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Implementing Personalized Learning Instruction in EFL Classroom: Benefits and Challenges (A Preliminary Study)

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Introduction

The Importance and Urgency

- Digital Technologies — enhance
  - Personalized Learning
    - tailors learners' learning styles, intelligence, and interest preferences
      - to meet IR 5.0
- Technology Incorporation — Should be adjusted
  - Learning instruction
    - focuses on students' needs, learning plans, potential, and flexibility
      - to promote mastery of skills and content and provide flexibility and support
- Teachers — leverage
  - Technologies
    - e.g., online curricula, learning management systems, videos
      - to deliver a more student-centered experience

LITERATURE REVIEW

Benefits

- efficiently increase motivation, engagement, and understanding (Järvelä, 2006); Pontual Falcão et al., 2018)
- maximize learner satisfaction, learning efficiency, and effectiveness (Gómez et al., 2014)
- improve conditions for developing expertise in the knowledge society (Järvelä, 2006)
- contribute to better learning results if students learn intending to develop in learning strategies, skills, and technological capacities (Järvelä, 2006)
- create learning communities with collaborative learning models (Järvelä, 2006)
- potentially improve the use of technology in education (Järvelä, 2006)

Challenges

- the environmental and operational factors (Pane et al., 2017), such as lack of administrator support, pressure to cover specific material, lack of data, lack of flexibility in curriculum, and scheduling constraints.
- students and teachers with limited experience (Netcoh, 2017)
- the instructor provides less attention to individual students with larger class sizes (Svenningsen et al., 2018)

Methodology

1 Research Methods

Mixed study to implement qualitative and quantitative methods to understand the phenomena qualitatively and explain them through numbers and charts (Creswell, 2018).

2 Context and Participants

- In an English Department at an Indonesian university
- 15 students in an LMS-based Curriculum and Technology Design course (online synchronous and asynchronous)

