A STUDY ON INTEGRATING TECHNOLOGY TO ENGAGE 7TH GRADERS INTO AN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM IN A RURAL SECONDARY SCHOOL, THAILAND

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This report was the findings on a case study of integrating technology into an English classroom. Theoretical framework draws on integrating technology (video resources) to engage seventh graders in English as a Foreign Language (EFL) classroom in a rural secondary school in northeastern Thailand. Twenty eight seventh graders participated in this study. Interventions in this study consisted of online video resources and verbal activities. Data collection included the pre and post survey, focus group interviews, students’ reflection papers. Quantitative data analysis, Basic Statistical methods were used to calculate participants’ engagement in English language learning whereas qualitative data were analyzed using phenomenological case analysis combined with coding for themes methods. Findings indicated that students tend to develop their engagement in language learning with the technology use. Hence, EFL teachers should consider using video resources in a language classroom more often. Also, the rural schools should consider providing real learning materials in order to enhance language learning among students. This implies that the interventions used were effective to develop students’ language learning. However, the optimum utilization of the intervention with students from the similar learners needs more research.

Keywords: Technology in EFL learning, Engagement in learning.

1. INTRODUCTION

Since 1996, English language was mandated into the Thai compulsory school educational system which started from first grade level in a primary school (Foley, 2005, p. 224). The difficulties of learning English for Thai students were found as Baker (2008) stated that English was not a native language spoken in Thailand, students were not engaged in its study, achieved low academic results in English, and generally struggled in English classes due to they were ‘inadequately prepared’ for the level at which they studied. Thus, students were unable to imply the English skills learned in the class to the real situations (p. 138). Teachers also lacked skills in using technology in language teaching. Moreover, students also had limited opportunity to use English in real life situations. Moreover, rural schools did not have sufficient learning materials and equipments for students to use in the classroom (Baker, 2008, p. 137). Lack of language teaching aids was the most common in rural Thailand, especially in the northeast. Interactive learning materials (technology) are minimal. Formerly, most schools did not have equipments...
such as computers, videos and other forms of technology that could provide students authentic language learning experience. Grammar textbooks were the only resources in the classroom. Moreover, only lecture-based approach was taught which reduced students’ hands-on experiences in learning. Kritsanawittaya School, a rural secondary school located in northeast Thailand also was unexceptional. In 2009, Kritsanawittaya School provided a computer laboratory, with ten computers, and internet connection for the English language teachers and students. My colleagues and I as a teacher also got trained how to use technology in classrooms (Kristanawittaya, 2008). Until now, these hands-on materials and resources were rarely utilized due to the limitation of online technological access. Hence, other technology such as video conversation in English was implemented. With the idea that providing video online resources would better engage students in language learning of English, technology provided, and its use was integrated into the training given to teachers. It was expected that this technology would be mostly used during intensive language lessons (Hristova, 1990).

The main purpose of this paper was to document the effects of integrating technology such as online video resources while teaching English to students in a rural secondary school. The paper aims to answer the questions; 1) how may students be engaged in learning EFL with technology?, 2) what evidence may be found that technologies enhance students’ engagement in EFL learning?

2. LITERATURE REVIEW

This study drew on document about students’ language learning, reaction, and engagement in technology including online learning from video resources as the system of concepts, beliefs, assumptions, expectations, and theories that inform this study. To enhance Thai students’ engagement in the English as a Foreign Language (EFL) classroom, the study validated the use of English language to integrate technology into the classrooms. Student engagement in language learning was empirically studied to expose the relationship between technology in EFL learning and engagement in learning.

Technology in EFL classroom

After the 1980s, various kind of technology were implemented and integrated into learning and teaching English as a foreign language (EFL) such as films, radios, language laboratories, videos, and computers (Cunningham, 1998). This happened as technology has become accessible for both EFL learners and teachers, and was also widely integrated into EFL learning and teaching in recent years (Aydin, 2010). Thus, the level of students’ engagement in learning can be raised using those accessible technologies in a classroom such as video resource and video recording. Hristova (1990) indicated that using video in a language classroom could help maintain student interest. Also, students’ linguistic abilities may improve according to listening and speaking by following the video. However, choosing the relevant appropriate materials and high technical quality, students could learn more effectively. Not only students got benefits from using technology (digital video) in the classroom, teachers also got benefits; for example they could access to various kinds of resources, and were able to learn to be more innovative and resourceful in order to build awareness among their students which was the importance of acquiring English language skills (Cunninghan & Friedman, 2009, p. 66).
Engagement in EFL Learning

