INTEGRATED EFL TEACHING PRACTICE: A CASE STUDY IN SPEAKING CLASS

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ABSTRACT

This study aimed to evaluate integrated English as a Foreign Language (EFL) teaching practice in a speaking class. Three areas of integration were examined: technology integration, integration of 21st-century skills (4Cs), and language skills integration. Employing a case study method, this research focused on one lecturer purposively selected for actively implementing integrated instructional practices. Data were collected through classroom observations conducted during two online meetings via Zoom. The findings indicate that the lecturer successfully integrated technology through the use of Zoom, Google Classroom, YouTube, and WhatsApp, which supported student engagement, enhanced understanding, and extended learning opportunities based on the Triple E framework. Additionally, the 4Cs—critical thinking, creativity, communication, and collaboration—were incorporated through discussion activities, information searching, evaluation tasks, and a group video presentation project. The lecturer also integrated all four language skills (listening, speaking, reading, and writing), despite the primary focus on speaking. Overall, the integrative teaching practices were found to optimize students' learning experiences and strengthen the effectiveness of EFL instruction.
Keywords: technology integration, speaking instruction, Triple E Framework

INTRODUCTION

The rapid development of technology from revolution 4.0 to society 5.0 era effects the integration of computer and technology in language teaching and learning. It has provided educators with opportunities to utilize technology for education (Shadiev & Yang, 2020). Teachers can use educational technology with various applications of distance education, internet access and educational games (Ross, Morrison, & Lowther, 2010). Even, Computer Assisted Language Learning (CALL), concerning the use of computers, software, and online learning materials for teaching and learning a second

language (Chapelle & Jamieson, 2008), has become a standard and an expected part of a curriculum (Kessler, 2006). By integrating technology in EFL classroom, it can develop learners' language skills and enhance their attitudes towards language learning (Ahmadi, 2018). Utilizing technology can create more pleasant and motivating learning environments for language learners (Stanley, 2013; Ghanizadeh et al., 2015). Consequently, utilizing various technologies has become common for language learning (Ahmadi, 2018; Shadiev & Yang, 2020) and technology-integrated language education can be an essential issue in the future of

language education for both language teachers and learners (Çebi, 2018).

Besides integration of technology in EFL teaching and learning, the other integration also being essential issue since focus of teaching and learning in EFL classroom is not only about teaching language but also improving students' soft skills. So that is very crucial to integrated soft skills into EFL teaching and learning process. Soft skills that must be developed nowadays are soft skills that included in 21st century skills. The main 21st century skills that must be integrated in EFL teaching practice is 21st century learning skills or 4C skills. 4C skills are critical thinking skill, creative skill, communicative skill, and collaborative skill. These kinds of skills will help students in achieving their learning goals and also help students in their daily life in term of community of work life. very popular concept these days.

Related to communicative skills, integrated language skill in EFL teaching practice is very popular concept these days. The integrated skills approach is a mode of instruction that is concerned with the teaching of the four main language skills (reading, listening, speaking, and writing) and their sub-skills (grammar, pronunciation, vocabulary, and culture) with the intent of emphasizing real, meaningful communication (Aljahdali &

Alshakhi, 2021). Hinkel (2010) notes that this approach emerged from communicative language approaches as a reaction to more traditional approaches in the field of ELT. Segregated skills teaching in traditional approaches might be unsuccessful in preparing students for job-related, academic-related or everyday life communication, although it is possible to teach skills separately in the classroom (Oxford, 2001). The use of integrated skills teaching can be found in different models. Content-based and task-based instructions are two popular types of integrated skills approaches used in ESL/EFL classrooms (Oxford, 2001). The first of these emphasizes learning content through language while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks and technologies in the ESL or EFL classroom.

Based on explanation above, this study was intended to examine the practice of integration in EFL classroom. There are three integration that being focused in this study that are the integration of technology, the integration of 4C skills, and the integration of language skills.

