



## Supporting TPACK through Technology-Based Instructional Plan

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### ABSTRACT

Technological Pedagogical Content Knowledge (TPACK) is a framework teachers can follow to implement technology in the classroom. With the presence of technology, mastering English skills and language components is beyond possible. In listening, for instance, exposure to meaningful inputs is greater. With the help of technology, students can access to meaningful inputs for their listening. Students have many different options to listen to what is happening in the English-speaking world. At the same time, teachers are provided with abundant resources online that they can use or incorporate to assist them in teaching listening. The abundant technology eases teachers' responsibility for creating a supportive teaching and learning environment. Hence, this practical article aims to present a unit plan that considers elements involved in designing instructions for teaching listening in the EFL context as the setting that involves technology integration. Among many online resources, the ESL-lounge is selected as listening material that is free to use, interesting and meaningful. The plan is designed to teach listening to university students, yet the outline suits all education levels and can be adapted to teach other skills and language components. Through appropriate lesson planning, teachers' TPACK and professional development are strengthened.

**Keywords:** TPACK; lesson plan; EFL/ESL context

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### INTRODUCTION

Teachers are one of the five factors that contribute to the success of teaching-learning in the classroom (Richards, 2017). Teachers must have a knowledge base such as technology, pedagogy, and content knowledge (Triastuti, 2020). Those knowledge applications become actual as teachers develop lesson plans to design how to deliver lessons. Without proper lesson planning, teachers cannot attain learning outcomes, and students cannot reach their full potential in their learning.

Technology is evolving and widely available for teachers to use for teaching in the classroom. As postulated by Gavin and Hockly (2016), technology becomes mobile, offers collaboration and communication across the world, provides sources for authentic materials and tasks, and offers students to practice their English skills. The use of it becomes apparent and vital. It varies from analog to digital, and many are free to use. At the same time, students also have access to that technology. Indonesian students, for instance, rank as one of the countries in

the world that are literate in technology (Cambridge Assessment International Education, 2018). The percentage shows a high possession of mobile gadgets owned by students. It means that they have access to technology anywhere and anytime. With all the potential mentioned earlier, teachers have the advantage of incorporating technology and using students' skills for teaching purposes, especially in the area of English language teaching (ELT).

To assist teachers in incorporating technology into teaching, teachers can use the Technological Pedagogical Content Knowledge (TPACK) framework as a reference. Developed by Koehler et al. (2013), the framework enables teachers to create successful teaching where technology plays with pedagogy and content. The interplay between technology, pedagogy, and content becomes the basis as teachers develop their lesson plans. This paper provides an example of TPACK implementation through lesson planning where technology is embedded. More specifically, the lesson plan designed aims to teach English listening skills in the context of English as a Foreign Language (EFL).

## **THE LESSON PLAN**

This section displays the detailed format of the lesson plan. The lesson plan contains the integration of technology for language teaching embedded in the pre-, while, and post-listening activities. Images serve as media, and free online materials are incorporated as teaching resources. Even though the teaching context is at a higher education level and focuses on a specific skill, the design is applicable for different contexts regardless of educational level, skills, components, or students' language proficiency.

### **Listening Unit Planning Sheet\*)**

Learning Goal for the Listening Unit:

- Students will be able to identify and correct grammar errors
- Students will acquire listening skills in order to comprehend a discourse
- Students will be able to apply listening skills

**Unit Length:** One lesson (100 minutes)

**Teaching Context:** The learners are undergraduate students in Arabic Education Program. They are freshmen who age 17 – 19 years old. Their English level ranges from Elementary to pre-Intermediate level (CEFR: A2 – B1). The learners must take an English course since the course is one of the compulsory courses for freshmen students in the University.


### **Overall focus of the listening unit**

- Apply the structure and the use of Present Tense
- Identify the main idea of a paragraph
- Identify the details of a paragraph

Focus of each listening activity listed in the table below:

1. Recall students' memory of previous lesson and activate their background knowledge, understand a topic and a main idea of a discourse
2. Listen to a monologue about someone's daily activities, apply the structure and the use of Present Tense
3. Find details information in a monologue