Several studies had shown that using technology in the classroom could effectively increase students’ engagement in EFL contexts (Harris, 2011; Hristova, 1990). According to Hristova, using video in EFL context, students tended to have a positive response, and results to positive attitudes toward using technology as they improved academically. Moreover, effective classroom corroborative learning could raise students’ engagement in learning. Student engagement in learning could be manifested by their willingness to participate in routine school activities such as attending class, submitting required assignments, or even following teachers’ directions in class (Harris, 2011, p. 377). Students who participate in school activities may likely be involved in classroom activities, so they may be more engaged in learning.

Furthermore, increasing student positive affective experiences in school led to social benefits, psychological and behavioral engagement which could be observed in students’ classroom participation (Harris, 2010, p. 385). Interestingly, Carini et al. (2006) indicated that a low-ability student benefits more from improved engagement than others. First year students and seniors could convert different forms of engagement into academic achievement. Also, certain institutions converted students’ engagement into higher performance; for example, critical thinking test results showed a significant positive correlation between the level of student engagement and grade point average GPA (p. 13). Thus, being engaged in learning in general could lead to students’ positive learning behaviors which might be beneficial for their academic growth.

3. THE STUDY

The study focused on participants’ reaction and engagement in language learning; their classroom interactions using simulated “real life” situations” will be closely observed to document students’ actions in classrooms in terms of their “end products” (Merriam, 1998, p. 27). In a qualitative research, generating data while participating allowed the researcher to see their reactions in classroom learning.

Having established the theoretical basis for process evaluations and for use of the case study, Patton (1990) addressed sample selection.

Qualitative inquiry typically focuses in depth on relatively small samples, even single cases (n=1), selected purposefully…The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling. (Patton, 1990, p. 169)

This study took place in seventh grade EFL class, rural secondary school, northeast, Thailand, primarily during June 2010 through August 2010, with additional data collected prior, during and after the end-of-instruction procedure. Participants were 14 males and 14 females who studied in seventh graders. Furthermore, different levels of learners were purposefully chosen to find out how each student with different learning abilities become engaged in learning as intervention was used.

The research site was limited learning resource materials; intervention using technology in teaching EFL was absent. The recent introduction of interactive learning environments in the school makes it an interesting study. Thus, how the students may be engaged in learning upon integrating technology in the classrooms is the interest of this research.
With the significant institutional limitations of rural EFL classrooms in mind, this exploration constituted an intervention (video conversations) within an integrating technology into a rural EFL classroom. In addition to generating meaningful data, the researcher was teaching as an insider who became the full participant in all classroom activity. In doing so, the different relationship between researcher and participants are minimized. As a teacher-researcher, I wanted to see if I could successfully integrate technology or material into an EFL classroom. I was particularly concerned with how to integrate technology to raise students’ engagement in learning and how to provide opportunities for learners to develop English language abilities while engaging in lessons.

The data collection was separated into three phases; each phase covered three weeks of teaching by using materials, strategies, and technologies including EFL teaching instructions. This consisted of role-playing, games, and conversation along with face-to-face interaction with one another (Freeman, 2010, p. 100). Available technology tools were used including video resources and video recorder to help students in practicing listening, speaking, and pronunciation tasks. Learners participated in the English class with a researcher 18 times within nine (9) weeks.

During the classroom lessons, three class meeting were audio-taped and videotaped, with the students’ and parents’ consent. The lessons were; self- introduction, this activity provide the students opportunity to perform language as beginners, whereas communication based on real life situation was provided for the last phases of the study. Three main types of data were gathered conducted in this study.

- The survey was given out to students before and after the instructional process in order to picture the ideas of students’ attitude toward the intervention use (Christensen & Knezek, 2009). The purpose was to gather students’ opinion about English Language learning/teaching before and after the intervention. This is to determine their attitude about the English Language learning process before and after the interventions. A fourteen (14) item questionnaire using the Likert scale was given out to student respondents. This was given out to determine student enjoyment in EFL learning, enthusiasm on technology learning, productivity on self’ learning with technology, and perspective on teachers’ aides.

