





Integrating Open Educational Resource to Support Transformative Approach in English as a Foreign Language in Africa

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Abstract

The purpose of the study was for EFL stakeholders, teachers, and educators to be able to overcome their teaching challenges in various contexts for a transformative teaching approach. This study used a qualitative approach and a case study design to investigate the experiences of English language teachers in Cote d'Ivoire, Tanzania, and during the Africa ELTA webinar. Through a constructivist perspective, this study used interviews and observation in schools, then some online data from webinar pulses in African contexts to evaluate the teacher's challenges to integrate Open Educational Resource (OER) in their EFL teaching. Findings revealed that OER are relatively used and perceived as benefits in EFL for teachers, educators, and learners. The study recommended that Integrating Open Educational Resource to Support Transformative Approach in EFL requires prompting best practices to implement a blended learning plan for an effective student-centered approach, flexible technology integration and transformative professional development.

Keywords: Pedagogical Transformation, EFL, Open Educational Resources, Communicative Approach, Blended Learning

Background and Introduction

John Dewey as cited in Edberg (2020) *pointed out that "If we teach our students as we taught yesterday, we rob them tomorrow."* This quote carries a strong message which needs to be adopted and implemented as a means to improve teaching and learning in this

globalized world. The process of teaching and learning changes time to time. In today's world, the digitalization and internationalization of trends necessitate a shift in teaching models from traditional to innovative approaches in order to provide learners with effective skill acquisition. The teaching approach, class size, ICT integration, multilingualism, teaching resources, opportunities for practice, and other factors all have a negative impact on EFL effectiveness in Africa (Febiana, 2019). These challenges result in learners' limited English proficiency or school leave. In the field of teaching Materials, many challenges encountered by practitioners in developed and developing countries underline the effects of the teaching environment, pedagogical policies, and material relevance on the learner's motivation and proficiency (Haas, Ebner, & Schön, 2018).

Moreover, the COVID-19 pandemic revealed a need to adopt a more transformative sharing of teaching materials to support pedagogical continuity and offer new alternatives to increase the effectiveness of the educational system, whatever the area. In language acquisition specifically, this situation is an opportunity to apply alternative digital teaching resources in an adaptable context in order to overcome the knowledge gap linked with the lack of appropriate, available, and adaptable teaching materials freely applicable in the teaching community (Gülşah, 2021; Wang & Xu, 2022). Particularly, the question of Open Educational Resources (OER) became very important in that context. According to Hoosen & Butcher (2019), there appears to be little consideration given to tackling issues of diversity and inclusion. In particular, the challenge of the digital divide continues to impact Open Educational Resources usage and participation in the Global South and underserved areas in the Global North. OER are learning materials supporting legal and free (a) copying, (b) usage, (c) adaptation, and (d) sharing. These resources can be anything from textbooks to syllabuses, lecture notes, tests, videos, or animations. OER provide the opportunity to provide access, quality, and cost-effectiveness in education delivery and have sparked significant debate in the social and economic global worlds (Cleveland-Innes & Wilton, 2018). So, in Africa, the question of OER integration in a transformative teaching approach in a challenging, changing context is relevant.

Research Question

Our main question is: What are the challenges and opportunities for Integrating Open Educational Resources to Support Transformative approach in English as a Foreign Language (EFL)?

Objective

This study aimed to understand English teachers' experiences through the integration of Open Educational Resources (OER) in English as a Foreign Language (EFL) for a pedagogical transformation.

Problem Statement

The digital revolution creates new perspectives on human activities, practices, and approaches. In that context, the educational system is also affected by the sharing of various resources online, on social media or other platforms for teaching, learning, and communication. These new trends are also accelerated by internationalization and the application of international trends in a local context. In an EFL context, due to a lack of materials or English language immersion in a challenging environment, the teaching results in limited learners' English language proficiency if appropriate materials and teaching approaches are not found. Moreover, the COVID-19 outbreak revealed the need to adopt a more sustainable pedagogical system for pedagogical continuity, including easy, free, and reliable teaching resources available everywhere. In many teaching contexts, lack of materials and teaching resources appear as a big challenge in all the education system in developing and developed countries. In our perception of those trends, the OER growth appears as a way to solve these gaps and to improve language acquisition, likewise in EFL, ESL, ELT, TESOL and more. This study focuses on a qualitative and descriptive study of OER to support English learning in various contexts by identifying perspectives that allow for the resolution of these challenges, the empowerment of practitioners, and the effective integration of OER in EFL as transformative teaching approaches. It results in the adoption of best practices to implement a blended learning strategy for an effective student-centered approach, flexible technology integration, and transformative professional development.