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Activity, Type (TD or BU), and Progression	Duration	Help options	Resources
<p><b>#1: Pre-listening activities:</b> Students make sentences using Present Tense from pictures given. The pictures contain people doing their daily activities. Then, the teacher introduces vocabularies taken from a monologue. Students make other sentences of Present Tense using vocabulary they just learnt. As a concluding activity, students listen to a monologue to find a main idea and identify sentences that use Present Tense. Though identifying sentences that use Present Tense is a <u>Bottom up</u> activity, the focus activity is mostly finding the topic and the main idea of a monologue which falls under <u>Top down</u> activity.</p> <p><b>Main objective of the pre-listening activities:</b> The activities in pre-listening lead students to recall their memory of previous lessons and activate their background knowledge which supports them in understanding the topic and the main idea of the monologue.</p>	30 min	To help students understand the monologue, the teacher have to introduce the vocabulary prior to listening the monologue. The teacher has to make sure that students understand the meaning of the vocabulary and the use of Present Tense by asking them to make Present Tense sentences using the vocabulary they just learnt.	<p>The image resource:</p>  <p><a href="https://www.easypacelearning.com/design/images/picturedictionary/everydayactivities.jpg">https://www.easypacelearning.com/design/images/picturedictionary/everydayactivities.jpg</a> The listening resource: <a href="https://www.esl-lounge.com/student/listening/11.2-rockstar-transcript.php">https://www.esl-lounge.com/student/listening/11.2-rockstar-transcript.php</a></p>
<p><b>#2: While-listening activities:</b> For while activities, students have to rearrange the jumbled paragraphs into correct order while listening to the monologue. At the same time, students have to complete missing words or phrases in the paragraphs. The missing words have to be written correctly in Present Tense. These activities are a combination of <u>both Top Down (TD) and Bottom-up (BU)</u> activities. The activity of rearranging paragraphs is a type of <u>Top Down</u> activity since students have to understand the main idea and the chronological order of the story. They also have to find cues in the monologue to support their findings. Meanwhile, the activity in which students have fill out the missing words or phrases and write them correctly is a type of <u>Bottom up</u> activity. Students have to carefully write the words or phrases in correct Present Tense.</p> <p><b>Main objective of the while-listening activities:</b> Listen to a monologue about someone's daily activities, apply the structure and the use of Present Tense</p>	50 min	The teacher can assign students to work in a group to rearrange the paragraphs. Then, the teacher plays the audio listening four times. The first time playing, the teacher asks the students to just listen to the monologue. The second playing, the teacher asks the students to rearrange the paragraphs while listening to the monologue. During the third playing, students complete the missing words or phrases and write them correctly in accordance to the Present Tense rule. For the last playing, students check their work while listening to the monologue.	The listening resource: <a href="https://www.esl-lounge.com/student/listening/11.2-rockstar-transcript.php">https://www.esl-lounge.com/student/listening/11.2-rockstar-transcript.php</a>
<p><b>#3: Post-listening activities:</b> Students do the quiz. They are directed to go to the websites to do online quiz there. As for homework, each student will be assigned to write a short paragraph using Present Tense to talk about their daily activities. In order to answer the quiz correctly, students have to find details information in the monologue. Finding details information</p>	20 min	There are two quizzes available in the websites. The teacher has to explain the direction to make sure that students understand what to do for the quiz. If the time allows, students can do both quizzes individually or take one of them as a homework.	The listening resources: 1.) <a href="https://www.esl-lounge.com/student/listening/11.2-rockstar.php">https://www.esl-lounge.com/student/listening/11.2-rockstar.php</a> 2.) <a href="https://www.esl-lounge.com/student/listening/11.2-rockstar-2.php">https://www.esl-lounge.com/student/listening/11.2-rockstar-2.php</a>

<p>falls under one of <u>Bottom up</u> activities. The homework assigned is a form of an integration activity between teaching grammar and writing skill to students.</p> <p><b>Main objective of the post-listening activities:</b></p> <ul style="list-style-type: none"> <li>- Find details information in a monologue</li> </ul>			
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**Implementation Notes:**

**Activity#1 (Pre-listening):** It is suggested that the teacher do all the listening activities here in a language lab occupied with computers, headsets, and an internet connection. If that is not possible, the teacher can ask students to bring their laptops or smart phone. The teacher should prepare pictures of people doing their daily activities in pre-listening activities before coming to the class. Then, the teacher shows the pictures to the students. The teacher gives an example of a Present Tense sentence before asking students to make a sentence. It will serve as a modeling activity. After that, students make examples of Present Tense sentences from the picture given. When no students want to make sentences voluntarily, the teacher can select students randomly and ask them to make sentences. Since the next activity is listening to a monologue, prior to listening to it, the teacher needs to introduce students to the vocabulary they will find in the monologue. To test their understanding, the teacher can ask students to use the vocabulary in a context by making Present Tense sentences using the pictures given as the context. Then, the activity is continued by the teacher explaining an instruction of what students do while they are listening to the monologue. After listening to the monologue, the teacher invites students to discuss the topic and main idea of the monologue.

**Activity#2 (While-listening):** For while activities, the teacher divides the class into some groups. Before listening to a monologue, the teacher distributes an envelope containing jumbled paragraphs. The number of the envelope depends on the number of groups. If the teacher divides the class into six groups, the teacher must prepare six envelopes. It is suggested that each group have at least three or five members. The activity begins with the teacher explaining that the audio listening will be played four times. In each play, the teacher carefully explains what students need to do. The goals of the while-listening activities are rearranging jumbled paragraphs into the correct order and completing the missing words or phrases. The missing words or phrases are written following the Present Tense rule. At the end of the while-listening activities, the teacher and the students discuss the result of the students' work.

