INTEGRATION OF SMARTPHONES INTO ENGLISH LANGUAGE CLASSROOM ASSESSMENT: PERCEPTIONS OF MASERU SECONDARY SCHOOL TEACHERS

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Presentation outline

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Introduction

- Technological advancement has reshaped educational practices across the globe (Ghazi-Saidi et al., 2022).

- Integration of mobile learning (m-learning) (Wang et al., 2023).

- M-learning - the use of wireless devices such as smartphones to access educational content (Wang et al., 2023).

- Smartphones as m-learning tools support a range of English Language classroom assessment strategies (Gao & Shen, 2021).

Introduction cont…

- UK and Australia - availability of digital resources and internet access facilitate smartphones integration (Klimova, 2022).

- Zimbabwe and South Africa - teachers acknowledge the educational potential of smartphones in classroom teaching and learning (Dhliwayo & Jita, 2023).

- However, issues related to learner behaviour, connectivity and policy restrictions continue to hinder effective integration of smartphones (Dhliwayo & Jita, 2023).

Introduction cont…

- Lesotho - efforts to align education with global digital literacy trends are evident in policy frameworks – 2021 LEBCP (MoET, 2021).

- Several scholars researched on ICT integration in teaching and learning (Makuru, 2020; Mphunyane, 2021; Taolane, 2023).

- Limited research focusing on teachers' perceptions regarding the use of smartphones specifically in English Language classroom assessment.

Purpose of the study

- The study aimed to explore perceptions of Maseru secondary school teachers on the integration of smartphones into English Language classroom assessment.

Research Questions

Main Research Question

1. What are the perceptions of Maseru secondary school teachers on integration of smartphones in English Language classroom assessment?

Subsidiary Research Questions

1. What benefits do teachers perceive in using smartphones for English Language classroom assessment?

2. What challenges do teachers encounter when integrating smartphones into English Language classroom assessment?

3. How do school policies influence the use of smartphones for English Language classroom assessment?

Significance of the study

- Inform school administrators and teacher training institutions on the kind of professional development needed to enhance smartphones integration in classroom settings.

- Encourage schools to revise restrictive policies on smartphone use for classroom assessment.

Literature Review

Benefits of smartphone Integration in Assessment

- Offer learners increased flexibility in accessing English Language content and assessment materials for classroom use (Turugare & Rudhumbu, 2020).

Challenges of smartphone Integration in Assessment

- Teachers lack adequate training to effectively integrate smartphones into classroom assessment (Sa'di, Sharadgah & Yaseen, 2021).

Strategies to enhance smartphone integration in Assessment

- Establishment clear policies and guidelines for use of smartphones in classroom assessment (Anshari et al. 2017).

Theoretical Framework

- Technology Acceptance Model (TAM) - Fred Davis (1986).

- PU - the degree to which individuals believe that using a particular technology will enhance their job performance **(**Al-Emran et al., 2020**).**

- PEOU - the extent to which individuals believe that using the technology would be easy or free of effort **(**Yuan et al., 2016**).**

- TAM - provides a framework for understanding the factors that influence teachers' acceptance and use of new technologies in classroom settings.

Technology Acceptance Model
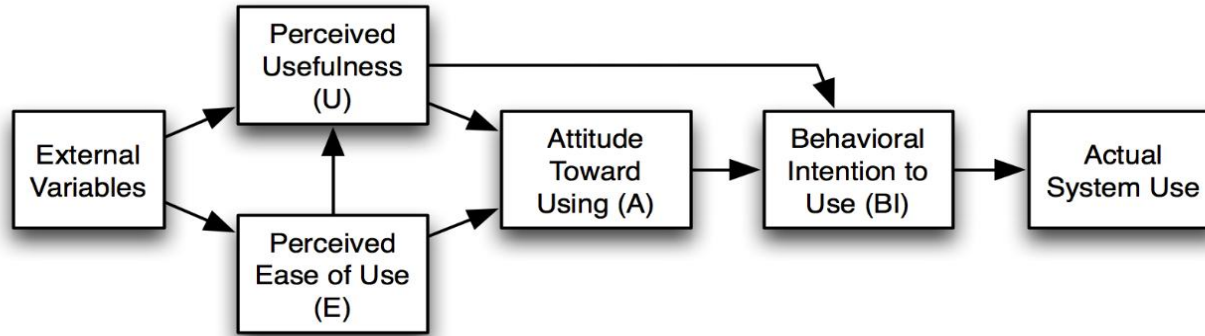
Methodology

- **Design**: qualitative multiple case study (Ugwu & Eze, 2023).

