

## TEACHER'S PERSPECTIVES IN THE USE OF TECHNOLOGY IN ESP LANGUAGE CLASSROOM

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### Abstract

The integration of technology in a language classroom practice is effective, as shown by various researches around the globe. The ability in using technology in the language classroom also signifies the high quality a teacher has. This in turn will have a meaningful impact in the effectiveness of the teaching and learning process.

However, in what ways the technology is used and how it is normally applied in the teaching and learning process is yet unknown. The obstacles in using the technology properly and also what kind of technology is used also become issues.

This study is aimed at identifying to which extent the four English language teachers in Politeknik Negeri Malang, particularly in the Department of Information Technology, implement the technology, i.e. the use of the internet, computer, and other supporting devices in their ESP classrooms. Furthermore, the study also analyses the factors that demand the use of technology in ESP classrooms and how they can be used as a means of self-reflection for the teachers to evaluate their teaching and learning approaches to improve the students' English mastery.

*Keywords:* language teachers, self-reflection, technology, ESP classroom.

### I. Introduction

Indonesia has been witnessing the vast development of technology and English language teaching and learning since the globalization era. This fact also influences the great demand of dexterous English language teachers that have adept competence in both language and technology literate to provide their students with adequate language skills to complete in the global market. Therefore, competence English combined with the proper skill in using technology as teaching aids need to be mastered.

Hutchinson and Waters (1987:6) state that English has been extensively used as the language for both technology and commerce. This statement relates the importance of having both language and technology literate skills. In the education industry, teaching non-English department students arise challenges for the lecturers to update themselves and become technology literate apart from the problem in catering their students' needs. Having a privilege to teach in the Department of Information

Technology or *Jurusan Teknologi Informasi* (JTI) Politeknik Negeri Malang (Polinema), the English language teachers are required to have an excellent competence in teaching and language skills. Combined with the ability to use, adapt, adopt, and master the technology to assist them in the teaching and learning process will gain them an exceptional experience in providing a lively and engaging teaching and learning process in their language classroom.

English courses in the Department of Information Technology are offered consecutively to help the students practice their English language skills successively, and they are treated as English for Special Purposes (ESP). ESP Classrooms in the Department of Information Technology (JTI) is catered for a Diploma 4 (D4) program i.e. Informatics Engineering Study Program, and Diploma 3 (D3) program, i.e. Informatics Management Study Program. JTI offers English Subject in three phases. *Bahasa Inggris Informatika 1* is offered in the second semester, *Bahasa Inggris untuk Informatika 2* in the fourth

semester, and *Bahasa Inggris untuk Persiapan Kerja* in the fifth semester. The topics provided for the first two phases are relevant to the latest topics on Information Technology fields, such as computer applications, computer architecture, website, data base, multimedia, networking, IT careers, and the latest development in IT; whereas, in the last phase the topics are related with student's preparation for getting a job including job advertisement, job application letter, CV, and job interview.

As the name of the department suggested, the integration of technology in a language classroom practice is required by both language teachers and students. Digital technology has proven effective to provide exceptional impacts in solving some of the most educational challenges (Laurillard & Deepwell, 2014:8). The ability in using technology in the language classroom also signifies the high quality a teacher has. High qualified language teachers, instead of having a full set of knowledge attained during the trainings as language teachers, they also need to have prominent skills, equipped with consecutive practice, and reflection. This in turn will have a meaningful impact in the effectiveness of the teaching and learning process.

There are four English language teachers in this Department teach both study programs. Therefore, generally this study is conducted to find out how these four English language teachers integrate the technology i.e. the use of the internet, computer, and other supporting devices in their ESP classrooms.

## II. Research Problems

This research is aimed at finding out:

- a. To which extent the four English language teachers in Politeknik Negeri Malang, particularly in the Department of Information Technology, implement the technology in their ESP classrooms?
- b. What are the factors that demand the use of technology in ESP classrooms?
- c. How can the technology be used as a means of self-reflection for the teachers to evaluate their teaching and learning approaches to improve the students' English mastery?

