
TECHNOLOGY INTENSIFICATION IN EFL TEACHER PERFORMANCE MANAGEMENT

Vjollca JonuziSEE University, Republic of Macedonia vjollca.jonuzi@unite.edu.mk

Abstract: Recently, teacher performance in education management shows one of the crucial roles toward EFL learner success. With a curriculum that faces discrepancy with the higher needs and requirements of learners to fit in a restricted time to work with, the EFL teachers endeavor in mixed proficiency-based classes is challenged. The need for adopting multiple and more attractive strategies justified to EFL learners' needs marks the tension of EFL classes managing effectively the instructional approaches. Studies about prospective teachers pointed out progress and productive instructional management carrying out teaching practices that boost learner courage to be actively involved in teaching – learning process. In the EFL context at higher education, due to EFL teachers' difficulties managing time with instructional practices, the scope of instructional preparations would instantly heal with the intensification of technology to act on precisely within the time previously scheduled, adopting particular EFL teaching practices. EFL teachers necessarily ought to boost academic achievement, with consolidation effort to “deal with a lack of essentials they used to take for granted such as attention, responsibility, and participation” (Evans 2002, p.2) focusing in the management of application the essential language matter of course. Teachers, in order to develop a more fruitful instructional practices and enhance sensibility to manage performance effectively in their classes, technology intensification in EFL classes proved to give power in teacher performance maximizing creativity in EFL learners to get them constructively engaged toward fluency. Questions of the study attempt answering the questions as follow: 1. Does technology intensification pays an important investment in teaching EFL in higher education settings? 2. Does technology affect management strategies of the prospective EFL teacher performance? 3. Does the quantity of technology affect teacher performance in managing time towards effective EFL instructional practices? As a matter of fact, the intention of proving the relevance of FL better student absorption, teacher quality performance is an actual question which needs to be considered for further transition tech phase adopted in the era which we are living currently.

Keywords: teaching EFL, technology, class management, teacher performance.

INTRODUCTION

This study deals with the issues of paying considerable attention to the EFL teaching practices “instructional time management”. In particular, this paper aims to investigate the EFL teachers' attitudes towards the use of visual aids such as online exercises, animation videos, PowerPoint picture and video exercises, short films and adverts, used to enhance learner motivation and encourage them to maximize attention and therefore interest to get involved actively in acquiring English as a foreign language. With regards to managing the time, the EFL teachers face a set of learner bias to effective foreign language learning such as the need to change a particular teaching technique or need for additional information which will complete and make it easier to understand a particular lesson objective/s. EFL teachers' productiveness ability, rely on the self beliefs and constant search of more interesting learning aids on account of more creative and fruitful teaching – learning outcome. By all means, EFL teachers getting involved in more sophisticated management of their instructional time may have a powerful potency by intensification of using technology aids as supportive tools toward a FL successful learner accomplishment. Following better instructional time management sets to better learning outcomes. Based on teacher - initiated action to be closer and do their best to respond to their own FL learners needs will reflect boosting own FL teaching potency to be more creative and long lasting productive. Additionally this paper covers the point of questioning the EFL teacher self-efficacy beliefs to actively be persistent in search of visual teaching/learning situations toward a more own attractive performance.

THE RELEVANCE OF VISUAL MATERIALS TO FACILITATE EFL TEACHER PERFORMANCE

The intensification use of technology in teaching EFL at higher education setting is discussed recently. The benefits are multiple concerning both teachers and learners as well. This compelling process as a dynamic leads to the progress of using mixed teaching techniques which influences the “time management” and therefore better EFL teacher performance. The use of visual materials in teaching EFL instruction at higher education context as accessible solution is outlined. The incorporation of technology in educational process has become significant in improvement of teaching techniques and organizational management toward better teaching performance (Robert, 2010; Sysoyev, 2012, 2013).The EFL teacher switching roles into mixed strategies management might benefit in

