Teachers' perceptions toward TED-ED in Listening Class Insight the Era of Disruptive Technology

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Abstract

In the era of disruptive technology in the educational aspect, the teachers need to pay attention in the use of technology in teaching and learning process. Technology can be virtues or hurdles for the students and teachers. Therefore, the teachers must be wise in deciding the teaching strategies so that the use of technology in the classroom will be more effective and efficient. One of the examples of technology is the existence of website or online media to support teaching and learning process. Regarding to this phenomenon, this study is carried out to explore the teachers' perceptions toward TED-ED in listening class insight the era of disruptive technology. Qualitative research method in the form of a case study is used to expose the teachers' perceptions. The instrument of data collection is open-ended interview. The findings show that there are two perspectives toward the use of TED-ED in Listening Class. The two perceptions reveal the benefits and drawbacks that cover the aspects of abundant resources, illustration, world Englishes, assignments, speed, and teacher's role. This study has theoretical, pedagogical, and practical significances in the field of teaching Listening.

Keywords: perceptions, listening, technology in language learning

Introduction

The use of technology in educational setting is needed in this millennial era. It exists since the students belong to millennial generation. They mostly access their mobile phones in their daily life to access their social media or to surf the information in many search engines. Regarding to this phenomenon, the teachers are required to make use of technology to follow the development of teaching and learning process in this 21st century of learning in which technology can ease for the teachers and students in achieving the goals of teaching and learning process. Webster and Son (2015) view that the use of technology helps the students and teachers to realize the learning environment in which it will be used to the future education.

Moreover, the use of technology in teaching and learning process is able to be applied in teaching all subjects including in teaching English. Since English in Indonesian context is foreign language, it is needed to get authentic English sources for the teaching materials. Burston (2013) mentions "in the latter part of the 20th century desktop computers, laptops, netbooks, and web-based applications

greatly facilitated flexible access to language learning materials." It means that the different types of technology help the teachers and students to explore the learning materials.

Richard (2015) contends that there are many virtues of the use of technology in teaching and learning process, such as; improving English proficiencies, enhancing the chance to authentic interaction, showing the different of teaching and learning technique, supporting many language skills. Other benefits are it is good for the learners to have the different skills, it promotes the implementation of active learning, it motivates the learners to be autonomous learners, it provides contextual learning materials, it enhances learners' motivation, and it provides alternatives for teaching and learning process. Referring to the advantages of using technology in the classroom context, it is crucial for the teachers to make use of technology craft to support teaching and learning process.

Furthermore, many English teaching sources can be used to teach four English skills. One of the sources is TED-ED. TED-ED is also the example of the effect of technology development to help people learn English. TED-ED is a teaching media that support the process of language learning, particularly in listening learning. TED-ED can be used as online learning sources that have many educational topics and can be used to support the listening activities. TED-ED can be accessed in the website https://ed.ted.com. In this website, there are English videos that are based on the level of learners. Those videos are able to be used in Listening course to enhance students' listening skill. These are the looks of TED-ED website.
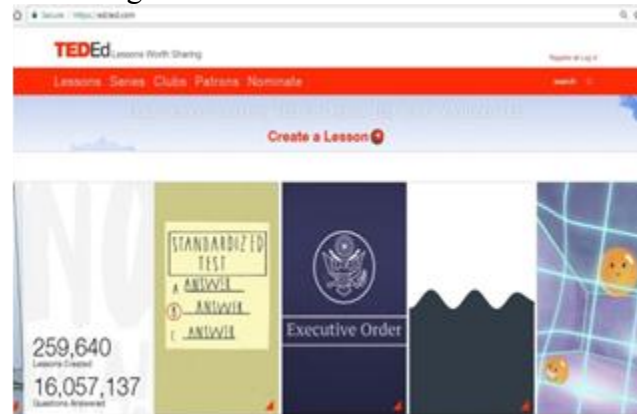

Figure 1: The look of TED-ED homepage

Figure 2: The looks of TED-ED videos

Besides, the use of TED-ED as learning media in listening classroom need to be highlighted the core of using it in which it should be match with the learning indicators or learning outcomes of listening course. Therefore, the teachers are required also to consider the listening teaching strategies. Field in Richard (2015) views listening teaching strategies are introduced individually, are explained explicitly to learners and even sometimes named, are modeled for learners to emulate, are practiced in controlled tasks, and learners evaluate their own use of the strategies in less-focused listening tasks.