## III. Limitation of the study

The subjects of the study in this research involves four (4) English Language Teachers of Department of Information Technology of Politeknik Negeri Malang (Polinema). This research focuses on the extent of technology implementation, i.e. the use of the internet, computer, and other supporting devices in their

ESP classrooms, the factors that demand the use of technology in ESP classrooms and technology as a means of self-reflection for the teachers to evaluate their teaching and learning approaches to improve the students' English mastery.

## IV. Theoretical Framework

As mentioned previously, classroom challenges can be overcome by using digital technology and has proven effective (Laurillard & Deepwell, 2014:8). This ability also shows how qualified language teachers are combined with the knowledge gained from years of trainings and practicing.

In relation to mastering the language system, teaching materials and resources, as well as the teaching aids, Harmer (2007:33) emphasizes that it is significant for teachers to have the skills to play different roles in them, to form good connection with their students, to possess good teaching skills, and most importantly have a will to update and upgrade their knowledge ad infinitum. The last phrase highlights the need for self-reflect in recognizing the lacks and upgrading them to better themselves in the teaching and learning delivery process.

A reflective teacher, as mentioned by Zeichner and Liston (1996) has the following characters. He/she observes and analyzes then attempts to solve the classroom practice dilemma, and is aware of and questions the assumptions and values he/she brings to teaching, and later participate in curriculum development and school change efforts. Above all, he/she needs also to cultivate his or her own professional growth.

Cultivating teachers' professional development is not a painless task. Various methods are available for self-reflection. Some of the most frequently mentioned techniques for self-exploration as recommended by Richards and Lockart (1996:6) and Richards and Farrell (2005) are journal writing, teaching portfolios, self-monitoring methods (lesson reports, audio, and/or video recordings), case analysis, surveys and questionnaires, observations and action research.

## V. Methodology

The research applies descriptive qualitative method. The data on this research are collected from an interview conducted and a questionnaire given to the four English language teachers teaching in the department ranging from less than a year to more than twelve year experiences.

This research discusses about teachers' perspective in the use of technology in ESP language classroom, the factors that demand the use of technology in ESP classrooms and how the technology itself can be used as a means of self-

reflection for the teachers to evaluate their teaching and learning approaches which in turn will provide a positive impact to improve the students' English mastery.

The procedures in this research are as follow:

1. Collecting data by means of interview guide and questionnaire.
2. Analyzing the data on the interview and then describe it.
3. Converting the results based on categories and interpreting the data based on the response received.
4. Stating a conclusion.

As mentioned above, the main instruments of this research are an interview guide and a questionnaire. The data is in the form of interview transcripts and the questionnaire that are converted in percentage based on various categories. Both instruments catered questions on the use of technology in ESP classroom and teacher's perspective.

Moreover, the data are taken then analyzed as follows. The data from the interview are analyzed and described as a source for consideration for self-reflection and to improve the teaching and learning approach in the classroom; and the questionnaire results are converted to categories based on numerical scores and then interpreted based on its percentage as a consideration to improve the teaching and learning approach in the classroom.

**VI. Research Finding**

This research is aimed at describing the extent of technology implementation, i.e. the use of the internet, computer, and other supporting devices in their ESP classrooms, the factors that demand the use of technology in ESP classrooms and technology as a means of self-reflection for the teachers to evaluate their teaching and learning approaches to improve the students' English mastery.

Through analysis, it is found that the four language teacher of Department of Information Technology (JTI) Politeknik Negeri Malang (the respondents) have positive view on the use of technology. They also apply the technology provided as well as are willing to upgrade themselves with the latest development of technology. This can also be a proof that they self-reflect for what they have done in the teaching and learning process and also aware on the need to improve themselves in the teaching approaches and technology literate issues. The detailed discussions are as follows.