- Collecting data based on students insights were done during focus group interview/discussion using semi-structured interview technique through audio and video tape, before, during, and after instruction in order to get the data based on the perspective of the participants, not the researcher (Marton, 1986). The data was coded to find the theme following Creswell’s model (2008). Three times of focus group interviews were videotaped. Audio and video taped semi-structured interview to determine engagement in learning were done to gather students’ and teachers’ perspective and opinions about the interventions. The interview being semi-structured allowed the researcher to ask questions that was necessary to generate more information. The student respondents, also took part in a 12 – 15 minute focus-group, semi-structured interviews; four students in each grade level were purposively chosen according to their previous academic performance which is classified as; novice, intermediate and advance learners. Using the semi-structured interview provided flexible opportunity for researcher to gather in-depth spoken data and gain insightful information on how students’ “see” and understand their learning behaviors (Lankshear and Knobel, 2004, p.
202). The focus group discussion also provided an opportunity for interviewees to naturally discuss and express their ideas and thought. All the taped data were reviewed and investigated the phenomenon findings and transcribed later, and Thai data and transcriptions were translated into English by researcher. Moreover, all of the respondents who participated were interviewed before, during and after learning procedures and answered the following questions, listed below:

1. Describe the story of the class during this learning process.
2. How do you feel of using this intervention in learning?
3. Do you think what you have learned in this class can be applied to your daily life? Why and How?
4. Are there some obstacles or difficulty that you experienced during learning in class? What are they?
5. Why do you think these are your difficulty?
6. Any suggestions and comments?

These questions were used as a starting point for discussion. The researcher investigated participants’ primary answers using follow-up questions to encourage them to provide more detail, and elaborate their responses. Probing questions were used in the interview like: “Can you give me some example of that?” and “can you explain more about what you meant by your current comments?” I actively encouraged participants to explain and reflect on statements they shared. Interview data were audio-taped and transcribed using Lankshear and Knobel’s (2004) method. Students’ codes were placed instead of their real names in each interview. For example, in the label INT_1_830, the INT refers to interview, the 1 was the first interview, and the 830 indicates the participant’s pseudonym.

- Students’ reflection papers were written in Thai. Respondents independently wrote their own opinion or thought about the class and classroom learning after finishing classroom instructions. Five (5) main topics which includes: a.) how students feel after participating in each learning process, b.) what kinds of interventions they experienced in class, c.) do they think those help them in practicing English and how, d.) do they have a chance to perform language with peers or classmates, e.) and do they get a chance to communicate with peers in English. For this study, students wrote three reflection papers and one final project reflection. It is a part of our classroom activities where students have interaction between teacher and among themselves. Some elements were observed including the physical setting- classroom environments, the participants, activities, conversations and interactions.

Data were analyzed using the procedures of phenomenological analysis for exploratory case study which focused on the outcomes of participants (Merriam, 1998, p. 158) combined with the small scale of quantitative result from the pre and post-survey result using Likert scale. Qualitative data were thematically coded to find the themes which pooled out the phenomenon analysis combined with case analysis (Merriam, 1998; Yin, 2003), and initial generalizations about such groupings were made as the outcomes, all data were triangulation collection analysis. In what follows, all participant names are pseudonyms but using students’ code represented their names instead. The major phenomenon outcomes from qualitative results including interviews, students’ reflection papers, and class observation are also used to investigate the survey results.
As Patton (1990) stated that, “cross-case analysis means grouping together answers from different people to common questions or analyzing different perspectives on central issues”. He further added synthesis of different qualitative studies [case study] on the same subject is a form of cross-case analysis” (p. 425). They are intensive descriptions and analyses of a bounded system. Hence, the data triangulation methods were integrated throughout the research process as well as utilizing technological resources within and between grade levels. Hence, there were two main stage of data analysis that was used which included basic descriptive statistics, such as percentages by using the Statistical Package for the Social Science (SPSS version 18.0) to compare how students’ perspective changed prior and after instruction process. This was used to analyze the research result showing the outcomes of seventh graders on EFL learning using technology (video resources). Another was qualitative data analysis using the constant comparative method. Particular incidents from qualitative data including observation field notes, interviews, and reflection papers were constantly compared together (Merriam, 1998, p. 159). These comparisons are made within grade levels and formulated with theory. Thematic analysis was used with the interview field note and students’ reflection papers. Data was coded using the analysis of layering themes by organizing them from basic elements to more sophisticated ones (Creswell, 2008, p. 259). Individual reflections on interviewing were analyzed in order to see how students were engaged. Once data relating to the conception were defined, the qualitative analysis program, Nvivo9, was used to create the phenomenon findings from each type of data. Then was grouped and created new themes related with engagement in learning. Table 1 illustrated one type of data coded to represent one of the phenomenon meanings, enjoyment, which several students mentioned in both of their interviews and written text.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyment</td>
<td>Being interested in the lesson, classroom activities, and enjoyed participated in those kinds of activities</td>
<td>urr….I think …um..I remember that I saw pictures, hear sounds, but I don’t understand…but I guess the meaning from pictures (INT_2_820) I am happy and glad to learn language in the new ways (REF_3_830)</td>
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</table>