RESEARCH METHODS

The objective of this study was to evaluate the integrated EFL teaching

practice in speaking class. Since the intention of this study was to get deep understanding on practices on integration EFL in classroom, this research applied a case study method that focused on an individual lecturer. This study was conducted at Universitas Mahasaraswati Denpasar in 2022. The subject of this study was a single subject that was selected purposively since that lecturer actively doing integration in the teaching and learning process, especially in speaking class. Moreover, the lecturer was considered can provide data based on the objective of the research. This research employed classroom observation to collect the data and used observation sheets as research instruments. Classroom observation was employed in two meetings to get authentic data of integrated EFL teaching practice in speaking class. The classroom observation was conducted using

zoom since the class was held as online class due to pandemic covid 19. The integration of technology was evaluated during observation using observation sheet based on Triple E framework rubric that has three components: engagement, enhancement, and extension (Kolb, 2017). The integration of 4C skills was evaluated based on 4C skills components that are critical thinking skill, creative skill, communicative skill, and collaborative skill. The integration of language skills was evaluated based on the model of integrated skill teaching (Oxford, 2001).

FINDINGS AND DISCUSSION

Teaching and Learning Practice in EFL Speaking Class

Based on observation that was done in two meeting in speaking class, the teaching and learning activities that were done by lecturer is as bellow.

Table 01. Lesson Plans

First Meeting		
Before Online Class		- Lecturer put material related to "doing presentation" in Google Classroom - Students read and learned materials before join the online class
In Online Class	Pre-task	- Lecturer confirmed students' understanding about "doing presentation" in zoom meeting - Lecturer and students did class discussion about the purposes, strategies, and language expression used in doing presentation
	Whilst-task	- Lecturer asked students to make group consist of 3-4 students and assigned each group to different breakout room in zoom

	- Lecturer assigned one YouTube video for each group. The video is about example of doing presentation. Each group has different video. - Lecturer asked students to watch the video. - Lecturer asked students to evaluate the presentation in video with their own group. The aspects that have to be evaluate are the performance of the presenter, the presentation strategy that the presenter used, the topic being presented, and language used by the presenter.
	Post-task - Lecturer asked students to go to main room in zoom - Lecturer asked each group to present their evaluation
After Online Class	- Lecturer put instruction about making video presentation in Google Classroom - Students made group consist of 3-4 students - Each group decided a topic related to issue or problem in their daily life or community such as air pollution, garbage pollution, school bullying, juvenile delinquency, etc. - Each group needed to collect information from various resources related to the topic. - Each group had to discuss the issue or problem then find out possible solution. - Each group needed to make power point that exposed the issue and the solution - Each group had to make presentation video
Second Meeting	
Before Online Class	- Each group upload the group presentation video to YouTube - Each group share the YouTube link to WhatsApp group
In Online Class	- All student watched all presentations videos on YouTube - Each students had to give comment or question about issue in video by typing it in comment box in YouTube
After Online Class	- Each students had to share about their favorite issue by typing it in WhatsApp group

Integrating 4C in EFL Speaking Class

Based on observation, it can be said that lecturer already inserted 4C in this EFL speaking class. Students' critical thinking skill is promoted by conducting class discussion or group discussion, searching information related to the topic chosen, and evaluating the issue to have possible solution. By doing project to make video

presentation in group, students' collaborative skill is improved. They learn to manage people, manage time, and manage their work in order that they can finish their project on time. By working together in group, students train their communicative skill. They learn how to share their idea, give comment or suggestion, ask others idea or comment, and give instructions. Their creativity is trained along with doing project in making video presentation.

Integrating Language Skills in EFL Speaking Class

Even though the focus of this EFL speaking class is improving the students' speaking skill, but the lecturer integrated other language skills in this speaking class. The lecturer integrated reading skill, listening skill, and also writing skill. Listening skill was inserted by asking students to watch video in YouTube. Reading skill was inserted when students searched and evaluated information related to the topic. Writing skill was inserted when students make PPT and also type their

comments or question in YouTube chat box.

