

## WHAT CAN WE LEARN FROM ICT USERS IN ENGLISH LANGUAGE TEACHING AND LEARNING: LECTURERS' VIEWS

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**Abstract:** All over the world, government of different countries and cultures, both developing and modern countries are aware of the value of using ICT (Information and Communication Technologies) in teaching and learning language. The rapid changes in the development of ICT is opening more experience to integrate the use of ICT in English foreign language teaching and learning. In the era in which ICT plays a crucial role in many aspects of life, the integration of ICT and language teaching and learning is a need. It is becoming more important in which we live in digital era. Digital technology is viewed as a modern media of teaching and learning language. This work investigates how ICT is integrated in the teaching and learning of English as a foreign language, reasons why technology is used to teach and learn English as well as what obstacles come out to use technology in teaching and learning English.

**Keywords:** *this is for keywords*

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### INTRODUCTION

#### ICT in English Foreign Language Teaching

The rapid movement in the development of technology influences educational field in general, and the English language teaching in particular (Gunuc and Babacan, 2017). It is widely acknowledged that the government of Indonesia has included ICT as a part of curriculum in Indonesian education, both at school and university. Even, in some schools in Surabaya, Indonesia, this does not only occur in the process of teaching and learning in the classroom, but this also happens in some tests, such as School National Exam (UNAS) that involve ICT, school placement test, middle school tests and some assignment that involve the usage of technology. Kent and Facer (2004) stated that ICT can be in the forms of computers, communication facilities and features that do not only support the process of teaching and learning but this also support a variety of activities in education. Contemporary, as opposed to traditional, education engages actively in the integration of ICT in the process of teaching and learning (Mafuraga and Moremi, 2017).

Anderson (2005, p. 10) in his report published by UNESCO argued that in the twenty-first century, all educators were currently working with Information and Communication Technologies (ICT) in schools. Moreover, Anderson (2005) emphasized that the

...technologies involve much more than computers. Therefore, the abbreviation we use for information and communication technologies -ICT-is a plural term to denote the whole range of technologies associated with processing information on the one hand and, on the other, with sending and receiving messages. (p. 9)

Ammanni and Aparanjani (2016) noted that the use of ICT in English language teaching and learning can be in the form of Computer Assisted Language Learning (CALL) involving CD-ROMS and some other applications, the Internet, Webinar, Mobile Apps such as laptops, smart phones, i-Pads, and i-Pods, as well as tablets, the Speaker, Over Head Projector, Slide. These tools can be used to enhance the quality of instruction in the class that in turn can improve the quality of education. Rintaningrum (2016) noted that the learners of English find it easy to learn English when they have home resources such as technological tools at home and opportunities to use it

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in their learning process. Moreover, Rintaningrum (2016) pointed out that, non-native speakers of English born in Indonesia and lived in an English-speaking country for some years, and back for good to Indonesia use technology to maintain their ability to speak in English.

The characteristics of ICT that are informative, interactive and dynamics as opposed to statics provides opportunities to learners of English to broaden their horizon by visiting some English language learning websites and other sources of information easily. This websites allow the learners of English to learn materials independently. In the era of digital technology, when the learners are born surrounded by technological tools, when traditional technology is not enough to meet the learners' need (Gunuc and Babacan, 2017), the integration of ICT in language learning is necessary and inevitable. This era provides opportunities to teachers of English to learn and integrate the use of ICT in their classroom. Because ICT are able to provide some opportunities to gain new experiences in learning English, ICT is defined as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." (Ghasemi and Hashemi, 2011).

With the rapid development of ICT (Information and Communication Technologies), there is an increase awareness among English foreign language teachers of the need to integrate ICT into their teaching. This is because teachers want to integrate good resources and new ideas into their teaching programs. Acknowledging the importance and the high demand for ICT in education in general, therefore, Anderson (2005, p. 18) argued that there was a radical change in schools today.

In the 21st century, the ever-increasing needs of individuals and society are placing a heavy burden on established educational institutions. At the same time, traditional structures and modes of teaching appear less and less responsive to the challenges of our turbulent times. There is a clarion call for innovation and transformation among educators everywhere, especially in the elementary school, the most crucial stage in the development of a human being. Furthermore, the internal problems of schooling are inseparable from external changes on a global scale, and must be seen in the context of contemporary world problems. These, in turn, will not be solved unless approached and treated educationally, as well as economically, politically, and socio-culturally.

Students who enter school are communicative, curious, creative, and capable of learning many things. They have proved this already by mastering a mother tongue, physical motion, complicated games, and many other life skills. However, we believe that the traditional school of the 20th century, which is still very much with us, diminishes these abilities over the period of learning. We need a new kind of school for the 21st century.

