

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the conclusions, the implications, and the recommendations proposed based on the results of the study. First, the conclusions section describes the concluding remarks of the discussion of the results elaborated in Chapter IV and the final consideration relating to the study. Second, the implications section covers the importance and the contribution of the present study to the development of English language teaching, especially in relation to the integration of ICT into EFL classroom. Third, the limitation of the study section describes the topic area in which this study focused on. Lastly, the recommendations section presents the suggestions proposed for English lecturers, schools, government, and future researchers.

5.1 Conclusions

This case study attains the three research purposes, namely: 1) to analyze the digital native and the digital immigrant teachers' beliefs about the integration of ICT into EFL classroom as reflected in their practices; 2) to describe how the digital native and digital immigrant teachers implement ICT-based activities in EFL classroom; and 3) to identify the teachers' perception of how their beliefs affect their classroom technology practices. From the discussion, it can be concluded that; *first*, the digital immigrant teacher (Teacher A) holds a different pedagogical belief as compared to the digital native teacher (Teacher B). In this case, referring to the categorization of teacher's pedagogical belief proposed by Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, and Sendurur (2012), Teacher A believes that technology is a tool she used to deliver content and reinforce students' skills, while Teacher B believes that technology is an educational tool she used to complement or enrich curriculum. Further, following the concept of transmissive and constructivist teaching beliefs by Kember and Gow (1994), the teaching belief held by Teacher A belongs to the transmissive teaching belief, while the teaching belief held by Teacher B belongs to constructivist teaching belief; *second*, concerning the praxis of ICT-based activities in the classroom, and by referring to ACOT's framework, both Teacher A and Teacher B are at different stage of technology

integration in which Teacher A is at the adoption stage, while Teacher B is at the adaptation stage; *third*, teachers' teaching beliefs about the integration of ICT into their classroom highly affect the activities they decide to take, the strategies they decide to apply, and the technologies or platforms they decide to use. However, due to the distinct teaching beliefs they hold, the effects they cause on various aspects of teaching are also different. Here, the way Teacher A learned when she was a student has a great impact on the way she teaches and Teacher B claimed that her belief does affect her in a certain level of her teaching starting from the lesson planning to the assessment.

5.2 Implications

The results of this study have the potential to provide a better insight of how different beliefs affect a different aspect of teaching in terms of ICT integration into EFL classroom. Thus, the importance of reshaping teachers' beliefs about the integration of ICT into EFL classroom requires teachers and schools to continuously follow or hold various technological trainings or professional development as beliefs highly affect the way the teachers integrate ICT in the classroom. Yet, although beliefs tend to be stable and are hardly to change, teachers' beliefs can be reshaped through various technological trainings or professional development. As stated by Prestridge (2012), professional development is said to be successful when it can shift teachers' beliefs (from teacher-centered to student-centered) in the context of teaching practice. Besides, collaboration between digital native and digital immigrant teachers can also be done in order to reshape the digital immigrant teachers' beliefs about the integration of ICT into EFL classroom.

5.3 Limitation of the study

This study is limited to identify digital immigrant and digital native teachers' beliefs about ICT integration into EFL classroom, teachers' classroom technology practices, and how teachers' beliefs affect their classroom technology practices. Hence, it is considered important to analyze how teachers' different beliefs about and practices of ICT integration in EFL classroom affect students' performance in the classroom. Thus, involving students' responses to the integration of ICT done by the teachers in the classroom is needed in order to

provide a more comprehensive understanding of the relationship between teachers' beliefs, their classroom technology practices, and students' performance as well.

5.4 Recommendations

By referring to the discussion of the results, there are several recommendations proposed for English lecturers, schools, government, and future researchers relating to teachers' beliefs and how teachers' beliefs affect their classroom technology practices.

First, for English teachers, it is recommended to continuously follow various technological trainings or professional development in order to equip teachers with a developed technological skill as well as to develop teachers' beliefs about the integration of ICT into EFL classroom. Having a developed technological skill is highly required in order to facilitate students with the knowledge and skills needed in the 21st century education. Besides, as previously mentioned, teachers' beliefs about the integration of ICT into their classroom highly affect the activities they decide to take, the strategies they decide to apply, and the technologies or platforms they decide to use.

Second, schools are suggested to equip teachers with a developed technological skill that can be obtained by holding various technological trainings or professional development. Having a developed technological skill will then slowly reshape teachers' beliefs about the integration of ICT into their classroom. Besides, the facilities to support ICT-based activities in the classroom are highly needed so that schools are required to provide various technological tools needed.

Third, for government, it is expected that the results of this case study can be used as one of the considerations in developing educational policy, especially with regard to the integration of ICT into EFL classroom.

Last, for future researchers interested in identifying how teachers' beliefs affect their actual technology practices in the classroom, it is recommended to additionally analyze students' responses towards the integration of ICT into EFL classroom in order to know how it affects students' performance. Besides, using a more complete data collection technique is also recommended to get a more comprehensive result.