technology-assisted activities.

Table 3. The process of Unlearning How to Teach English with Technology

Participant	Experience when teaching using technology but the results did not go smoothly	Unlearning (Removal)	Strategies for solving problems with technology while teaching	Learning	Factors	Themes
1	Limited internet makes learning a bit of a problem	Internet access is always in excellent mode	Learning takes turns using existing facilities	Well preparation	Internet Access	Being too confident with the supporting environment
2	I once taught English in the first hour and used an LCD projector learning medium, the learning time was only 60 minutes if I'm not mistaken, usually the preparation time for the first hour was quite long	Preparing teaching with technology need short time	Sometimes we have prepared in advance, such as if preparing the LCD projector takes a long time, we can come to school early, if to	Well preparation	Teaching time	Ignoring time duration for preparation

	and there were usually lots of problems, either the LCD wasn't ready, or the laptop was slow, etc. The cage arrived and it took 30 minutes for everything to be ready. So learning only lasts 30 minutes, and if you learn using technology like that, the time will definitely feel short.					overcome slow WiFi, we can fill in the data package first to anticipate if, for example, there are problems with the WiFi.
3	When learning in class the teacher uses Canva and Quizzizz media, where at that time there are several students who do not understand the use of the features found in Canva and Quizzizz, apart from that there are students who lack adequate internet network access (quota), then students become less active. and responsive when learning takes place.	Teaching new application do not need training	Create study groups and change teaching methods by using other technological media that can foster students' enthusiasm for learning and of course by relating the material to everyday life	Providing training time	Connecting the app with the materials (real life)	Over-generalizing the students' skill without confirming
4	There is none. Thank goodness it went smoothly	have no problem	Replacing technological tools that are really good	Keeping the quality of the	Good supporting	-

			and suitable for use when teaching in class.	supporting tool before applying the technology	environment	
5	I have used technology such as LCD projectors and laptops, coincidentally my laptop does not support using the LCD. Then, I used another laptop so I could still use it for studying	Teaching with technology will always run well	First, I will first ensure the readiness of the technology that I will use. Then, if there are problems, I will use other alternatives for classroom learning	Well preparation	Compatibility Skill only is not enough	Being too confident with the supporting environment
6	I have prepared learning media through interactive PPT slides and games via the Quizziz web. However, during class the projector in the classroom couldn't be used, so I didn't use the media and I diverted my learning to another topic.	LCD is always OK	If the problem is a lack of supporting facilities at school, we should maximize the tools we have first. If we have maximized the tools we have, we can implement the use of technology in the classroom even though the facilities at	Well preparation	Optimize the device	Being too confident with the supporting environment

			school are incomplete			
7	Most of the obstacles I experience in using technology are poor connections and unsupported devices which cause 'lag' which ultimately hinders and reduces teaching time.	Teaching with technology will always run well	Looking for a more adequate internet and device	Well preparation	Internet and device	Being too confident with the supporting environment
8	This happens when learning using Canva media. Because each class has a different LCD shape, this has an effect on students. At one time I taught in a class that had a small LCD, so the students sitting at the back didn't have a good view of the screen.	Teaching with technology will always run well	Don't just focus on using Canva media because the visibility of the media is very important	Well preparation	Supporting device	Being too confident with the supporting environment
9	The first time we taught using Power Point, all the students were excited and so excited that one by one they came forward and started drawing in front of them because there were lots of pictures on the PPT.	No problem	By giving them videos that can make them active and interested so that we can easily direct them	Providing media variation	No problem	-

10	When carrying out the AKM Class held by the Teaching Campus, I and a group of friends could only do a post test with only 1 student out of the 30 students requested. Because the computer or laptop used has problems installing the application. So the AKM Class application was not implemented properly.	Teaching with technology will always run well	We asked for help from supervisor and also the operator of the school where we live and contacted the Teaching Campus helpdesk.	Well preparation	Technical problem	Being too confident with the supporting environment
11	50 : 50 with student understanding and use of technology	Teaching new application do not need training	By learning technology, especially those used in English learning and then linking it with English material	Providing training time	Techno-literate	Over-generalizing the students' skill in using application
12	Once, during the learning process, there was a problem with the power source frequently going out due to a problem with the power cable	Teaching with technology will always run well	Ensure one day in advance regarding limited lab usage and the quantity of material that will be delivered using technology	Well preparation	Electricity	Being too confident with the supporting environment

- | | | | | | | |
|----|---|---|---|--------------------|---------------------|---|
| 13 | At that time, I had prepared everything but suddenly the electricity went out and it was very unexpected so I had to rack my brain to think of replacement activities. | Teaching with technology will always run well | Of course, when the lights go out I have to rack my brain to look for other effective learning alternatives that are at least almost technically the same as learning through technology. If I have WiFi problems, I usually decide to use my personal internet data package. | Well preparation | Electricity | Being too confident with the supporting environment |
| 14 | At that time, it was the beginning of learning which is called warming-up, I used technology by playing online games specifically for English lessons. A technical WiFi error occurred and the laptop lagged. | Teaching with technology will always run well | Create a plan B when creating a lesson plan to anticipate these problems | Back up activities | Internet connection | Being too confident with the supporting environment |
| 15 | When I want to show a video about a place in the USA, my laptop cannot be | Teaching with technology will always run well | I always make a plan B like a teaching manual. | Back up activities | Internet connection | Being too confident with |

	used, so I use my mobile phone and tell it to my students in class manually					the supporting environment
16	When learning with family members material using the Chromebook facilities owned by the school. Some students answered the quiz that I made carelessly. When I asked some students, the students felt that English lessons were difficult, perhaps because of their limited previous knowledge of English and the striking differences between English and Indonesian, especially in vocabulary pronunciation and sentence patterns. As a result, they tend to be passive and reluctant to try. This situation is further exacerbated by their lack of attention during the teaching and learning process. In fact, some of them	Teaching with technology will always run well	Because at school the principal did not allow students to bring cell-phones at school, in the end I had to borrow a laptop from friends and teachers.	Well preparation	School policy Background knowledge	Being too confident with the supporting environment

tend to chat with
their classmates.