Significance of the Study

This research will provide new perspectives for a pedagogical transformation including OER in educational systems to support English language skill acquisition in native and nonnative English contexts. Our paper will provide ideas to improve ELT/EFL and support blended learning applications in developed and developing countries, based on the internationalization of educational approaches through digital revolution tools. Related to our case study areas, both Education Ministry in Cote d'Ivoire and Tanzania can find new teaching practice perspectives through this paper. This study expects to reinforce the awareness of English teachers and adult education (general and workplace English in, e.g., community and technical colleges, and community-based, refugee, vocational, technical, and workplace programs) for the integration of OER in their practices and pedagogy-oriented activities.

Literature Review

This research is led in Cote d'Ivoire (a West Africa francophone country) and Tanzania (an East Africa English country), where English is taught as a foreign language or official language to provide opportunities to citizens, and online during Africa English

Langue Teachers Association (Africa ELTA) webinars. This review of literature is focused on Integrating Open Educational Resources (OER) as a transformative teaching approach.

A study by Zhang (2018) used empiric research based on the systemic functional linguistics (SFL) theory to focus on developing language learners' meta-linguistic understanding of the interrelation among linguistic form (grammar or vocabulary), meaning, and context to evaluate the Open Educational Resources inclusion in EFL. The author investigated how using a mandatory textbook and Open Educational Resources in a blended teaching and learning pedagogy context may positively impact EFL learners' adjustment to materials used in their learning, as well as their learning practices. As a recommendation, the author stated how these free materials' adoption and integration in class did a good job of supporting EFL students' internalization of language knowledge from both Open Educational Resources and traditional textbooks while also enabling students to use materials flexibly instead of passively following along with the content in the mandatory textbook. Thus, given the high importance of this article, it also requires an investigation in the context of Africa to evaluate the OER integration practices and provide suggestions depending on the contextual teaching challenges for a transformative educational system able to empower all EFL learners.

Sandanayake (2019) conducted an empirical study to promote OER-based blended learning for undergraduate learners in order to identify learner adaptation to the new culture of OER-based blended learning. The study focused on how OER materials can be integrated into teaching in the blended learning context for effective class management and learner engagement in skill acquisition through a research action. The author stated that OER is a common concern in the educational system as a way to empower teachers and educators to become more innovative in their teaching and learning, through their openness and flexibility. According to Sandanayake (2019), in conventional teaching practices, teachers mostly spend time developing learning materials, reviewing lecture notes, anticipating questions and formulating answers, and preparing for examinations. This method is no longer appropriate given the learner's current association with the technology. As a result, usage and adaptation are weakened as highly cost-effective investments in high-quality teaching and learning. As a limitation, the study focused on incorporating OER into undergraduate online learning. So, our current paper will provide a scientific contribution focused on OER in English language skills acquisition according to the daily experience in various contexts in Africa.

In addition, Marcotte (2020) focused on a descriptive reflection of OER integration in teaching. According to the author, Open Educational Resources (OER) are the open, accessible, and free exchange of resources between educators in order to improve the educational system's impact in various teaching environments. These could be images, photographs, videos, interactive sites, lesson plans, textbooks, and more that organizations, individuals, and educators share to be used by others in courses with just a few clicks. For

the author, OER can be used and adapted in a myriad of ways in terms of creating creative and educational experiences that meet the needs of their classroom. OER materials can be used and adapted based on the 5 Rs: 1. *Retain*: Gather materials that you want to use and adapt in your classroom. Download them, save them, and integrate them into your curriculum. 2. *Revise*: Take the materials that you find and put your own spin on them. Find new ways to add or adapt them to meet your specific classroom needs; 3. *Remix*: Find ways to integrate the new materials that you find with your preexisting materials to create a unique new set of classroom teaching materials; 4. *Reuse*: Use and reuse your materials and newly adapted OER materials with others; 5. *Redistribute*: Take your materials or your newly adapted OER materials and share them in an online OER database for others to use in their classrooms. Marcotte's (2020) contribution is very relevant to our paper because it provides a broad understanding of the integration of OER in the challenging context of limited access to teaching materials, particularly in the TESOL field.