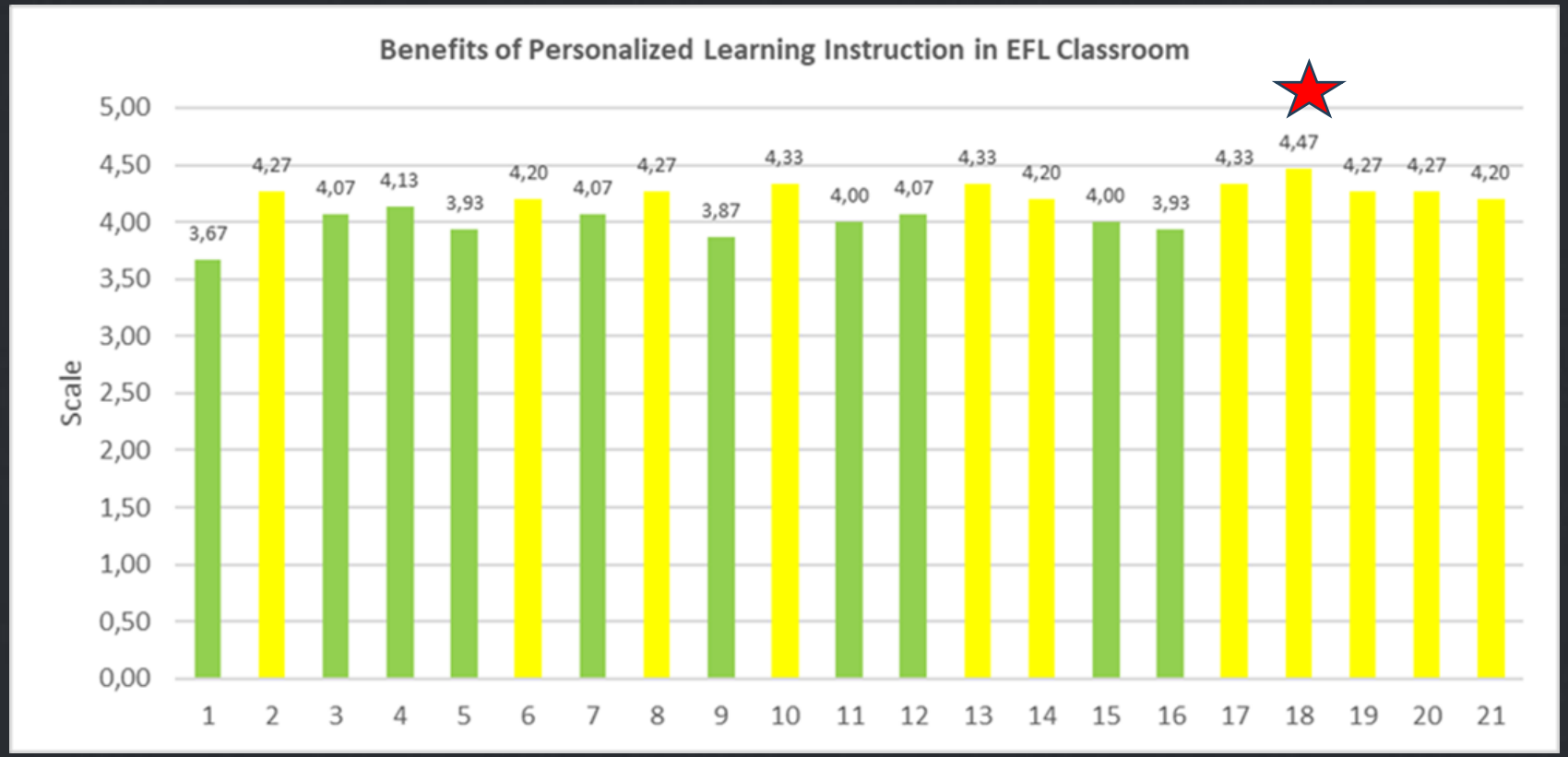
3 Data Collection and Instrumentation

- a Likert scale and open-ended questionnaires
- students' self-assessments and reflections

4 Data Analysis

- Personalized Learning framework of Järvelä (2006), Gómez et al. (2014), Pontual Falcão et al. (2018), Svenningsen et al. (2018); Netcoh's (2017), Pane et al.'s (2017)
- Thematic Analysis (Braun & Clark, 2022)
- Descriptive analysis (Pimentel (2019)