Based on Table 3, unlearning technology in teaching experience was faced by fourteen participants. The emphasis of the unlearning process lays on three categories. These three old habits become removal It is explained in the following parts.

3.2.1 Being too Confident with the Supporting Environment

The first category is the certainty that teaching would run well when they have prepared the content of materials presented in a specific application. However, they did not make sure that the supporting devices in the teaching places support the process. Twelve participants mentioned some key words like limited internet connection, device availability, LCD trouble, power outage, and application installation. All of the key words contributed to the unsuccessful teaching experiences since it came to unexpectedly, and the teachers were also not aware of it before they came to the class.

3.2.2 Ignoring Time Duration for Preparation

When teachers compose lesson plan, the time allocation is just focused on the teacher and students' learning activities. The time for media preparation is less paid attention, so it made one of the participants of this study run out of time when trouble happened in technology-assisted English learning. As a result, the learning period did not run optimally.

3.2.3 Overgeneralizing the Sstudents' Skill in Using Application

Teacher skill in operating technology is pivotal to support teaching professionalism. However, when implementing certain application in the classroom, teachers should know the learners' characteristic before they are given materials integrated with digital platform. The participant's experience from this study identified that teachers overgeneralized the students' ability in operating a certain application. Consequently, the learning activities needed to be extended until the students understand how to use the application and the materials completely.

4. Discussion

4.1 Teacher Beliefs on Teaching English with Technology

Highlighting three orientations on teacher belief in teaching English with technology, the results of this study support the positive contribution in learning process as mentioned by the previous research findings. Pertinent to psychological orientation, the use of technology in teaching English has been widely explored, with a focus on its

positive impact on student engagement and learning (Latha, 2020; Pallathadka, 2020; Sosas, 2021). In pedagogical belief, research on the pedagogical aspect of teacher belief in using technology in teaching English reveals a strong alignment between teachers' content-specific pedagogical beliefs and their technology integration practices (Ding et al., 2019). This integration is seen as reinforcing class topics and promoting motivation (Chamorro & Rey, 2013). However, there is a need for a more systematic explication of teacher beliefs and the acknowledgment of alternative ways of thinking in teacher developmental programs (Jääskelä et al., 2017). Despite the positive beliefs about the use of technology, some teachers face challenges in embracing it due to a lack of facilities, particularly in rural areas (Singh et al., 2018).

The next orientation is related to students' digital literacy. The role of technology in improving learners' digital literacy is a crucial aspect of modern education. Shopova (2014), emphasizes the need for students to develop digital competence, which is essential for their academic success and future career prospects. Patmanthara and Hidayat (2018), further supports this by demonstrating the significant improvement in digital literacy skills among vocational high school students through the implementation of a blended learning model. Girón-García (2015), underscores the importance of digital literacy in enhancing reading comprehension and problem-solving on the Internet. Lastly, De Abreu (2010) highlights the need for media literacy education to empower students in the digital age, despite the challenges and confusion that may exist in this area. These studies collectively underscore the transformative potential of technology in enhancing learners' digital literacy.

4.2 Reflective Practice as Professional Learning to Unlearn Technology

Reflective practice has trained teachers to unlearn technology use based on their unsuccessful experiences. From the results of the reflective practice, it has been noticed that overconfidence on the classroom situation is a big challenge for participants. When combined with information technology, reflective practice has been shown to enhance English language learning and teaching (Thu, 2019, 2020). This approach can help learners solve problems and improve their skills, while also supporting teachers in integrating technology into their teaching practices (Sari et al., 2021). Furthermore, professional development programs that incorporate reflective practice and technology, such as the Teaching Using Technology Studio, have been found to significantly improve teachers' ability to use technology to enhance English learners' academic language development (O'Hara et al., 2013).

Reflective practice for unlearning technology in professional learning highlights the importance of critical self-assessment, feedback mechanisms, and deliberate strategies for skill transformation (Ann et al., 2018; McLeod et al., 2020). Studies suggest that reflective practice can facilitate the process of letting go of outdated or ineffective technological practices and embracing new skills. By engaging in reflective activities, individuals can actively identify, challenge, and modify their existing technological behaviors, leading to enhanced learning outcomes and improved professional development in an ever-evolving digital landscape (Jawaheer, 2023).

5 Conclusion

To sum up, this study has identified teacher belief orientation in using technology for supporting English instruction. There are psychological and technological aspects in addition to pedagogical aspect in promoting the use of digital platform when teaching English. Furthermore, to support professional development, teachers' reflective practice identified their unlearning process to perform better quality in teaching. By identifying the unsuccessful situation in implementing technology, the teachers become more careful in preparing their instruction and various mode of learning has been considered important to be listed. For the future researchers, it is recommended that they can explore more about unlearning practices by exploring other aspects of technology to enrich the quality of reflection process for better education.

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