Yet given the availability of OER, it is surprising that few studies have focused on how teachers use OER to enhance their language teaching in EFL contexts (Blyth, 2014; Haas, Ebner, & Schön, 2018). Consequently, this present article is a contribution in the African context to highlight the perspectives of OER integration in EFL/ELT according to various teaching contexts.

Methods

Researchers selected a multi-site ethnographic approach (Falzon, 2016) supported by a constructivist learning perspective (McKinley, 2015) allowing to lead a significant case study from the own views of the participants in order to contribute to the need to integrate OER to support effective ELT/EFL and overcome various contextual challenges both in developed and developing countries.

Sample

Our research is being conducted in a variety of educational institutions and areas. As a result, a convenience sample was appropriate in order to select participants as volunteers interested in sharing their thoughts and experiences freely with researchers. We have two research groups: in person (Cote d'Ivoire and Tanzania) and online (Africa ELTA OER webinar Day 1). We selected a convenience sample of 20 teacher educators as participants in the in-person investigation and 25 participants online (full-time or part-time practitioners).

Cote d'Ivoire is a West Africa country with more than 60 ethnic groups and French as its official language. As a result, EFL is a teaching field that is used beginning in secondary school in public schools and beginning in primary school in many private institutions. In Cote d'Ivoire, we selected the data from Bouake (a rural city in the country)

and Abidjan (the capital city). The investigation areas were grammar schools, high schools, secondary schools, vocational schools, and private or independent institutions. The collection took place at Lycee Moderne 2 of Bouaké, College Notre Famille , ISTC, College Mere Elisa of Akouédo, Genie Informatique, and Vocational Institutions. 15 participants were selected.

Tanzania is an anglophone country in East Africa with various groups of learners in a multicultural context. In this country, we selected practitioners from rural and urban teaching institutions. However, even if Tanzania is a native English-speaking country, John (2019) stated that in Tanzania's public primary school contexts, English is taught as a foreign language (EFL). So, the OER question concerns both ELT and EFL. We selected 5 participants in Tanzania .

In addition, we decided to use the data from the OER webinars in order to finally take into account the views of teachers from various countries. Consequently, we also selected 25 engaged participants of the Africa ELTA OER Webinar by collecting the conversation in the chat box and reactions through the poll assessment. The practice of ELT/EFL, availability during our collect, and involvement in OER integration were the main criteria to build our convenience sample in this study, and the investigation took place from May to November 2022.

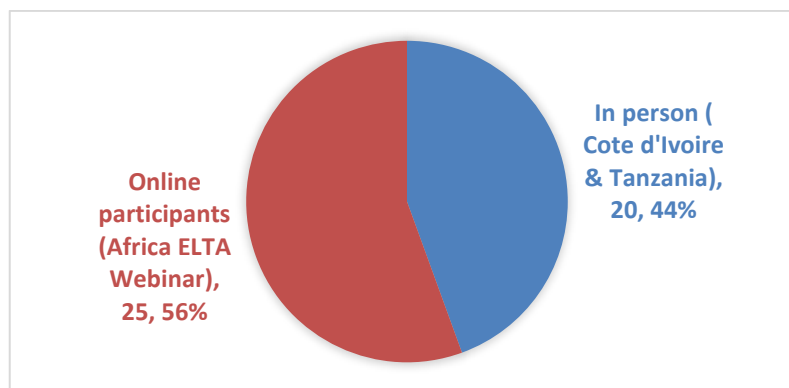


Figure 1: Sampling sources

As a result of the research, 45 participants, both males and females, were reached to collect their teaching experiences in English and state their ideas about the integration of OER in their teaching environment during in-person and online data collection.