Internationally, there are considerable differences associated with ICT provision. In some countries, some schools may have full access to ICT, while other schools may have little access, or have no provision at all for financial reasons. Similarly, some teachers may have network accessed at home, and not at school. Moreover, some teachers may have a lot of opportunity to use technology, and as a result they are very experienced with the technology, while others have never had any experience using technology. Many teachers have strong feelings concerning the use of technology in their teaching programs. This is particularly so, if these teachers have not yet been trained in its use. However, it must be realized that technology is only a tool at the teachers' disposal to help learners of a foreign language, and not an end in itself.

Davies (2003, p. 3) argued that

...new media are not seen as a panacea for teaching or learning problems, nor are they a replacement for present models of language learning—ICT alone cannot provide a comprehensive basis for language learning. ICT must be integrated into present, proven and successful practice if full benefits of their advantages are to be reaped.

Furthermore, Cajkler and Addelman (2000, p. 171) added that several potential benefits of using the technology in the process of teaching a foreign language could be obtained in specific ways:

1. It motivates pupils of all abilities.
2. It enables pupils to work independently and away from the teacher.
3. Disruptive pupils are often calmed by computers and work better.
4. Teachers can create tasks based on the four language skills.

In this context, the role of teacher shifted from a didactic one to that of facilitator (Wood, 2005). This indicates that both teacher and students share experience; consequently, they are required to have basic ability in the use of technology. Access to the training is essential to keep them more confident and up to date in the use of technology in foreign language learning. Teaching English as a foreign language through technology, without doubt, is challenging and rewarding.

Several research questions are advanced:

1. How is technology used to learn English?
2. Why is technology used to learn English, in particular, the skills of English?

## METHOD

### Interviews

An interview has been said to be a controlled conversation in which an interviewer obtained information from the respondent through a series of questions. Interviews were used extensively in education for both selection and clinical research (Keats, 1997). Generally interviews were used as the primary means of obtaining information although sometimes it might also be supplemented by test scores, written reports, and behavioral data.

Keats (1997) argued that good interviewing, whether for selection or for data-gathering, involved integrated techniques which included speaking skills, listening skills, skills of concept acquisition, and skill in the interpretation of verbal and nonverbal messages. A good interviewer needed to have the capacity to show empathy with the respondent. The interviewer should speak clearly, deliver speech at an appropriate pace, and moderate in pitch and volume. Ambiguous vocabulary and syntax should be avoided. A good interviewer should also have the ability to listen actively rather than passively. Active listening was identified by the ability to hear what the respondent said, understand the message, interpret its intent, and demonstrate interest and attentiveness.

Moreover, Keats (1997) added that a good interviewer should also have the capacity to interpret nonverbal behavior since there were many cultural differences between Western and Asian societies. It was also accepted that cultural norms governed the distance between interviewer and respondent that varied according to the topic, the genders of interviewer and the respondents, the place where the interview was conducted, and the attitudes of the respondent.

This study includes lecturers of English, who teach the advanced English language course, at the university under survey in Indonesia, during the period 2007-2009. There were expected to be six lecturers who would participate in the study.

## FINDINGS AND DISCUSSION

### Question 1) How is Technology Used to Learn English?

#### *Tasks-based Activities*

Increasingly, there have been a number of EFL teachers who have embraced the use of multi-media technology. Four out of six respondents indicated that many foreign language teachers integrated email-based activities into their curriculum. Teachers or lecturers use email as a task-based activities that enables students to use technology to complete their tasks. Students are required to submit their assignment in the form of soft file and send it to their lecturers through email. Additionally, sending assignment through email provides opportunities for students to write message in English to their lecturers. This indicates that technology can be used in the process of teaching and learning through tasks-based activities meaning that lecturers need to create tasks that involves the use of technology.

#### *Media of Teaching and learning*

Information obtained through the interviews and recorded in Table 1.1 shows that four out of respondents said that ICT can be used as a media of teaching and learning during the process of teaching and learning. In addition to technology is used as a media of teaching by lecturers, at the same time language learners can use technology as a media of learning. This means that when lecturers demonstrate their ability to use technology as a media, students learn English through technology presented by their lecturers. Moreover, the respondents said that for example, the use of power point presentation, some movies and videos, the use of audio for listening, the use of audio visual, the use of website, and the use of internet are all technology media that can be used in teaching English.

#### *Multi-tasking learning*

The results of interview show that two out of six respondents said that technology can be used to do multi-tasking learning. This means that students can do and learn more than one task when they are learning one skill of English. The respondent added that for example, when students are watching a video, they listen, think, summarize, and write. In this situation, students watch, listen, think, note-taking, summarize, and write. If the task is extended, students can present (speak) what they are learning in English.

### Question 2) Why is Technology Used to Learn English Skills?

Information obtained through the interviews and recorded in Table 1.1 shows that in terms of language skills multi-media technology can be used to improve the reading, listening, writing and speaking of the users. Table 1.1 is presented as follows.