Furthermore, listening has four characteristics that cover receptive, constructive, collaborative, and transformative (Rost, 2002). Receptive aspect focuses on what the speaker says such as getting explicit idea. Constructive aspect emphasizes on how the listeners listen what the speaker says implicitly and understands what the speakers do not say. Collaborative aspect focuses on the meaning negotiation between the speaker and listener in which it relates to the clearness of spoken text. Transformative aspect explains about meaning making through several processes of involvement, imagination, and empathy. Therefore, the teachers of listening need to consider these characteristics in order to fulfill the learning goal of listening course.

In achieving the learning goal and learning outcomes, it cannot be separated from the students' listening comprehension. The teachers need to fully emphasize also in improving the students' listening comprehension. Peterson (2001) in Atas (2018) states "listening comprehension is also seen as the primary channel for language input and acquisition that provide the learners with both linguistic and non-linguistic sources." Regarding this viewpoint toward listening comprehension, the teachers have to deliver their teaching and learning process by inserting the linguistic and non-linguistic sources of listening materials.

Dealing with the listening teaching strategies, listening characteristics, and listening comprehension, the teachers have to consider those aspect in teaching listening if the teachers apply the use of technology in teaching listening, especially in the disruptive era of technology. In this era, technology has benefit and drawbacks for the teaching and learning process. This kind of situation depends on the teaching and learning atmosphere. Flavin (2012) contends that "Disruptive technologies are those that disrupt established practices, often starting with a small number of users but growing over time to the extent that they displace a previously dominant incumbent technology."

Moreover, it cannot be avoided that there will be disruption when the teachers try to implement technology in language learning. For instance when the teachers apply to use TED-ED in listening class, they ask the students to use their mobile phone to access TED-ED website. However, some of the students access another platform of website or even access their social media. It means that the use technology in the form of social media platform in the time of accessing TED-ED website as the teachers' instruction disrupt the teaching and learning process of listening class. Considering the era of disruptive technology in language learning, this study is carried out to discover the teachers' perceptions toward the use of TED-EDA in Listening class.

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Method

This study used qualitative research design in the form of case study. Gall et al (2003) proposed that conducting research on the existed phenomenon is called a case study. In this study, the phenomenon focused on the teachers' perspectives toward the use of learning media TED-ED in listening class. The subjects of this study were the teachers or lecturers of Listening class. This study emphasized on the teachers due to the teachers was the one who applied this TED-ED media to support their teaching and learning process.

The instrument of data collection was an open ended interview. The open-ended interview was conducted to explore the teachers' perspectives. After getting the data, the data were analyzed by considering several aspects of teaching listening theories in order to create the theme for the research finding that was also based on the interview. The interview questions were displayed below.

1. What do you think of disruptive technology in educational context?
2. Why do you use TED-ED in your teaching and learning process?
3. What are the benefits of using TED-ED?
4. What are the hurdles of implementing TED-ED?
5. How to avoid the disruption of technology in listening class?

Findings and discussion

Based on the interview conducted, there were several finding found in this study, they were:

a. Teachers' viewpoints toward technology disruption
b. Teachers' reasons of using TED-ED
c. Teachers' perceptions toward the advantages and disadvantages of using TED-ED
d. Teachers' solutions to avoid technology disruption in listening class
e. Teachers' viewpoints toward technology disruption

Based on the interview, the teachers viewed that the use of technology could be hurdles or even virtues in the era of technology disruption. Teacher A viewed that technology disruption could be avoided if the teachers and students were able to use the technology effectively, efficiently, smartly, and wisely. The extract of the interview of Teacher A was as followed.

Extract 1. Teacher A
"I know that the use of technology give benefits in my teaching and learning process. However, I need to consider several aspects to avoid the disruption of technology. The aspects are the type of online media platform that we use to support our teaching and learning process. So, it's okay with the era of technology disruption, as long as we can make use of technology wisely in our classroom."

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a. Teachers' viewpoints toward technology disruption
b. Teachers' reasons of using TED-ED
c. Teachers' perceptions toward the advantages and disadvantages of using TED-ED

d. Teachers' solutions to avoid technology disruption in listening class

a. *Teachers' viewpoints toward technology disruption*

Based on the interview, the teachers viewed that the use of technology could be hurdles or even virtues in the era of technology disruption. Teacher A viewed that technology disruption could be avoided if the teachers and students were able to use the technology effectively, efficiently, smartly, and wisely. The extract of the interview of Teacher A was as followed.

