The Effect of Technology- facilitated Lesson Study toward Teacher's Computer Assisted Language Learning Competencies

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Abstract : With the rapid advancement of technology, it has become crucial for educators to adeptly integrate technology into their teaching and develop a robust Computer-Assisted Language Learning (CALL) competency. Addressing this need, the present study adopted a technology-based Lesson Study approach to assess its impact on the CALL competency and professional capabilities of EFL teachers. Additionally, the study delved into teachers' perceptions of the benefits derived from participating in the creation of technologically integrated lesson plans. The iterative process of technology-based Lesson Study facilitated ample peer discussion, enabling teachers to flexibly design and implement lesson plans that incorporate various technological tools. This 15-week study included 10 in- service teachers from a university of science and technology in the central of Taiwan. The collected data included pre- and post- lesson planning scores, pre- and post- TPACK survey scores, classroom observation forms, designed lesson plans, and reflective essays. The pre- and post- lesson planning and TPACK survey scores were analyzed employing a pair-sampled t test; students' reflective essays were respectively analyzed applying content analysis. The findings revealed that the teachers' lesson planning ability and CALL competencies were improved. Teachers perceived a better understanding of integrating technology with teaching subjects, more effective teaching skills, and a deeper understanding of technology. Pedagogical implications and future studies are also discussed.

Keywords : CALL, language learning, lesson study, lesson plan
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