Data Collection

In this ethnographic study, we used a literature review for background information about the social representation and perception of OER in pedagogy and transformative approaches (Sandanayake, 2019; Marcotte, 2020). It helped to understand the topic and

identify the gap, allowing us to justify our reflection. Two tools were used to collect the data. Firstly, we used participatory observations in an English language teaching environment to get insightful ideas from the teaching context and create the interview guide. It is a good approach to collecting the participants' views (Opeifa *et al.*, 2022). The observation took place online during the Africa ELTA webinars on OER to get insights from the comments and assessments. Secondly, the researchers used a semi-structured open-ended form to determine the opinions of the English teachers' educators and practitioners who agreed to participate in the study (Can & Bardakci, 2022) and create the data collection tool. We asked participants about their teaching experiences, including traditional materials and then OER, using open-ended questions about their practices. After a pretest, it was decided that there was no problem with the questions, and the interview was sent to 15 participants in classrooms. The interviews have been recorded, and we used some extracts of the participant views to make the corpus of our findings. We could get the pros and cons of this transformative pedagogy verbatim, such as the transformation of Open Educational Resources, improving the traditional teaching approach, and EFL effectiveness in various teaching environments. As it is an ethnographic approach, the sampling was not enough in our study context to avoid repetitions and bias and we used data from webinars. Thirdly, we used the Africa ELTA OER webinar assessment as focus group data, taking into account practitioners' perceptions, needs, and adoption of OER in various contexts of teaching across Africa.

Data Analysis

We opted for qualitative research, and the findings are presented both as interview corpus, pictures analysis, and observational comments. Firstly, the conversation analysis (Sacks, 1992: 339) method was applied to the present interviews according to three thematic variables processed with NVIVO (teaching challenges, integration of OER in ELT/EFL, and perception of OER in daily class). Furthermore, because our investigation takes a constructivist approach, it is a research action that leads to the presentation of daily experience stories in order to construct EFL practices through the integration of OER in various teaching contexts. Secondly, the observation criteria are applied to describe the different teaching contexts and class management, including various teaching approaches, during our onsite investigations in English classes and online observation during webinars for a descriptive analysis. The presentation of assessments using Poll and Google Form software then allowed for the production of documented graphs and data about English teachers' perceptions of OER adoption during a webinar in order to compare them with in-person observation and interview data. In brief, our presentation of the findings is focused on three themes related to the integration of Open Educational Resources in a pedagogical transformation in EFL/ELT: Teaching challenges, Integration of OER in ELT/EFL, Perception of OER in daily class.

Findings Teaching Challenges

Under this section, the teachers interviewed in the EFL contexts of Cote d'Ivoire and Tanzania underlined various challenges related to the teaching environment. One of the English teachers in a rural city observed that in this daily story experience:

We have material challenges (lack of ICT for listening, watching, reading, a video projector, etc.). Another issue is the large size of the classroom, as well as the fact that different levels are taught at the same time. Then, I encounter a lack of paper copies from the admin for all students, and as a teacher, I use my own money often to print. In addition, learners' perception and background of the language skills in our francophone area don't make the learning effective. It is a problem in developing countries' environments because teachers seek materials with their own money.

Similarly, in grammar schools, some contextual challenges are observed by the head English teacher.

We face difficulties because of the combination of English and French. Our classroom time management is too short (2 hours) in the context of a lack of material accessibility. Moreover, we encounter a lack of learners' motivation to practice the language after the class because of fear and the mother tongue's interference.

This reality is noted by an English teacher in a private school in Abidjan:

Here, we face environmental challenges (class size) as well as a lack of ICT materials (or technology support materials). The curriculum does not really promote OER. But COVID-19 allowed teachers to find some teaching resources online (video, text, assessments, etc.).

In the Tanzanian context, another participant stated:

Time allocated, teaching materials, and approach in a very large class are our big challenges to guiding pupils in communicative language activities. The time to teach and practice the language is not enough for an effective implementation of the group's activities and to guide the learners during the course. The availability of more relevant materials and technology integration in language teaching to use with learners and motivate their interest is another challenge in these too-large classes. Unfortunately, that results in less participation and limited English proficiency.