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Furthermore, Teacher B stated that the technology disruption was not really a big deal due to the teachers and students were able to use the technology wisely by considering the rules of using it in the classroom. Therefore, the teachers needed to make rules of using technology in the classroom in order to avoid the disruption of technology. The extract of Teacher B statement could be seen as followed.

Extract 2. Teacher B

"Well, the era of disruptive technology gives many effects in the teaching and learning process. At first, I see it as obstacles in my classroom. However, I find several tips to avoid the technology disruption such as creating the rules of using technology in the classroom. For instance, I ask my students to access their WhatsApp platform for doing the assignments in the classroom or outside the classroom. In doing the assignment, they must give feedback to others."

b. *Teachers' reasons of using TED-ED*

There were many online learning media that could be implemented to be used in supporting the teaching and learning process. One of the online learning media was TED-ED. TED-ED was online learning media that provided many educational videos. These were several reasons of teachers used TED-ED in teaching and learning process. Teacher A commented that TED-ED was a good resource for searching authentic material in listening class,

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Extract 3. Teacher A
"I use TED-ED in my class because TED-ED has a bunch of videos that support teaching English by using educational theme. It also shows the authentic material of the video since the videos are spoken by the native speaker."

Extract 4. Teacher B
"I use TED-ED in my class, because it has many topics and it is authentic material that is appropriate to be applied in my listening class. It's also easy to access it. The students are also more active and enhance the students' critical thinking toward the TED-ED topics when I apply to use TED-ED in my teaching and learning process."

The teachers' responds showed that they needed to use TED-ED video in their listening classes due to TED-ED help them to make the students be active and improve the students'' creative thinking.

c. *Teachers' perceptions toward the advantages and disadvantages of using TED-ED*
Regarding to the teachers' reasons of using TED-ED as online learning media in the classroom, there were several aspects that revealed the advantages and disadvantages of using TED-ED based on the teachers' viewpoints as followed.
a. Abundant resources
The positive side of using TED-ED was many choices of topics for listening materials. The topics were related to the educational context. They were also authentic materials. However, the teachers must be wise in choosing the materials in TED-ED by considering the level of difficulties. The teachers needed to know the students' listening proficiency to decide the suitable listening topic. As it was stated in teachers' responds below.

Extract 5. Teacher A
"I like to use TED-ED because it provides many topics for the materials of listening class, but I need to consider my students' listening school before choosing the videos in TED-ED"

Extract 6. Teacher B
"TED-ED is a good source for my listening class. I feel to be helped since it has many topics that I can use to improve my students listening skill"

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b. Illustration

The illustration meant the look and feature of TED-ED platform. This kind of feature really helped the audio visual learners to improve their listening skill. The audio visual learners liked to watch the video and to do the assignments like in TED-ED. The videos helped the learners to grasp the point of the description of the videos. However, the feature of TED-ED that provides pictures or visual form could be the distraction for audio learners since they only could understand the recording from the audio, the pictures in the video could be the distraction. The teachers' viewpoints were as followed.

Extract 7. Teacher A
"Okay, in my viewpoint, TED-ED helped the audio visual type of students to get the information of the video easier because there is visualization in the video, but for my students who belong to audio learners"

Extract 8. Teacher B
"The video features of TED-ED help the students to understand the concept of the video. There is also subtitle for the video. So, the feature of subtitle can be used for evaluating the students' work."

c. World Englishes

The existence of World Englishes nowadays proposed to the idea that English has many varieties; it meant that it did not only refer to Standard English. TED-ED videos provides many various topic and various variety of English due to the speakers of the video were people around the world. Some of them were the native speakers of English in which they mostly used British and American English, and some of them were not native English speakers. Therefore, the students got so much exposure about the different varieties of English. On the other hand, the students lacked of British and American English in which were viewed as Standard English. Besides, the teachers' perspectives were as followed.

Extract 9. Teacher A
"TED-ED has many varieties of English because the speakers in TED-ED video are from many countries, sometimes they have different accent to speak English in the video. It is good point of TED-ED to make the student be aware about the term of World Englishes."