FINDING AND DISCUSSION

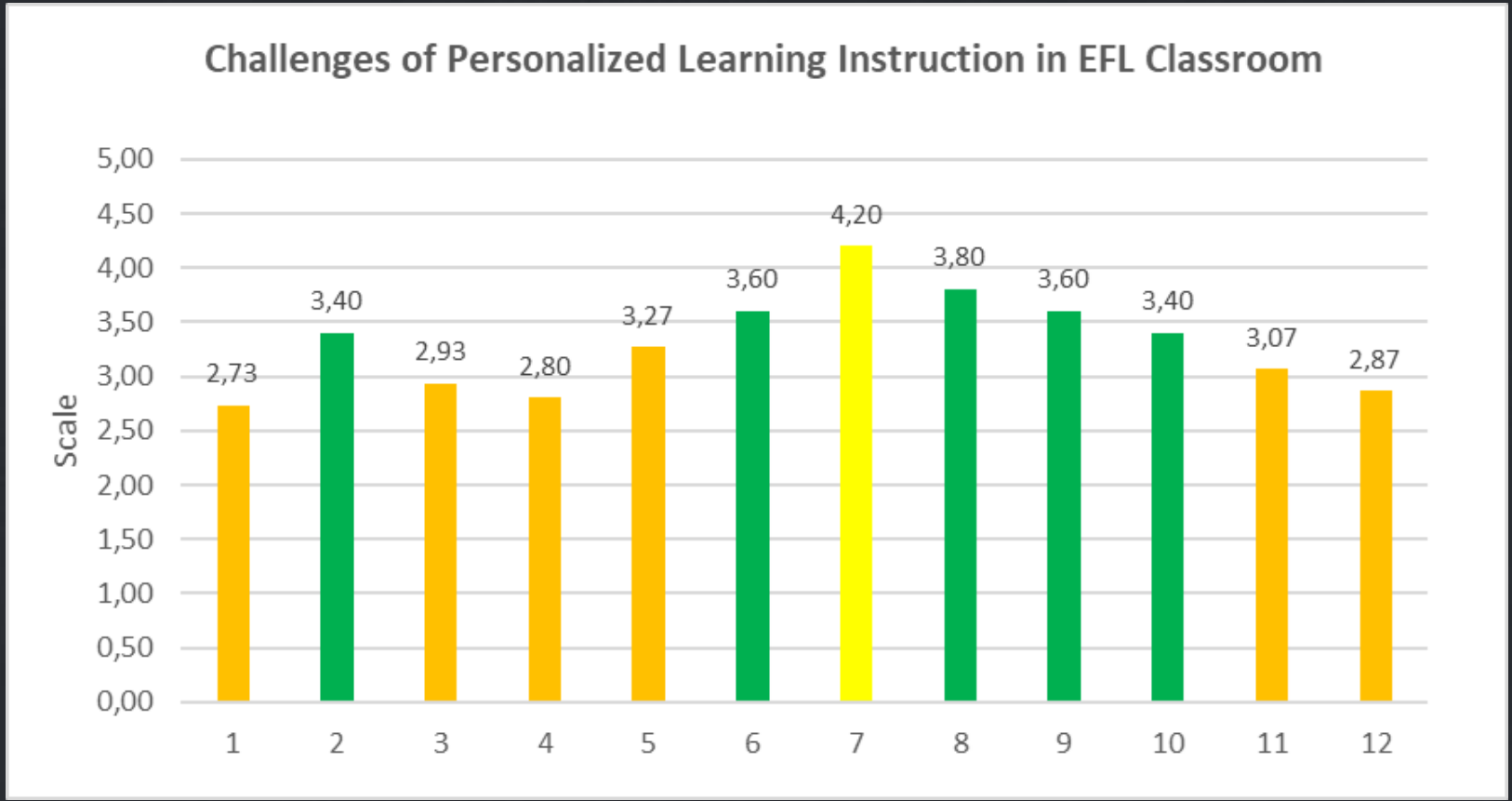


1 = motivation
2 = decision-making and self-advocacy skills
3 = engagement
4 = understanding
5 = satisfaction
6 = learning efficiency
7 = learning effectiveness
8 = expertise in the knowledge society
9 = collaborative efforts
10 = interest and engagement
11 = Curiosity and creativity
12 = growth mindset
13 = develop better learning strategies
14 = learning to learn skills
15 = technological capacities for individual and social learning activities
16 = create learning communities with collaborative learning models
17 = respects different values and cultural features
18 = the use of technology in education
19-20 = supporting individual learning and collaborative learning
21 = critical or higher-order thinking

The mean score of Personalized Learning Benefits Indicators

Open-ended questionnaire & Students' self-assessment and reflections:

- EFL students admitted that they benefited from implementing personalized learning instruction while working on three project-based activities: problem-solving, critical thinking, time management, collaboration with peers and teacher (feedback, resource sharing), creativity, and depth understanding.
- EFL students could identify their strengths, interests, preferences, needs, and weaknesses when completing the three project-based activities.
- Implementing personalized learning instruction enhanced student agency, particularly in personalizing learning steps in the Genius Hour project. This project required students to develop an e-module for teaching English.



1 = lack of administrator support
2 = pressure to cover specific material
3 = lack of data
4 = lack of flexibility in curriculum
5 = scheduling constraints
6 = limited experience with school choice provision
7 = time management
8 = tasks and assignments submission
9 = provide assistance during collaborative works
10 = late feedback
11 = technical problems
12 = understand the instruction

Open-ended questionnaire & students' self-assessment and reflections:

- EFL students faced some challenges regarding time management (late submission), searching for resources and applications, working with peers (late feedback), understanding the instruction, and brainstorming ideas.
- The present study also reported time management as the most consistent challenge.

CONCLUSION

significant benefit regarding their learning, skills, ability, thinking, mindset, and personality traits

time management is the most consistent

Contribute new findings regarding challenges: time management, task/assignment submission, assistance in collaborative work, late feedback, technical problems, and instruction understanding

The pedagogical implication: importance of well-designed EFL courses to get more benefits and minimize potential challenges in implementing personalized learning instruction

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THANK YOU!