4. FINDINGS

4.1 Quantitative Result

Four items were used to measure the type and quality of engagement in learning which are as follows: a) Enthusiasm on technology learning (Items 1, 3, 5 & 14); b) Productivity in learning by him/herself (items 4 & 6), c) Students’ perspective on teachers’ teaching (items 7, 8, 10, 11 & 13) and, d) Students’ engagement in EFL learning with technology (video resources) items 2, 9 & 12). Choices were given corresponding value on 5-point scale, strongly agree (SA) represents the maximum score in the scale and strongly disagree (SD) the minimum. Table 2 illustrated the change of mean scores between pre-survey and post-survey of the 7th graders’ engagement in learning.
Table 2. The 7th graders’ survey result on engagement in learning.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Survey</th>
<th>Percent (%)</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (28)</td>
<td>SD</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Enjoyment on EFL learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-</td>
<td>9.8</td>
<td>14.3</td>
<td>41.08</td>
<td>21.45</td>
</tr>
<tr>
<td>Post-</td>
<td>1</td>
<td>2.63</td>
<td>39.28</td>
<td>39.28</td>
</tr>
<tr>
<td>Enthusiasm on Technology Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-</td>
<td>12.5</td>
<td>3.6</td>
<td>32.15</td>
<td>35.7</td>
</tr>
<tr>
<td>Post-</td>
<td>0</td>
<td>1.8</td>
<td>14.3</td>
<td>53.6</td>
</tr>
<tr>
<td>Productivity on Learning on own</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-</td>
<td>9.28</td>
<td>11.42</td>
<td>40.72</td>
<td>24.98</td>
</tr>
<tr>
<td>Post-</td>
<td>0</td>
<td>5.72</td>
<td>31.44</td>
<td>37.16</td>
</tr>
<tr>
<td>Perspective on Teachers’ aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-</td>
<td>8.3</td>
<td>4.77</td>
<td>45.23</td>
<td>32.13</td>
</tr>
<tr>
<td>Post-</td>
<td>0</td>
<td>3.57</td>
<td>29.77</td>
<td>45.23</td>
</tr>
</tbody>
</table>

SD, strongly disagree (1); D, disagree (2); N, Neutral (3); A, agree (4); SA, strongly agree (5).

Table 2 illustrated that students’ overall engagement in learning increased in the post-survey in all categories. The pre- and post-mean scores on enjoyment on EFL learning showed likely shift from 3.14 to 3.71, student enthusiasm on technology learning also shifted from 3.39 to 4.13, the degree of productivity on learning among them also shifted from 3.22 to 3.83, and perspective on teachers’ aid from 3.30 to 3.84. Overall, participants tended to have positive attitude on engagement in learning using technology (video resources).

Looking at the post-survey results, fifty-seven point two percent (57.2%) of the participants agreed (39.28%) while 17.88% strongly agreed on enjoying EFL learning. Participants reported that they find the class more enjoyable when classroom activities involve using videos. Because, as they expressed, they had more chance to perform the language, write the language more often following teachers’ instruction. They tended to work harder when teacher asks them to speak English with peers and classmates. Studying in a group also helped them learn English and they find the language easy to understand with the use of video resources. On enthusiasm on technology learning, 53.6% of the participants agreed and 30.35% strongly agreed that they had grown more enthusiastic in technology learning. The survey results indicated that participants learned best when the teacher use new teaching tools in English class. The result further showed that student English language learning improved with the use of video resources. On productivity in EFL learning by themselves using technology, 25.72% and 37.16% of the participants’ expressed agreement and strong agreement respectively. Even when off class hour they then tended to practice their English skills through the use of technology (video resources). For as they said, they believed that the more often they have a chance to use video resources in English learning, the more they enjoyed their English class. Also using videos allows them get exposed to the language directly. The last category indicated participants’ attitude toward teachers’ instruction during classroom activities, 45.23% of the participants agreed while 21.43% strongly agreed on perspective on teachers’ aid during the instruction. They also mentioned that teachers’ monitoring and constant correction helped them understand the lessons more. They also
expressed positive response over the practice of teachers speaking to them in English as a part of language drill in class. Also, revision and correction of their English exercises or assignments with the aid of the teachers helped them to learn English better.