The findings above suggest that class size, ICT access, materials, time allocated for English subject lessons, and multilingualism are some challenges encountered in the EFL. The pedagogical approach encountered many difficulties in learners' empowerment, and teachers were not able to reach their learning goals often. Furthermore, the time required to prepare lessons, share in the classroom, and assess is a significant challenge that necessitates the improvement of teaching environments. However, the observations in these various contexts reveal different situations. While learning challenges are reduced in private schools with small class sizes and English language immersion labs, in the context of a large class, a lack of ICT facilities and materials, and student engagement in learning activities, the learners' skill proficiency results in an unbalanced use of the EFL. The availability of educational resources is a major challenge in these teaching environments because a variety of activities are required to ensure that students' communicative competencies are met.

OER Integration in EFL/ELT

It was also pointed out by one of the head teachers in the sample schools that:

In our public high school, it is not very easy to integrate ICT and OER. We don't have a website to find them. I use my own experience to design lessons and print plans for students with my money to improve the communicative activities' effectiveness in order to improve time management and classroom engagement. Due to a lack of listening equipment, I frequently used my own materials (speakers and computer).

Another participant from a grammar school also asserted that:

I use a video projector, texts, a YouTube channel, and resources downloaded from English Tips in collaboration with institutions (the US Embassy). As a result, we obtain documents online, download them, and distribute them via email. I also used pictures, text, and software to project the text (self-recording to play) in my teaching to help students improve their proficiency with native OER materials.

Another participant, who was an educator at a private high school level in Akouedo expressed:

I use my computer and some songs. However, we do not have information about the native websites to download open educational resources, so it is very important to teach English communicatively with OER. Also, we can find teaching materials for our courses and assessments easily. You know what it is. Sites to download the texts: fautmesoutra.com, 2KPi.com

Moreover, in a vocational environment, a participant observed that:

In my teaching, I try to empower and involve a community in the acquisition of English language skills. I use speaking, listening, and often writing sessions for kids, adults, and youth. As with formal teaching, OER such as YouTube and MOOCs videos are critical for motivating, practicing, and increasing language acquisition. Fortunately, I use my computer, and some learners have their mobile phones or other mobile devices to replay the course resources at home.

Another participant from a private high school using a Canadian program asserted:

Here, we have immersion English activities using audio, video, and communication activities to improve the learner's skill acquisition in our lab. I find it very important, and the OER available on YouTube is very useful to empower learners and engage them in classroom and Homework activities. The OER Bank of many partner institutions helps us to teach English in our francophone context. It is a formal part of our education system. In the context of COVID, these resources helped us maintain pedagogical continuity.

Accordant to the observations and interviews, even if the OER concept is not new, many teachers don't know what OER is, even if they are very interested in applying these resources in their EFL/ELT classrooms. The different participants stated in the interviews that they were very interested in and motivated by the adoption and integration of OER in their English classes to overcome the challenges of the teaching environment. However, some teachers already use some OER to design their courses in listening and communicative teaching approaches. In private schools, some teachers have a lab, and students can practice the foreign language with technology in immersion activities.

Perception of OER in EFL/ELT

Participants reported that using OER in the classroom benefits effective time management, activities dedicated to a true communicative teaching approach, and English skill acquisition in various learning activities. In a grammar school, a participant observed the impact of this daily:

They (the students) are pleased because the material variety fosters creativity and encourages participation in speaking and learning. The new tools (video, audio, digital files, etc.) pique their interest, allowing them to learn vocabulary from native speakers in a context of adaptation. We have partnerships to help teachers to go to the U.S. for trainings, internships, and new training and to implement new approaches that can positively modify pedagogical practice.

It was also observed by one of the head teachers in the study that:

OER can be a very good solution to plan lessons, assess, and manage the learner's skill acquisition. With free access online, it is a good way to support the communicative pedagogy approach in our large class. Yet time management, facilitation of the course, and classroom engagement must be the key points of the integration of these new materials in the class. Now, I will try it in my teaching approach.

It is evident that OER are well perceived by participants in public schools because they need accurate and free teaching resources to support their efforts to empower learners, engage in class activities, and assess. Another participant who is also an English teacher in one of the sample schools pointed that out.

They should be very helpful to us in our teaching tasks and motivate students to speak and participate. Moreover, it can be very useful to design the course and the assessments. As these resources are online, I can easily get them and share them with colleagues or pupils using my smartphone.