context by selecting short materials which will be interesting, text – comprehensive and visually attractive. Additionally, usage of already printed authentic materials, pre-view tasks, and follow-up discussion related topics. Notably, Ilter 2009, “technology might be one of the factors that affect students’ attitude positively in the teaching-learning process” (p. 136). As Dudeney and Hockly (2008) consider technology usage as symbolic in providing learners extra ways of EFL use. Moreover, according to O’Dwyer, Russell, Bebell, and Tucker-Seeley (2005), technology enables learners to develop their critical thinking by perceiving advanced level contexts. On account of such multi beneficial factors, visual material for EFL instruction may contain combination of techniques which may be addressed individually or in group learner involvement. Therefore the visual data context should have the variability from different sources like primary sources: 1) television broadcast (Maxwell, 1983), 2) commercially available adverts and 3) specially produced FL materials including both online and own EFL teacher-made videos (Silva, 1984), supporting the FL study program. In harmony with learner engagement with valuable context based information, the source of alternative visual materials may be cut and inserted for usage from existing videos, educational advertisements, films, documentaries, TV shows, news, songs etc which have to fit- in a foreign language study program.

METHODOLOGY

In order to obtain results of the current study we have used the semi – open interview and open questionnaire as well as class observation with five EFL teachers with seven up to eighteen years of teaching EFL experience.

Questions of the study attempt answering the questions as follow:

Primary questions:

1. Does technology intensification pays an important investment in teaching EFL in higher education settings? 2. Does technology affect management strategies of the prospective EFL teacher performance?
3. Does the quantity of technology affect teacher performance in managing time towards effective EFL instructional practices?

Secondary questions:

4. List the pros /cons of using visual materials in teaching EFL
5. List the difficulties to adopt adequate objective/s of teaching a particular lesson
6. Describe “the difference” of using visual practical cognition in teaching EFL

RESULTS AND GENERAL INTERPRETATION ANALYSIS

Regarding the results obtained from the questions of the study are as follow:

1. The intensification of technology appear to pay important investment in teaching EFL, the time managed in class many times have rewarded in self satisfaction of prospective teachers who really enjoy in the teaching profession.
2. There was a significant difference of performances on visual images and videos emphasizing FL attention and raised involvement participation.
3. The usage of technology marked a noticeable difference in teacher performance in class but raised the considerable extension of time in selection and preparation of adequate chronological adoption of visual and authentic material to certain lesson objectives.
4. It was found that mixed proficiency levels gained interest, getting amused and good will to participate actively in class.
 - The cons of using visual aid turned to occasional ineffective and discouraging selection of appropriate material, or length of video turned to affect the relevance of lesson objective.
5. The list of difficulties covers the lack of training teacher seminars regarding using technology, lack of suggestion of adequate sources by professional training teacher coaches and supportive additional already material with the teachers books suggested to work with.
6. Visual aids obviously helped lower proficient EFL in better comprehension and amused higher proficiency learners in encouraging their dynamic participation.

CONCLUSION

Pedagogically, this paper deals with practical implications in presentation of visual input . The study implies that authentic performance occasionally needs to be in combination with teaching approaches. The EFL teachers encounter into mixed level of proficiency learners and different needs and requirements at the same time. One of the essential necessity toward successful application of visual based materials in teaching EFL is the advantage of altering to something different FL are used to. Toward a successful EFL teaching-learning process, is needed compelling and progressive application of teaching styles and influential environment. The most common issue

raised by EFL teachers are the ones of reconsidering the right selection and adoption of visual materials in implementing to their own mixed level proficiency groups of learners to facilitate the compelling potency of the supportive aids. The findings of this paper in connotation with EFL teacher performance come up with their own perception of using techniques and teaching styles . They rely on their own beliefs and decisions about selection and using supportive aids to meet their own learner needs and expectations. The challenges both the students and teachers face toward successful implementation of visual aid were discussed with regard of responding each and every single learner need providing best course opportunities designed to offer the expected demands and requirements.

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