**Activity#3 (Post-listening):** Assuming that students have access to a computer, a smartphone, and an internet connection, the post-listening activity begins with directing students to face their computer and access the websites. The teacher selects one of the quizzes provided and explains the instructions to students. Students have to do the quiz individually to ensure that each of them understands the content and applies the listening skills taught. If time allows, the teacher can discuss the quiz result or ask the students to do the other quizzes. The teacher has to discuss the result of the quizzes, which can be done in the following meeting.

**Handout for students #2 (While-listening):**

Instructions for the teacher: Cut the paragraphs below into seven paragraph chunks. Then, put them in an envelope in a random order.

Instructions for students:

Before the audio listening is played, please read carefully the jumbled paragraph. The teacher will play an audio listening four times. Here is the details,

1. In the first playing, all you need to do is just listen to the audio.
2. The second playing, please rearrange the paragraphs into correct order!
3. Some words or phrases are missing. You need to complete them with correct words or phrases and they have to be written in correct Present Tense while listening to the audio listening.
4. The fourth listening, please check your work.

Good luck

I love working in the music business. It's so interesting and every day is different.
The first thing I do every day is I _____ my e-mail messages. Many fans _____ e-mails to me and I like reading what they write to me. I write a couple of replies to my fans and then I _____ on some music websites to see what the music journalists say about me.
Then I leave the house and go to a small French cafe for breakfast. London _____ and I enjoy relaxing with my cup of coffee and I watch the world go by while I _____ my newspaper and a couple of music magazines. I usually only eat a pastry with my coffee. I _____ hungry in the morning.
At about eleven o'clock, my car _____ and takes me to the studio which is about ten miles outside the city. I meet the other members of the band and we _____ a cup of coffee together and talk about the ideas we _____ for the day in the studio.
We never start working in the studio until about midday. Usually, we begin with the problems of the previous day. At about three in the afternoon, we _____ but sometimes we continue recording if we have some good ideas.
Because I am the singer in the group, I must be careful with my voice. I never sing if I feel tired and I drink a lot of water during the day. For the last couple of hours, until about 6 p.m., I _____ but I help the rest of the group with the music.
I go back to London by car and _____ at about half past six or seven. Sometimes, I have an interview on the TV which is always really interesting for me. I meet my boyfriend, Peter, and we go to eat a tasty meal in a restaurant. He _____ foreign food so we often go and eat in an Indian or Greek restaurant or something similar. I _____ too late as I don't want to be too tired for

### The Answer Key

I love working in the music business. It's so interesting and every day is different.
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The first thing I do every day is I <b>check</b> my e-mail messages. Many fans <b>write</b> e-mails to me and I like reading what they write to me. I write a couple of replies to my fans and then I <b>surf around</b> on some music websites to see what the music journalists say about me.
Then I leave the house and go to a small French cafe for breakfast. London <b>is a very busy city</b> and I enjoy relaxing with my cup of coffee and I watch the world go by while I <b>read</b> my newspaper and a couple of music magazines. I usually only eat a pastry with my coffee. I <b>never feel</b> hungry in the morning.
At about eleven o'clock, my car <b>arrives</b> and takes me to the studio which is about ten miles outside the city. I meet the other members of the band and we <b>drink</b> a cup of coffee together and talk about the ideas we <b>have</b> for the day in the studio.
We never start working in the studio until about midday. Usually, we begin with the problems of the previous day. At about three in the afternoon, we <b>stop for lunch</b> but sometimes we continue recording if we have some good ideas.
Because I am the singer in the group, I must be careful with my voice. I never sing if I feel tired and I drink a lot of water during the day. For the last couple of hours, until about 6 p.m., I <b>don't sing</b> but I help the rest of the group with the music.
I go back to London by car and <b>arrive home</b> at about half past six or seven. Sometimes, I have an interview on the TV which is always really interesting for me. I meet my boyfriend, Peter, and we go to eat a tasty meal in a restaurant. He <b>loves</b> foreign food so we often go and eat in an Indian or Greek restaurant or something similar. I <b>never go to bed</b> too late as I don't want to be too tired for

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## CONCLUSION

Embedding technology into teaching becomes mandatory as technology evolves and is part of human life. Without adequate technology competence, students and teachers will be left behind. Technology provides students with a plethora of opportunities to support their learning. At the same time, teachers also benefit from the presence of technology. They can sketch out the use of technology in their teaching through lesson planning. Hence, this paper presents a practical presentation of developing a lesson plan with technology integration. The example given is possible to adjust as necessary and applies to any school level. In addition, it motivates teachers to use technology in their teaching and improves their TPACK competence.

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