**Qualitative results**

*Interview and reflection paper Result:* This study found four categories relating to students’ understanding of engagement in learning on their own views including enjoyment, enthusiasm, productivity, and perspective. Descriptions of these categories and their relationship to each other are shown in Table 3. In this section, the categories were briefly illustrated and highlighting the meaningful data.

<table>
<thead>
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<tbody>
<tr>
<td>Enjoyment</td>
<td>Being interested in the lesson, classroom activities, and enjoyed participated in those kinds of activities</td>
<td>um...I enjoy and like it a lot. Yes...I ur...I watch myself in the video, and I'm so proud of myself that I can do like this. I want to do it more (Int _2_846)</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Being involved with the classroom activities, paid more attention, and made more effort to learn</td>
<td>I like speaking now because I have learned the meaning of vocabularies and also having a chance to use it in the conversations. I can speak it again too, with the video (Int _3_827)</td>
</tr>
<tr>
<td>Perspective</td>
<td>Being involved by thinking about learning</td>
<td>Yes, I feel more confident with my speaking. I never learn speaking before, only writing short sentences. All about grammar rules, and vocabularies (Int _2_841)</td>
</tr>
</tbody>
</table>
In the first category, enjoyment; students mentioned that they were interested in the lesson, classroom activities, and enjoyed participated in those kinds of activities, which similar to the engagement’s definition in the literature review that learner were willing to participate in classroom activities. For example, one student mentioned that:

…: urrr…um…I. I think..I feel good that I studied English, and…ur..I enjoyed, especially when I had a conversation in front of the class, teacher recorded our conversation. I’m so shy, but I liked it… (INT_2_826).
I enjoy introducing myself activities, even I sometimes say things incorrectly, but I try harder (REF_2_845).

Here, behavioral engagement was found due to this student having mentioned about the classroom activity (verbal activity) which involved him and his willingness to participate.

… I like it a lot. I watch myself in the video, and I’m so proud of myself that I can do like this. I want to do it more… (REF_2_846)
…I like speaking now because I have learned the meaning of vocabularies and also have a chance to use it in the conversations. I can speak it again too, with the video… (REF_3_827)

In this category, behavioral engagement occurred when students participated in the activity, following classroom instruction. These data showed students were engaged in the classroom activity, not learning. The next category was enthusiasm, students were interested and attention in classroom activity by making more effort in completing the task. As some students answered:

…Umm,…I think.. I feel more confident with my speaking. I never learn speaking before, only writing short sentences, all about grammar rules, and vocabularies…Moreover, I seem to try harder to speak it out loud even I still speak broken English. Anyway, you understand what I have said and mean to, right? (INT_2_841)

As long as students enjoyed participating in the classroom activity, their attempts in learning were shown. For example, one student mentioned about how hard he tried to speak English as “…yes, I try to repeat following sounds in the videos…but, I think I learn a lot when I practice with my friends, we practice speaking following teacher’s guide too” (INT_2_843), his endeavor in learning slightly occurred. Similar to the previous category, students’ enjoyment occurred
when they fully participated in classroom instruction and being interested in the activities or the lesson. The third category was productivity, defined as students’ learning via various sort of learning tools as the “blended learning”. The ability in integrating tools supports oneself for acquiring implied knowledge is considered as the productive learners (Winnips & Collis, 2004, p. 444). In one excerpt, students mentioned about their individual learning styles

...Sometimes... I...urr...we learned new words from the sign on the backboard, new vocabularies. We match the words and the pictures together too. Ur... and... Yes, teacher also provided us the opportunity to learn English from websites, and sending email... Yes, we wrote the letter in English. I wrote about myself, a few sentences though (INT_1_827).

