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Terbit dua kali setahun, Pebruari - Agustus berisi Artikel Praktik kependidikan dan kebahasaan, ditulis dalam bahasa Indonesia maupun bahasa asing. Memuat artikel berupa analisis, kajian dan aplikasi teori, hasil penelitian dan kajian pustaka

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Penyunting menerima sumbangan tulisan yang belum diterbitkan dalam media cetak lain. Naskah diketik dalam spasi ganda pada kertas ukuran kuarto panjang 10-20 halaman 1 eksemplar (baca petunjuk bagi penulis pada sampul dalam bagian belakang). Naskah yang masuk akan dievaluasi oleh Staf Ahli. Penyunting dapat melakukan perubahan pada tulisan yang dimuat untuk keseragaman format tanpa mengubah maksud dan isinya.

AN ANALYSIS: IMPLICATION OF TECHNOLOGICAL TRANSFORMATION ON FOREIGN LANGUAGE ACQUISITION LEVEL

Andre Paulus Saleky & Welhelmina Febriana Ayhuan¹

Abstract. *In the globalization era development, technology holds important role in every step of human life. It is a tool to explore the world, to study abroad, to do a research, to learn a culture of other countries, to competence and improve the ability of a foreign language. This paper is aimed with discussing briefly some theories and recent findings about the implication of technological transformation of a foreign language acquisition level. It is started with presenting different historical views about transformation traditional technology to modern technology then the impacts of using it in acquiring a foreign language. It cannot denied that technological transformation bring positive impacts but on the other hand it also produces negative effects for an educator or teacher because the use of technology can replace the role of the teacher in the learning activities.*

Keywords: *Technological Transformation, a Foreign Language Acquisition.*

In the globalization era development, technology holds important role in every step of human life. It is a tool to explore the world, to study abroad, to do a research, to learn a culture of other countries, to competence and improve the ability of a foreign language. Graddol: (1997:16) states that” technology lies at the heart of the globalization process; affecting education work and culture. Jacques Ellul and Martin Heidegger in Feenberg (2002) also argue that technology constitutes a new cultural system that restructures the entire social world as an object of control. This system is characterized by an expansive dynamic that ultimately overtakes every pre technological enclave and shapes the whole of social life.

Yet most schools lag far behind when it comes to integrate technology into classroom learning. Many are just beginning to explore the real potential tech offers for teaching and learning. Using new technology in teaching learning EFL is a good way to help teachers. As Joseph (2002) stated “When a new technology is introduced in any field of practice, it is typically used to support

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the prevailing methods in that field.” Additionally, new technology can be used to create methods. In fact, technology allows for the creation of new tasks, previously inconceivable.

Teachers use technology in their classrooms since they believe that it can improve education and students learning by providing a more active learning, more varied sensory and conceptual modes; less mental drudgery; learning better tailored to individuals, and better aid to abstraction (Dede, 1998). However the educational technology can be successfully used in classroom only if it used appropriately. There are some examples of the use of technology as the use of instructional software for subject matter learning, implementing internet activities, applying multimedia skills in the classroom, and learning to work with graphics and audio devices. As it can be used as learning tools, technology provides opportunities to improve students’ classroom activities. Technology also changes the way teachers teach, offering educators’ effective ways in learning and gives students’ understanding through multiple means.

Further, Educational technology can be defined as a goal oriented problem- solving systems approach utilizing tools, techniques, theories, and methods from multiple knowledge domains, to : (1) design, develop, and develop, and evaluate, human and mechanical resources efficiently and effectively in order to facilitate and leverage all aspects of learning, and (2) guide change and transformation of educational systems and practices in order to contribute to influence change in society” (Luppicini, 2005, p.107)

Educational technology is used not only as an instructional tool, as a learning tool, and as storage devices (Perkins, 1992). When technology is being used in the classroom, teachers should be able to facilitate and scaffold learning through the components of technology integration, leading their students into areas of inquiry that invite collaboration, cooperation, and construction of knowledge as well as giving some of the control to the students in the different uses of technology (Bruning, Schraw, & Ronning, 1999). Unfortunately, there are few instructors are integrating technology into their instruction in ways that can support meaningful learning. Those who are usually successful in teaching with technology are those who constantly strive to facilitate student-centered learning environments that support and improve the depth and scope of student learning (Cuban, 2001; Ertmer, 1999).