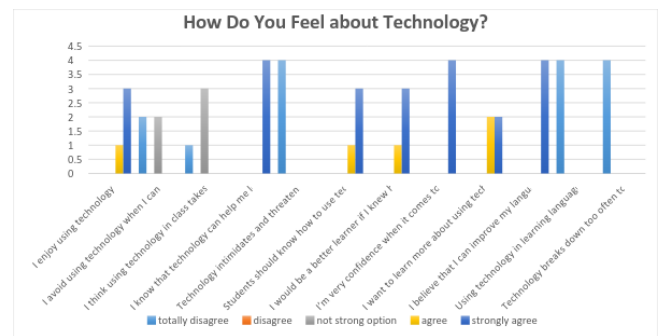


Chart 1. Technology Awareness

The first chart shows the data for technology awareness. From most of the categories, the respondents show positive awareness in their attitude towards technology. This is shown by the majority respondents showing agreements on the awareness that technology can help them learn many new things, their total confidence when it comes to working with technology at home/at work/at university, and their belief that they can improve their language skills using the benefits of the internet. On the contrary, total disagreements are also shown by the whole respondents in the technology intimidates and threatens them, using technology in learning languages is not necessary, and technology breaks down too often to be very much use.

The same pattern is shown by the majority of the respondents vote for a strong agreement and a minority respondent vote for strong agreement in the categories of how they enjoy using technology, students should know how to use technology in the classroom, and that the respondents would be a better learner if they knew how to use technology properly.

In the "I want to learn more about using technology at home/at work/at university" and "I avoid using technology when I can" category, the respondents show similar pattern with halves of the respondents each picks strongly agree and agree options. While the "I think using technology in class takes up too much time" category shows that the majority opts for not a strong option while the rest opts for strong disagreement.

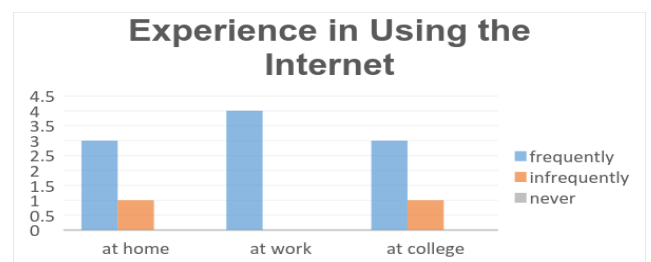


Chart 2. Experience using the Internet

For the questions related with the language teacher's experience in using the internet, there is

a positive trend regarding the use of internet at three different places, namely at home, at work, and at college. All the respondents mention that they frequently use the Internet at work. While the two other categories, the use of internet at home and at college have similar pattern with a very large majority admit that they use the Internet at home and college.

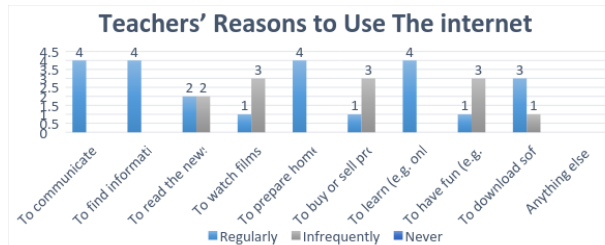


Chart 3. Reasons to Use the Internet

For the reasons to use the internet, the majority respondents mention that they frequently use it for communicating with people through e-mail, finding information, preparing for home assignments like projects, web quests, etc., as well as for online learning such as taking online courses and using online dictionaries.

Meanwhile, the reasons for watching films, buying or selling products, and having fun like playing computer games, most of the respondents mention that they are irregularly use this internet for these purposes, except a respondent that mentioned frequent used of internet for gaming, buying and selling products, and watching movies. On the contrary, the category for downloading software has a contrast trend with a majority of regular internet user and a minor respondent for the category.

In terms of reading news, the respondents show similar pattern. Other reasons in using the internet which are also mentioned by the respondents are for posting photos in social media, blogging, and work sharing.

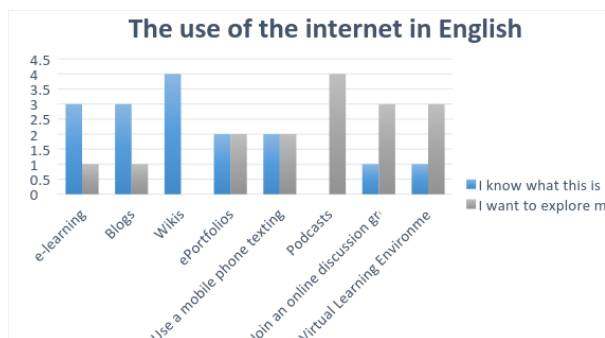


Chart 4. The Use of Internet in English

For using the internet in English, the respondents show a positive attitude towards the categories mentioned. They are familiar with e-

learning, Blogs, Wikis, e-portfolios, use a mobile phone texting activity in class. They also show an awareness in the need of upgrading themselves by learning more about podcasts, join an online discussion group, Virtual Learning Environment like Moodle.

