

UNIVERSITI TEKNOLOGI MARA

**TEACHER READINESS AND
PROFESSIONAL DEVELOPMENT
STRATEGIES FOR TECHNOLOGY
INTEGRATION IN ENGLISH
TEACHING PRACTICE**

NUR AMANINA ZAKARIA

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ABSTRACT

Technology integration has been a central theme in English language teaching. Nevertheless, technology by itself will not guarantee an effective learning without teacher readiness in incorporating technology. Recent literature has shown a worrying trend among teachers' lack of competence in integrating technology, particularly in applying their technological, pedagogical and content knowledge in their teaching practice. Hence, there is a crucial need to examine the professional development strategies that could potentially support teachers in their attempt to incorporate technology in English classrooms. Using a case study design, this research will explore the influences of professional development strategies on teacher readiness in technology integration for English teaching practice. The findings depicted that teachers hold high readiness level in technology integration, suggesting that they have a positive attitude towards technology incorporation in their teaching practice. Their readiness is directly impacted not only by school-based professional development training, but also through their own self-initiated explorations and strategies; on top of other unexpected findings of the pandemic effect and their internal factors; such as teachers' growth mentality, resilience and resourcefulness. However, the study also revealed that their practice still lacked the Technological Pedagogical and Content Knowledge (TPACK), which implied that further support is needed to enhance the effectiveness of their use of technology in English classrooms. Future studies are recommended to further explore the effectiveness of other variety of professional development strategies such as teacher-based ambassador programs.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

The English language is recognized as the official second language in Malaysia. Following its importance in academic, professional, and social settings, students in Malaysia begin learning the language since the early start of their formal education and English is seen as a compulsory subject for all educational levels. Not only it is compulsory, but it is also labelled as one of the core subjects in Malaysian education system, and the efforts to boost students' proficiency in the language are treated as the most immediate priority (Ministry of Education, 2013). Furthermore, the ability to communicate fluently in English carries a great significance and it is regarded as the key to open all sorts of opportunities in the future.

In recent years, the Industrial Revolution 4.0 has given a tremendous impact on education, specifically in the usage of technologies, and hence the integration of technologies has become an important requirement in teaching and learning (Elas, Majid and Narasuman, 2019). In addition, the advancement of technology and the demand for 21st century learning requires teachers to equip themselves with the knowledge and skills to utilize technology to maximize learning and nurture students' collaborative and self-directed learning (Partnership for 21st Century Skills, 2015). Technological competence is now seen as one of the core components required in teaching. Hence, as English is considered as one of the major subjects in Malaysian schools, English teachers are expected to rise to the challenge of integrating technology in their lessons in order to engage students with their teaching and subsequently ensure their improved proficiency in the language.

In Malaysia, the government has strongly advocated for the integration of technology in education sector. The Malaysian Ministry of Education (MOE) has heavily emphasized on the implementation of 21st century learning in Malaysian schools since 2013, In fact, Malaysian Education Development plan outlines that major subjects like English as a Second Language (ESL) incorporate the 21st century learning skills (Muhammad and Seng, 2022). Therefore, it could be interpreted that Malaysian