Formerly, classroom technology was known as teachers’ simple aids such as a chalkboard and chalk, a filmstrip projector, an overhead projector, a record player, a screen, and later it improved as sophisticated devices, such as the personal computer, interactive CD, and DVD, just to name a few. Nowadays, students come to schools with their own equipment of technology from their own experiences such as cell phones, video games, DVD players, MP3 music devices, and computers in their bedrooms with constant Internet connectivity. Students are able to use internet not only to research and download information, but also to create blogs, create or work on Web pages for themselves, school, a friend, or an organization, share original content such as artwork, photos, stories, or videos online, or remix content found online into new creation.

In order for teachers to get and keep students’ attention and successfully

compete with the instant-gratification society that has emerged, continual upgrading and enhancing of teaching methods and instructional technology is necessary.

Historical View Of Technological Transformation

An important part of technological transformation is the knowledge component. Zahra and George (2002) view this transformation as a two-step process. Knowledge is transferred from an external source into the firm. This is known as knowledge acquisition. Second, the knowledge is applied in the firm through development of new products and processes or through refinement of existing products and processes.

Based on the history of Human Technology Transformation, human has two positions as individual and social creatures. As a social creature, people need the ways to support their daily needs. Therefore, people have to search and create systems and tools to support their lives.

Traditional Technology

Technology is a dynamic source which transforms based on the change of the era. Can we imagine that we have to teach EFL by writing on blackboard using chalk? It must be very ineffective. Teachers have to write English sentences and correct the mistakes by erasing them. Of course it doesn't attract the EFL learners.

Besides, another example of traditional technology is written dictionary. Students have to spend a lot of time to search words to make sentences. It is obvious that using the dictionary is not effective since it needs a lot of time and it's very contextually limited. Other examples of traditional technology are Overhead Projector, Slide Projector, TV / VCR / Film / DVD and Tape Recorder.

Modern Technology

Modern technology is the new design of inputs and outputs or process knowledge that creates new products. The development of technology is an interesting part and meaningful process to be discussed by foreign language teacher in educational field. Chapelle (2009, p.750) states that "Technology dramatically extends and changes the breadth and depth of exposure that learners can have with the target language and interactive events in which they have the opportunity for language focus". This transformation encourage students participation to find out the how far he or she available to learn and comprehend the certain foreign language and increase their language competence, both receptive and productive by using some tools of language. Forcier and Descy (2002) define the meaning of tools as the extensions of our human capability.

Modern technology is exists from the use of internet and new computer tools as the part of virtual language learning. Internet has significant influence to foreign learner language pedagogy because it offers more educational facilities, such as providing online class by using web page basis text, web conferencing, video conferencing, educational television, instructional television,

internet relay chat and any kinds of interactive multimedia facilities. This statement is supported by Underwood (1984:3) who states that this technology will revolutionize the teaching of foreign languages; it will bring pedagogy up to date with technology. Cunningham (1998) also comment that the use of technology in English as a foreign language (EFL) learning and teaching included films, radios, language laboratories, videos, and computers after the 1980s. Like computer technologies as language tools can empower students with thinking skills and learning skills, and improve students' affective and cognitive outcomes (Waxman and Huang, (1996).

An additional benefit of technology for English language learners is that the computer based internet connection provides pronunciations and definitions over and over without becoming frustrated or making negative judgments about the learner's skill. In other words , Sharp (2002) said that implementation of modern technology in the classroom provide teacher and students with an opportunity to changes role, students can use technology to make presentation and teach one another while teachers can learn from the technology's offerings about students' interest and abilities. Computer provide profiles of individual learners' strengths and weaknesses, and offer advice on the pedagogical implications of the learning styles they suggest (Meara et al, 2001).

The Application Of Transformation Technology In Foreign Language Context

Modern technology is the practical application to engage students and teacher relationship of learning process based on foreign language context. Language acquisition is a social process; it requires "meaningful and motivated interaction with others" (Saunders et al., 2013, p. 14). It has proven to provide the creative, productive and communicative instruction in the news way for the teacher in order to come up students' foreign language acquisition level focus on the implementation of e-learning. Nichols (2003), Benson et al., (2002), and Clark, (2002) define that e-learning as strictly being accessible using technological tools such as web-based, web- distributed, or web-capable which cover the content and the instructional methods delivered via CD-ROM, the Internet or an Intranet but also includes audio and videotape, satellite broadcast and interactive TV. Furthermore, the significant attendance of e-learning provides effective learning environment. Virginia Department of Education (2014) explains that effective foreign language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. In order to help teacher to create interactive courses, standardize the learning process and inject informal elements to otherwise formal learning processes for their students, Epignosis LLC (2014) provides several e-learning trends give the teacher a view to how e- learning and learning tools will be shaped in the future:

- a. **Micro-learning** focuses on the design of micro-learning activities through micro- steps in digital media environments.