The second instrument used in this research is an interview guide which consists of seven) questions that are mostly related with ESP language teacher's experience in their language classroom. The results are as follows:

In terms of learning approach, the four lecturers opt for pair and group work as the most frequently used type of learning approach.

Instead of the urgency in updating themselves with the latest information being discussed in the classroom and the needs to provide students with the latest information in their area of expertise for topics of discussions, presentations, etc. there are factors that require the teachers to use technology in the classroom. The first and the top most reason is for its practicality, efficiency, and effectiveness. Using technology in the classroom aids both lectures and students with practicality as the technology i.e. the use of the internet, computer, and other supporting devices in their ESP classrooms ease them in terms of the use of time, energy, and fund. Technology is also proven to be effective and efficient since it provides many sources for materials, kind of activities, and teaching aids to develop and apply in the classroom and therefore, it helps creating a more engaging activities and a more meaningful interaction in the ESP classroom.

Furthermore, kinds of technology that can assist both language teachers and students have a more engaging activities and a more meaningful interaction in the ESP classroom. Here are some technology that are mostly used in the classroom as the teaching aids:

- a. Laptop and the internet. These are the most commonly used technology by both language teachers and students either during the class to find further information related to the topic being discussed or outside the ESP classroom.
- b. LCD Projector is also one of the most frequently operated in ESP classroom during presentation and providing further explanation to students for any particular topics.
- c. Audio speakers is a frequently used teaching aid during listening practices and watching topic-related videos.
- d. Web applications are also one of the most frequently used media in the classroom. One of the most popular are Wikipedia, Google, WhatsApp web, Google Drive,

various Web-Based monolingual and bilingual dictionaries, Blogs, and many more.

- e. Computer application such as Desktop Dictionary of Longman Dictionary of American English, PowerPoint, Microsoft Office and Microsoft Excel, Prezi, etc.
- f. Video is also considered as one of the most powerful technology used in language classroom. ESP classroom in Department of Information Technology also uses video to provide students with a more vivid illustration on the topic being discussed for example a discussion on Computer Crime, a video on Black Hat and White Hat Hackers are provided to help students understand more on the topic.

Instead of assisting effective and efficiently, the use of technology in ESP language classroom is also found problematic for language teachers. The detailed explanations are as follows:

- a. Electricity blackout, internet connection, and broken laptop are the most common issues found in ESP language classroom when using the technology. Since the technology used generally depends on the electricity then the only solution for this issue is wait until the electricity's back; for other technical issues, the language teachers usually ask technician or students to help them when the issue is too complicated to handle themselves.
- b. Lack of creativity and knowledge on how to use technology properly could make the classroom boring. This problem can be avoided by developing class creativity through students' participation and create good atmosphere in the classroom.
- c. Sometimes when the students use their phones to find the answers, they tend to use their phones for other things (Instagram, WhatsApp, internet browser, etc.) to a quite irritating level. This issue can be solved by making sure that the students will concentrate to their assignments by randomly checking on their progress in the tasks.

## VII. Summary and Suggestion

The research findings conclude that the use of technology is practical, effective and efficient for both language teachers and students in terms of time and energy. The use of technology in ESP language classroom is also found help to engage students with the topics being discussed although in some ways it also creates problems. Using technology is prone to technical problems both on devices used and the electricity connection; thus,

the teachers' need to aware and have proper knowledge in handling the technical problem. Recognizing the problems may encounter during the teaching and learning activity gives the teachers a clearly view on how to teaching effectively and nicely. The technology is important for ESP classroom, but it also can make the students not concentrate to the subject because they are distracted when using their laptop or phones.

Most importantly, it is essential to note as a self-reflection in the teaching and learning in the ESP classroom that it is imperative to constantly aware on the advance of technology and brace with the knowledge to implement the technology in the ESP language classroom in order to help the teaching and learning process to become more time and energy-efficient, and also engaging.

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