Extract 10. Teacher B

"TED-ED provides many topics with many different types of speakers. The speakers use different accent but their English are good. The different variety of accents helped the students to understand all varieties of English"

d. Assignments

TED-ED also provided the critical thinking assignments for the students because the videos gave many topics that improved students' critical thinking. It showed that TED-ED supported the 21st century of learning, particularly in listening class. However, TED-ED also had key answer feature in which it made the students were reluctant to click the answer. Furthermore, the teachers' perspectives were as followed.

Extract 9. Teacher A

"The exercises in TED-ED helped the students to improve their critical thinking skill since the students need to understand the concept or the main idea of the videos"

Extract 10. Teacher B

"In 21st century of learning, the assignments that improve the students' critical thinking are important such as the assignments in TED-ED. That's why it is one of good ways to use TED-ED in the listening class. "

e. Speed

Regarding to the speed, TED-ED videos showed natural conversation in which it helped the students to have a good habit. The students accustomed to listen or watch the video with faster speed, so it was like the practice for the students to understand the ones who spoke English in faster speed. However, it was like the challenge for the students to catch the main idea of the videos. Therefore, it gave impact for the slow learners who found difficulties in catching up the TED-ED videos with the faster speed. Moreover, the teachers' perceptions in the interview were as followed.

Extract 11. Teacher A

"TED-ED videos have fast speed in the way the speaker's say. This kind of phenomena gives good impact for the students to improve their listening skill"

Extract 12. Teacher B

"The speaking speed of the videos is fast, so it is a challenge to students to understand the main idea of the video in TED-ED so they can do the assignment well"

f. Teacher's role

In implementing TED-ED in listening class, teachers played an important role in the classroom in order to avoid the disruption of technology. The teachers' roles cover facilitator, director, motivator, and observer. These kinds of roles supported the students became active students and improve the students' critical thinking. Besides, the teachers' viewpoints could be seen below.

Extract 13. Teacher A

"Although in my listening class applies students-centered of learning, the teacher has an important role in supporting the teaching and learning process. The teacher plays role as facilitator and director."

Extract 14. Teacher B

"In applying TED-ED as online learning media in the classroom, the teacher has a role as motivator and observer. I become a motivator for my students when they have difficulties in catching the main ideas of TED-ED videos. At that time, I motivate them to be more focus in listening it so that they can catch at least the general main idea of the videos."

d. *Teachers' solutions to avoid technology disruption in listening class*

It could not be avoided that there was technology disruption in the listening class when the teachers used TED-ED video in order to enhance the students' listening proficiency. The problems covered the students' boredom of using TED-ED in listening class and the internet connection also became the problem. Furthermore, the teachers needed to consider several aspects to avoid technology disruption in listening class, such as:

1. The teachers must be wise in choosing the assignments.
2. The teachers needed to see the positives sides of technology.
3. The teachers reminded and motivated the students about the advantages of using technology in the class.

Moreover, these were the teachers' perspectives as followed.

Extract 15. Teacher A

"I consider some aspects to avoid the disruption of technology, such as I remind my students about the advantages of using technology in the listening class and I also need to see positives side of technology."

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Extract 16. Teacher B
"In my viewpoint, as a teacher, I must be wise in choosing the suitable assignments in TED-ED for my students."

Furthermore, Teacher B stated that the technology disruption was not really a big deal due to the teachers and students were able to use the technology wisely by considering the rules of using it in the classroom. Therefore, the teachers needed to make rules of using technology in the classroom in order to avoid the disruption of technology. The extract of Teacher B statement could be seen as followed.

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CONCLUSION

This study derives to the idea that the disruption of technology in listening class can be avoided when the teachers consider several aspect such as the listening assignments' given, teachers' role, and the information about the technology used in the classroom. Besides, the teachers' perspectives toward the use of TED-ED in listening class cover four themes such as teachers' viewpoints toward technology disruption, teachers' reasons of using TED-ED, teachers' perceptions toward the advantages and disadvantages of using TED-ED, and teachers' solutions to avoid technology disruption in listening class. Furthermore, this study gives the theoretical, practical, and pedagogical significances. Theoretically, this study gives overview toward the theory of online learning media in listening class. Practically and pedagogically, this study can be used by the teachers as model to be guidance for teaching and learning process by using TED-ED videos.

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