#### *Improving Reading Ability*

The results of the interview show that the use of ICT in the process of teaching and learning enables the learners to improve their reading comprehension. The information recorded in Table 1.1 is from the lecturers' perspective about ideas on how technology can be used to learn English, as well as the subject matter of the students' discipline. The availability of ICT allows students to look for materials published in English through the internet. This is because students are able to download material that relates to their discipline. The materials can be international journals, magazines, articles, papers, e-books, and story books. Students have greater advantages if they

understand English. Students have opportunities to read the materials in English. If students continuously use technology to search some materials written in English and read the materials whether through on-line reading or off-line reading, this is more likely to improve students' ability to read in English.

***Improving Listening Ability***

The information recorded in Table 1.1 shows that the use of technology in language teaching and learning is able to improve students' ability in listening. According to the respondents, students are able to do a variety of activities that can improve their listening ability. The activities are downloading the listening materials through YouTube, listening some materials through the internet, watching movies through the internet, downloading some films through the internet, practicing on-line listening test through the internet, practicing listening through CDs or cassettes, listening to a teleconference, and listening to learn cross cultural understanding through tape recorder as well as listening to some games both for educational purposes or just for entertainment.

**Table 1.1** The Use of Technology in Learning English

Theoretical Coding	Indicators	Frequency
Improving Reading	Browsing articles through the internet to be read on line	5
	Downloading articles to be read	6
	Downloading the listening materials through U-tube	3
	Downloading some films through the internet	4
	Practicing listening through the internet	4
Improving Listening	Practicing listening through CD or cassette	6
	Listening to a teleconference	2
	Listening to learn cross cultural understanding through tape recorder	1
	Trying listening tests through the internet	4
Improving Writing	Writing power point presentation	5
	Creating English web blog	1
	Encouraging students to write English in their own blog	1
	Encouraging students to send their assignment through the lecturer's blog	1
	Encouraging students to send their assignment through email	4
	Looking for synonym words through the internet	4
	Sending an email through the internet	5
	Making posters that relate to technology	3
	Creating wall magazine and providing more opportunities for students to write	1
	Writing script for movie	1
Developing e-learning	1	
Improving	Videoining some conversation among students (making movie)	1

<b>Speaking</b>	Participate in a teleconferences	1
	Showing movie through 'U-tube' and encouraging students to comment	2
	Mobile English course through phone	1
	Presenting in English by making power point	5

***Improving Writing Ability***

Information recorded in Table 1.1 show that technological tools provide opportunities for English language learners to improve students' writing ability. Microsoft Word application provides students opportunities to write their power point presentation in English. Lecturers can encourage students to make web blog in English and motivate them to write paragraphs in English in their blog. Students also have opportunities to send their assignment through their lecturers' blog or through email. Moreover, students are encouraged to look for some synonym in English through the internet that can help them to write in English. Some other things that can be done by students to help them improve their writing ability in English are writing poster relating to technology in English, creating wall magazine and providing more opportunities for them to write in English, and writing script for movie in English.

A respondent commented that...

*Two years ago, I encouraged my students to make web blog and advise students to comment in English to each their friends' blog. Students gave me their blog's address and I had to visit their blogs one by one. First of all, I was very happy because my students competed to create their blog, they made very good blog. They were very creative. They wrote some articles in English in their blog, their friend gave comment about the content of the articles. Although their comments were short, they were able to produce language. I thought that web blog can be used to improve writing. (Jasmine Interview: NVivo Reference 1)*

These statements indicate a lecturer's views about the advantages of using technology such as blog for learning English, particularly writing.

***Improving Speaking Ability***

Information obtained through the interview recorded in Table 1.1 show that technology can be used to improve speaking. Technology can be used as a media to video some conversations in English among students. Students are encouraged participate in a tele-conference and try to speak in English. Lecturers can show some videos and movies through you tube and students are asked to give comments. Moreover, students can do mobile English course through their mobile phone or phone. They can practice some dialogues in English with their instructors. In addition to this students are encouraged to present their paper using technology in English.

**CONCLUSIONS**

In conclusion, the study shows that ICT are able to give some advantages in terms of language learning. Based on the results of the interview it is clearly seen that lecturers of English have tried their best to put the use of technology in their interaction with students. It is because the integration of technology in language teaching and learning makes the class up to date and lives. Students have opportunities to use their English in a variety of context. There are some ways to encourage students to use technology in their English language learning. Lecturers encourage students to do task-based activities. These are activities based on task given using

technology. Moreover, in different situation technology is used as a media of teaching, and students do not only depend on text books. In the process of teaching, students are given opportunities to gain some experiences by learning English through technology. Interestingly, when students are learning English through technology, they actually do multi-tasking learning as explained above. In terms of language learning, technology can be used to improve the skills of English, listening, writing, reading, and speaking.

## RECOMMENDATION

1. The study focuses on teacher level since the study relies on lecturers as the source of information. The study is more comprehensive if the study also involves students' perspective in the use of technology in language learning. Therefore, broader information and overview can be put together as a comprehensive study.
2. The study needs to be extended into the next research questions such as what obstacles the lecturers find when they are using technology in the process of teaching and learning of the English language and why in general technology is used to learn the English language.

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