- **Sample size:** 8 English Language teachers from 8 secondary schools in Maseru district.

- **Sampling**: purposive sampling – experienced teachers (Etikan, Musa and Alkassim, 2016).

- **Instruments**: Semi-structured interviews and online questionnaires (Creswell and Creswell, 2018).

- **Data Analysis**: Thematic - analysed according to the emerging themes.

Findings & discussions

Limited use of smartphones for classroom assessment

- The findings revealed that smartphones are minimally integrated into classroom assessment.

  In my school, the extent to which learners use smartphones is very minimal. They only use smartphones when preparing for competitions. In normal classrooms, they are not allowed to use phones (T1).

- Smartphones are only permitted in the classroom under exceptional circumstances.

- TAM - Smartphones are not used with ease because schools do not support their integration into classroom settings (Buabeng Andoh, 2018).

Findings & discussions cont…

A need for cautious support for use of smartphone in assessment

- Teachers support smartphone integration in assessment but emphasise the need for strict supervision.

  I wholeheartedly support the idea of learners using smartphones during lessons for either learning or assessment because I like it and have realised that it is mostly helpful though I think we still need to be assisted on how to use such devices efficiently and more beneficially in the classrooms (T2).

- This suggests generally positive attitudes toward the integration of smartphones in classroom assessment, although teachers need capacitation.

- Teachers lack the training necessary to use smartphones for academic purposes (Sa'di, Sharadgah, and Yaseen, 2021).

Findings & discussions cont…

Smartphones as tools for enhancing assessment

- The findings revealed that smartphones play a significant role in enhancing English Language assessment.

    Smartphones ease the work because they have up-to-date dictionaries that help with usage of various expressions as it is known that language is dynamic. I download assessment activities which help stimulate my learners as they learn and answer assessment questions in a relaxed and exciting manner (T3).

- This suggests that when used strategically, smartphones can enhance effectiveness of assessment by providing flexible access to assessment materials.

- Mobile-assisted language learning tools significantly boost performance when tailored to learners' needs and supported by teachers (Klimova, 2019).

Findings & discussions cont…

Security issues and credibility in assessment

- Teaches perceive the risk of theft, and the potential for distractions caused by non-academic use of smartphones.

  It's a good thing to allow them to use smartphones but we are worried about their safety. Phones are also distractive. Games and social media often sway learners' attention (T2).

- This implies that smartphones have a negative impact on learners' engagement and attention.

- Smartphone-based assessments compromise security and reduce credibility, this negatively affects the belief that smartphones are useful for classroom assessment (Buabeng-Andoh, 2018).

Findings & discussions cont…

Restrictive school policies

- The study revealed that school policies prevent learners from bringing smartphones to school for classroom assessment.

  Learners are not permitted to bring phones to school unless prior authorisation is granted, this hinders me from assessing them using the smartphones (T4).

- Participants perceive that the policy forces them into rigid pre-planning and approval processes before integrating smartphones into classroom assessment.

- In Tanzania, Joyce-Gibbons et al. (2018) reported that restrictive policies limited learners' access to mobile phones in schools.

Findings & discussions cont…

Controlled use of smartphones for educational purposes

- Teachers perceive the need for controlling the types of apps learners can access.

- Restricting access to social media and gaming apps.

  The use of scholarly as opposed to personal smartphones, those that contain scholarly applications and search engines (T7).

- However, Schneider (2018) criticised blanket bans on smartphones, advocating instead for training learners in responsible usage.

Conclusions & recommendations

Conclusions

- Teachers perceive smartphones as valuable educational tools although their integration within classroom assessment remains restricted.

- Teachers perceive the risk of theft, and the potential for distractions caused by non-academic use of smartphones.

- Restrictive school policies hinder ability to integrate smartphones into classroom assessment.

- Development of clear guidelines are crucial for use of smartphones for classroom assessment.

Conclusions & recommendations

Recommendations

- Professional development be provided for teachers focused on mobile-assisted language learning strategies and classroom management techniques related to smartphone use.

- School policies should strike a balance between leveraging the educational potential of smartphones and mitigating risks of misuse or distraction.

- Schools should implement structured protocols for supervised smartphone use during lessons to ensure that the devices are used strictly for educational activities.

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THANK YOU!