Integrating Technology in EFL Speaking Class

Based on observation that had been done in two meetings, it can be seen that lecturer tried to integrated technology in speaking class by using the technology as teaching and learning media. Here the lecturer and students used gadget such as laptop or mobile phone since the teaching and learning process had been done as online meeting. To support the teaching and learning process, the lecturer utilized some application such as Zoom, Google Classroom, WhatsApp, and YouTube. These kinds of application are so familiar to students so that there is serious difficulty in using the application except internet connection.

Here is the result of evaluation in integrating technology in this EFL speaking class based on Triple E framework rubric that has three components: engagement, enhancement, and extension (Kolb, 2017).

Table 02. Triple E Rubric

Engagement in the learning	0=No	1=Somewhat	2=Yes
The technology allows students to focus on the assignment/activity/goals with less distraction (Time on Task).			v
The technology motivates students to start the learning process.			v

The technology causes a shift in the behavior of the students, where theymove from passive to active social learners (through co-use or co-engagement).			v

Enhancement of the learning goals	**0=No**	**1=Somewhat**	**2=Yes**
The technology tool allows students to develop or demonstrate a moresophisticated understanding of the learning goals or content (using higher-order thinking skills).			v
The technology creates supports (scaffolds) to make it easier to understandconcepts or ideas (e.g. differentiate, personalize or scaffold learning)		v	
The technology creates paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools.		v	

Extending the learning goals	**0=No**	**1=Somewhat**	**2=Yes**
The technology creates opportunities for students to learn outside of theirtypical school day. (24/7 connection)			v
The technology creates a bridge between student's school learning andtheir everyday life experiences (connects learning goals with real life experiences).			v
The technology allows students to build authentic life soft skills, whichthey can use in their everyday lives.			v

READING THE RESULTS

- 13-18 Points: Exceptional connection between learning goals and tool
- 7-12 Points: Some connection between learning goals and tool **TOTAL: 14**
- 6 Points or below: Low connection between learning goals and tool

Technology used in this class can help students to stay focus in their learning. Lecturer conducted discussion in zoom meeting after asked students to learn the material in Google Classroom. It makes students engage in discussion since they are ready with all knowledge needed in this discussion. It also motivates students to do

discussion and learn something. Some of them also being active in discussion since they have good understanding about what being discussed. Technology also helps students to understand what are being learned. In this EFL speaking class, the lecturer used example video from YouTube to enhance students' understanding about "doing presentation". Moreover, technology provides information resources needed related to their topic in presentation. It promotes students' higher order thinking since they need to choose and analyze which information that can be used in related to their topic of presentation. Technology used in this EFL speaking class also provide 24/7 learning by utilizing Google Classroom and YouTube. Technology used in this EFL speaking class also helps students to connect their learning with their daily life experience. In this class students used various kind of application to record and edit the presentation video. Experience in using these applications can be used by students to do others activities in daily life such as editing their daily video to be upload in their Instagram. Besides helping students' to be focus in their learning and achieve their learning goals, technology also equips students with soft skills that can be used in their daily life such as students have good attitude in giving their comment in YouTube chat box.

CONCLUSION

Integration in EFL teaching practice is popular concept nowadays. Integration in EFL classroom can be integration of technology, integration of 21st century skills, and also integration of language skills. Based on observation conducted in EFL speaking class, the lecturer already integrated technology, 21st century skill, and also language skills. Using familiar technology such as YouTube, Zoom, Google Classroom, and WhatsApp, lecturer tried to inserted technology in EFL speaking class to help students to achieve the learning goals. By assigning students to do project together in group, the lecturer inserted 4C skills as 21st century skills. Moreover, the lecturer integrated four language skills even the focus of speaking class is improving students' speaking skill. The result of this observation proves that integrating in EFL teaching and learning process can maximize students' learning experience.

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