Likewise, in a vocational environment, a participant observed that:

In my teaching, I try to empower and involve a community in the acquisition of English language skills. I use speaking, listening, and often writing sessions for kids, adults, and youth. As it is not a formal teaching method, OER like YouTube videos are very important to motivate, practice, and increase the language's acquisition. Fortunately, I use my computer, and some learners have their mobile phones or other mobile devices to replay the course resources at home.

All the participants in our study have a very positive perception of the OER integration in their EFL environment because it is a solution to overcome the teaching challenges, improve the learners' motivation and proficiency, and increase the English class's teaching resource availability and response in a context of uncertainty or ICT integration like blended learning or the communicative approach. Similarly, the participants of OER surveys express this perception during the Africa ELTA webinar. For these participants, the most top current needs in ELT/EFL are speaking practices, listening and writing, materials for assessments, inspiration to create own resources, language teaching worksheets that are editable and suitable to home language teaching. The perception of the participants is that OER has high accuracy and quality. They must also be adaptable to context, as facts are frequently presented out of context in the English teaching environment. Consequently, Open Educational Resources are useful for instructional purposes in their English classroom. However, the observation revealed that these tools are very important to support interactions in communicative teaching and motivate learners' participation, engagement, and involvement in the processes of English

language practices at school and in their home environments.

In summary, many challenges affect learning outcomes and teaching effectiveness in the English teaching environment, both in ELT and EFL contexts. Another issue in the native-language context is language barriers. Therefore, the integration of OER in language skill acquisition is a very important lever of learning effectiveness. Furthermore, the teachers and practitioners in Cote d'Ivoire, Tanzania, and the Africa context stated that the promotion of OER banks and tips will help to improve the effectiveness of the curricula and learners' proficiency as part of a transformative pedagogical approach.

Discussion

This study aimed to understand English teachers' experiences through the integration of Open Education Resources (OER) in English as a Foreign Language (EFL) for a pedagogical transformation, and our findings revealed similarities and different facts depending on the teaching context.

According to the participants, English teachers' challenges have a significant effect on the learners' proficiency and language acquisition both in EFL and ELT contexts. The question of resources applied in the classroom is a very important aspect of this imbalance. In most public institutions worldwide, whether High Education Institutions (HEI), primary schools, or secondary schools, English language teaching faces challenges such as class size, availability of teaching resources (for teachers and learners), application of an effective class management regarding language barriers, multilingualism, and social community effect on post-class language practice (Fediana, 2019; Zhang, 2018; John, Vuzo, & Mkumbo, 2020). Particularly, in this study, the teachers interviewed in the EFL context of Cote d'Ivoire underlined various challenges related to the teaching environment, such as class size, ICT accessibility, pedagogical approach, classroom management, teaching materials quality and availability, the predominance of French, and more (Paschal & Gougou, 2022). Similarly, in the Tanzanian context, John, Vuzo & Mkumbo (2020) studies stated the same things. Consequently, EFL/ELT practitioners encounter low outcomes in their teaching according to these challenges, which are related to the teaching environment, teaching materials, and pedagogy. Therefore, this situation results in unsatisfaction or ineffectiveness of the learner's success at school because many drop out due to the language, thus the fact that English is an important determinant of employment (Chehimi & Alameddine, 2022).

In addition, the findings suggest that ICT access, materials, time allocated for English-subject lessons, and multilingualism are some challenges encountered in the EFL (Katsaris & Vidakis, 2021; Kustini, Suherdi & Musthafa, 2020). The pedagogical approach encountered many difficulties in empowering learners, and teachers were frequently unavailable to assist students in reaching their learning objectives. Furthermore, the time

required to prepare lessons, share in the classroom, and assess is a significant challenge that necessitates the improvement of teaching environments. However, the observations in these various contexts reveal different situations depending on the teaching institutions, pedagogical model, and education policy. In contexts with a large class, a lack of ICT facilities, and a lack of materials and student engagement, this results in an unbalanced EFL in the learners' skills proficiency (Febiana, 2019). The same observation made in the ethnographic study of Kwak (2017) in a Korean University stated that the use of OER supported the language learning of EFL students and also assisted teachers teaching in the classroom (Zhang, 2018).