This tool is very important to help a teacher to manage the content of to be innovative by using media in order to come up their students

understanding of the language.

- b. Gamification** is the use of game thinking and game mechanics in a non-game context to engage users and solve problems. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly. (Martinson and Chu 2008: 478). It means that using game is perfectly engage students participation to enjoy and to learn the context of foreign language.
- c. Personalized Learning** is the tailoring of pedagogy, curriculum and learning environments to meet the needs and aspirations of individual learners. According to Rosetta Stone (2014) personalized learning that harnesses the power of technology to empower teachers with new tools to engage students in meaningful learning. It creates active immersion of students to learn a language by building on the way that they all learn to speak foreign language. To make active immersive learning become successful the implementation should focus on multisensory and multimodal environments by using a combination of visual and auditory like internet video conference to complement oral practice to help students develop fluid communication of the new language. Personalized learning also creates the mobile classroom which replaces the traditional teacher or lecture and drill-centered classroom and allows students and teachers to continue conversations beyond normal classroom hours. Students are given opportunity to watch media in the target language then teacher can their student to record audio or video responses to questions and easily collect responses, while easily providing similar audio and video feedback

The Impacts Using Transformation Technology Application In Acquiring A Foreign Language.

Most of EFL contexts are aimed to open deep discussion and to access other language users by using the application of modern technology. It has the significant potential to improve students' language acquisition and to overcome the limitation of learning by providing learners opportunity to engage with the others and also to create classroom mobility. In the other side, the implementation of modern technology can replace the teacher roles to touch their student's activity in directly or in the face to face interaction. These can be explained in both positive and negative impact of the transformation of technology.

Positive Impact

E-learning Support Language Learning

Attractive packaging: Teachers lack of ability to capture the learners can be successfully substituted for "packaging" the attractive electronic learning solutions. When successfully combined, the sound, image message and movement can capture the attention of the student presenting information intuitively and ensuring their easy assimilation.

Individualization of the learning process: Each individual has his own space of assimilation and relies on a particular type of memory in the learning process of foreign language (auditory or visual). E-learning can address these

needs by creating learning solutions appropriate to individual profile of each student.

Mobility: E-learning offers the opportunity to access the content of educational language material from anywhere, using personal computer. Students can watch live, online, or download an audio-video file (references) to open it later. A number of studies have been done concerning how the use of mobile affects the development of four language learners' skills and vocabulary (Ma, 2006; Jou, 2008; Lu, 2008; Brown, 2008)

Negative Impact

Modern Technology Alleviating Teachers Role

The attendance of the personalized learning provides video conference as e-learning which gives the negative impact to the direct communication between teacher and students. Coverdale and Jones (2000) express that technology makes a powerful contribution to communication authenticity, but the problems "we cannot simply transfer typical classroom activities, where it is easier for the teacher to intervene and to direct the flow of the interaction like videoconference where communication factors are subject to external influences of technology. It means that the purpose of learning by using video conference is only focuses on practical and integrities of knowledge, competence rather on attitude and interactive learning.

Effective integration of the internet requires careful consideration of individual learner differences and needs. If online learning is to be integrated into campus based courses because the potential of the internet as an effective learning tool, a mixed mode delivery format should be adapted to supplement face to face learning (Sheard and Lync, 2003). The implication modern technology should be based on constructivist interactive learning principals, the teacher may be ideal for enhancing learner attitude and motivation. This statement is supported by Twigg (2003a, 2003b). He states that online learning has a potential to improve learning outcomes by replacing lecture time with group and individual work that engages students more actively in learning, enabling greater motivation and deeper learning.

Conclusion

It can be concluded that in TEFL, teacher as the facilitator should be able to create an interactive classroom. In this globalization era, teacher cannot attract students using chalk and blackboard. In fact, the integration tools of modern technology can provide students opportunities to learn and to improve their language competence level, but it cannot teach and motivate students at all.

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