...For me, I think the more I hear ...um...I feel like familiar with the words, sentences...yes, I try to repeat following sounds in the videos...but, I think I learn a lot when I practice with my friends, we practice speaking following teacher’s guide too... (INT_2_843)

The last category was perspective on how students’ attitude in learning toward teachers’ instruction during the class activities. As students mentioned in their self-reflection paper about how teacher helped them in learning. For example:

...she gave me the hint. She didn’t tell me exactly what it is, but she provide me the related meaning, also showed me the pictures. Yes, she changes the activities a lot for helping me remember the words and sentences; we were required to speak out those words a lot including writing (REF_3_836).

However, using the video conversation in teaching also caused students’ tensions in learning due to the fact that the lessons are in many accents, so they struggled in listening, practicing and speaking. As one student mentioned that,

“Somehow, I didn’t enjoy it too; people in the video speak English differently. Their pronunciation is different. I have to pay more attention listening what they said or spoke...” (REF_1_830).

5. DISCUSSION

The major findings from both survey and qualitative results matched with the coded categories. Various salient evidence support how students be engaged in the classroom instruction using technology as the following discussion reported chronologically. The finding from both survey and qualitative result which is defined into four categories was related to each other. Category one, enjoyment, from both survey and interviews were coherent. After the instruction process, students’ interviews result indicated that they had more positive attitude in EFL learning using video. Corroborative activities played a major role during the instruction due to students had more opportunity to discuss, practice speaking, and also work collaboratively. Using Video itself provided students the opportunity to experience with the hands-on lesson. As Hristova (1990) mentioned that providing the appropriate video in the lesson, students would have
background knowledge in the related topics. With this support teaching tools, teachers also had a chance to assist each student’s learning individually. In this category, behavioral engagement was found because student reflected positively to corroborative activities. Thus, they tended to be engaged in this kind of activity. The second category was enthusiasm, one of students’ interviewed indicated that they tried harder to speak English due to the fact that they were involved in the lesson using technology. Here is the evidence, “…Moreover, I seem to try harder to speak it out loud even I still speak broken English. Anyway, you understand what I have said and mean to, right?… (INT_2_841)”. Enthusiasm in learning appeared when students made more effort in trying to perform the language better. The third category was productivity, students felt proud of their academic performance after they watched their speaking activity through video, and wrote the reflection on what they thought about that lesson. One evidence appeared here, “…I watch myself in the video, and I’m so proud of myself that I can do like this. I want to do it more…( INT_2_846)”. Furthermore, they also mentioned that the assistance from the teacher during the practicing process also helped them to improve their learning. The finding indicated that students were likely to learn better with teacher’s instruction; they mentioned that their English abilities improved with the help of the teacher as this evidence showed, “…we practice speaking following teacher’s guide too… (INT_2_843)”. Students themselves also built the level of their confidence in learning as the result from one of the reflection paper mentioned, here was the evidence “… Learning with the video, it helped me gain more confidence in speaking, also helped me to construct my vocabulary list through the activities” (REF_2_829).

6. CONCLUSION

When designing future research into student engagement in EFL learning from practitioner perspectives, some important limitations should be acknowledged for this study. Due to the small sample size, it makes the result difficult to generalize. Studying just one site does not provide sufficient evidence to make a generalized statement or conclusion. Unexpected school extracurricular activities distracted classes and reduced the length of the research duration. Moreover, only one type of technology (video) was integrated into EFL classroom. Students should be exposed to various English language learning technologies in order to improve their language skill.

Participation in classroom activities may help provide students opportunity to learn, however, it may not necessarily lead to academic engagement. Thus, academic engagement and engagement in schooling need to be differentiated. Also, videos and other kinds of technology can be used in the classroom to enhance instruction. Using technology such as video in language teaching in an English language classroom provides opportunity to students in experiencing “authentic language” learning tools. Teachers need to explore and maximize various forms of technology in an (English) language classroom to provide students a wide range of opportunity to experience and be exposed to the language being studied. A prospect for future study would be to , undertake the same study among students from other schools using the same intervention and treatment to find out whether or not students will likewise be engaged, to confirm and validate the result of the study. As shown by the findings of the study, seventh grade students manifested significant engagement in learning as shown by their interaction and classroom behavior, when language learning support equipments such as video is used in instruction.
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