Furthermore, in terms of OER integration in EFL, it was also pointed out by one of the head teachers in the sample schools that it is a challenge. According to the observations and interviews, even if OER is not new, many teachers don't know what it is, even if they are very interested in applying these resources in their ELT classroom. In the interviews, the different participants shared very interesting perceptions and experiences about the application and integration of OER in their English classes. These results revealed that the integration of OER in English language teaching in ELT and EFL contexts is ongoing, although it encounters many challenges. In fact, the environment of teaching with large classes and multilingualism can represent an obstacle if the practitioner is not able to use appropriate resources for the learning context. Therefore, the match between the resources and the learners' profiles results in a lack of motivation, involvement, and engagement to use these resources in the daily management of the class (Febiana; 2019; John, Vuzo & Mkumbo, 2020). This is similar to the finding in Tang and Bao's (2021) OER study, which stated that the teaching environment is often an OER adoption barrier in many teaching contexts. However, some teachers use OER to design their courses, listening, and communicative teaching approaches. Likewise, some teachers in private schools have a lab where students can practice English language by using technology, which is similar to Sandanayake's (2019) research.

Moreover, according to their perceptions and statements, English teachers and educators in EFL/ELT think that OER are high quality materials able to improve language skill acquisition and educational system effectiveness. Participants reported using OER in classroom time management and activities dedicated to effective communicative teaching and English skill acquisition in a variety of learning activities (Glenda & Trotter, 2017). In a grammar school, a participant observed the impact of this daily. Indeed, it is evident that OER are well perceived by this participant in a public school because they need resources available to support their teaching efforts, assessments, and class activities (Jiang, 2022). Similarly, this perception is expressed in the Haas, Ebner & Schön (2018) study, which states that Open Educational Resources are a great opportunity for teachers in EFL to increase the teaching quality and enjoyment of students through engaging flexible materials (textbooks, videos, visuals, and illustrations) to access basic English language proficiency.

Overall, the OER , for English as a Foreign Language, provides students with a range of multimodal experiences, including combinations of audio, video, animation, graphics, and written text; multiple navigation pathways; scaffolding techniques and (whenever necessary) feedback (Mitsikopoulou, 2020). Hilton (2016) summarizes several perceptions and efficacy studies of OER, nearly all of which indicate that students and instructors benefit from the use of OER in terms of reduced costs, improved learning outcomes, pedagogical changes, and positive perceptions of the learning experience. Yet, many EFL teachers seem reluctant to respond actively to integrating technology into the foreign language classroom (Zhang, 2018; Sandanayake, 2019; Yang & Kuo, 2021).

In summary, the incorporation of OER provides adequate teaching and learning facilities and also materials such as CDs, videos, and textbooks for an authentic communication approach in EFL/ELT to provide excellent language skills acquisition to learners in various contexts (Haas, Ebner, & Schön, 2018). It results in a positive perception of the need to adopt that pedagogical transformation to democratize inclusive, equitable, and equal access to the best teaching tools to increase the language proficiency of limited English speakers in EFL and ELT contexts. For example, the use of Open courseware can enhance EFL learners' vocabulary and language acquisition, particularly their acquisition of technical words.

Conclusion

This study aimed to understand English teachers' experiences through the integration of Open Education Resources (OER) in English as a Foreign Language (EFL) for a pedagogical transformation. Findings in Côte d'Ivoire, Tanzania, and throughout Africa revealed that the biggest challenges for teachers in EFL/ELT and the daily implementation of the OER approach were a lack of English resources, large classes, and the environment (Fediana, 2019). Many challenges affect learning outcomes and teaching effectiveness in the English teaching environment, both in ELT and EFL contexts. Another issue in the native-language context is language barriers. So, the integration of OER in language skill acquisition is a very important lever of learning effectiveness. Furthermore, the teachers and practitioners in Cote d'Ivoire, Tanzania, and the Africa context stated that the promotion of OER banks and tips will help to improve the effectiveness of the curricula and learners' proficiency as part of a transformative pedagogical approach. However, according to the article context, as a limitation, and convenience, as an ample limitation, limit some aspects of this paper, and an investigation in a specific context can help to test our findings through the application of a protest, including OER. It calls for reflection on another topic and proposes recommendations to engage and improve the integration of OER as an innovative teaching approach, in the educational system for sustainable language skill adoption through community inquiry or involvement. In terms of limitations, blended teaching differs between higher vocational colleges and other educational

institutions. As this research takes EFL teachers in higher vocational colleges as its objects, the research scope must be expanded in future work to verify the applicability of these results. Furthermore, based on our findings, future researchers could quantitatively explore how the influencing factors interrelate and influence the implementation of OER-based blended teaching (Cleveland-Innes & Wilton, 2018).

Recommendations

Rethinking The Curriculum And Classroom Management

Many new trends in the education field have emerged since the COVID-19 outbreak, and OER is an important aspect to provide continuity in an uncertain context, maintain learners' involvement in learning activities, and engage in alternative approaches using native materials for language immersion in literacy studies. For Kustini, Suherdi, and Musthafa (2020), learning materials are considered one of the primary agents of conveying knowledge to learners, and their roles are undoubtedly pivotal in the teaching and learning process. Thus, rethinking the curriculum and classroom management in EFL/ELT is required to introduce new materials that are freely available online and have an effective effect on the learner's proficiency in the acquisition of language skills for inclusive and equitable learning. According to John (2019), it is useful for practitioners to rethink their pedagogy from a traditional approach to a transformative one (Sandanayake, 2019; Marcotte, 2020). Furthermore, OER encourages teachers to reconstruct their blended teaching knowledge and ability based in English curriculum design (Haas, Ebner & Schön, 2018).

Provide Professional Development Trainings To Update Teachers' And Educators' Skills

In this transformative education system, teachers' educators are at the core of making change in society. In the field of the OER, it is very important for teachers to be both users and creators of OER in order to sustain the efforts of sharing and build an effective learning ecosystem based on constructivism theory and the paradigm of knowledge sharing. It requires training for blended learning, an OER bank, and transformative English language teaching approaches. That is a good way to learn inclusive EFL/ELT methods: teaching learning and educative transition and taking initiative in transformative leadership in classroom management (Mohammed & Kinyo, 2020; Orak & Al-khresheh, 2021). It entails concentrating on the know-how and knowing how to be. It is necessary to understand pedagogical approaches, OER tips, and banks in order to improve digital literacy skills. Secondly, it is to know how the pedagogy is transformed for implementing the OR and communicative language approach, the lesson plan, class management, and community inquiry. It encourages self-involvement in the development and dissemination of these resources in order to assist the educational system in situational

and transformative classroom management. Professional development and provider training are required. The finality is to promote EFL teachers' blended teaching from the perspective of stakeholders, enhance teachers' perceptions of teaching value based on English curriculum design, and support the use of technology to create new experiences for EFL teachers to implement OER. Indeed, the problems encountered by EFL teachers in implementation need to be addressed by various stakeholders (Haas, Ebner, & Schön, 2018; Jiang, 2022). For example, the Africa ELTA OER bank, LINCS, British Council, social media (YouTube), and Open Educational Resources tip can be useful to apply these resources in an EFL/ELT classroom.

Support Transformational Leadership in Education

It is critical for teachers, educators, and others to rethink the current approach and adopt OER as a way of increasing suitability in this transformative reflection on EFL practices. The choice of curriculum design is often defined by the ministry of education, the regional educational staff, or the teaching institutions themselves. A chance to promote a transformative initiative from practitioners will enable them to integrate OER into their teaching, whether in a public, private, vocational, or independent education institutions (Haas, Ebner, & Schön, 2018). This is a transformative leadership approach that allows for the building of a sustainable educational system that is resilient and effective at adopting international trends. It means to enhance teachers' perception of teaching value based on English curriculum design. Teachers and educators in EFL/ELT must take initiatives to promote and implement OER in their teaching environments in order to create a transformative education system policy and innovation in the empowerment of stakeholders, specifically in the acquisition of English language skills (Papadakis, 2021; Labicane & Oliva, 2022). Digitalization of teaching resources to support local and international sharing efforts (Chehimi & Alameddine, 2022; Jiang, Perkins, & Pena, 2021; Katsaris & Vidakis, 2021; Shohel, 2022).

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