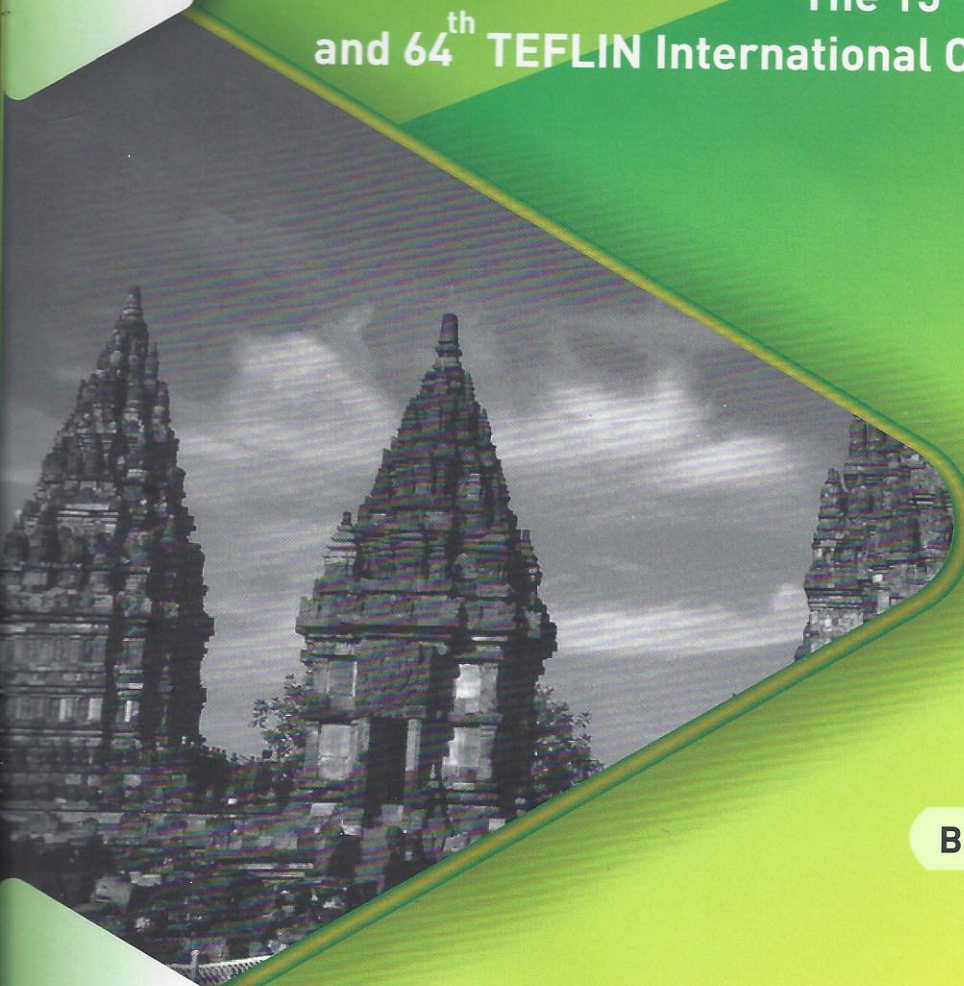




SELECTED PAPERS

The 15th Asia TEFL
and 64th TEFLIN International Conference



Basikin, et al.



Selected Papers
The 15th Asia TEFL &
64th TEFLIN International Conference

Basikin, dkk.



2017

Undang-undang Republik Indonesia Nomor 19 Tahun 2002 tentang Hak Cipta

Lingkup Hak Cipta

Pasal 2:

1. Hak Cipta merupakan hak eksklusif bagi Pencipta atau Pemegang Hak Cipta untuk mengumumkan atau memperbanyak ciptaannya, yang timbul secara otomatis setelah suatu ciptaan dilahirkan tanpa mengurangi pembatasan menurut peraturan perundang-undangan yang berlaku.

Ketentuan Pidana

Pasal 72:

1. Barangsiapa dengan sengaja atau tanpa hak melakukan perbuatan sebagaimana dimaksudkan dalam Pasal 2 ayat (1) atau pasal 49 ayat (1) dan (2) dipidanakan dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan/atau denda paling sedikit Rp1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp 5.000.000.000,00 (lima miliar rupiah).
2. Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil Pelanggaran Hak Cipta atau Hak Terkait sebagaimana dimaksudkan dalam ayat (1) dipidanakan dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).

Selected Papers

The 15th Asia TEFL & 64th TEFLIN International Conference

Chief Editor : Basikin

Editors:

Basikin, Ph. D.

Prof. Suwarsih Madya, Ph. D.

Prof. Sugirin, Ph. D.

Dr. Agus Widyantoro, M. PD.

Joko Priyana, Ph. D.

Ashadi, Ed. D.

Dyah S. Ciptaningrum, Ph.D.

Erna Andrianti, Ph. D.

Nur Hidayanto PSP, Ph. D

Selected Papers

The 15th Asia TEFL &
64th TEFLIN International Conference

Oleh:
Basikin, dkk.

ISBN: 978-602-6338-30-3

Diterbitkan dan dicetak oleh:

UNY Press

Jl. Gejayan, Gg. Alamanda, Komplek Fakultas Teknik UNY
Kampus UNY Karangmalang Yogyakarta 55281

Telp: 0274 - 589346

Mail: unypress.yogyakarta@gmail.com

© 2017 Basikin, dkk.

Anggota Ikatan Penerbit Indonesia (IKAPI)

Anggota Asosiasi Penerbit Perguruan Tinggi Indonesia (APPTI)

Penyunting Bahasa: Basikin, dkk.

Desain Sampul: Pudji Triwibowo

Tata Letak: Christian

Isi di luar tanggung jawab percetakan

BASIKIN, dkk

Selected Papers

The 15th Asia TEFL & 64th TEFLIN International Conference

-Ed.1, Cet.1.- Yogyakarta: UNY Press 2017

viii + 274 hlm; 17 x 24 cm

ISBN: 978-602-6338-30-3

1. Selected Papers The 15th Asia TEFL & 64th TEFLIN International Conference

1.judul

Table of Contents

	page
Table of Contents	v
Editorial Forewords	vii
Subtheme 1: English Language Teaching and Learning Developments - What Do They Mean In Different Contexts with Different Paradigms?	1
1. Pre-Service English Teachers' Collaborative Learning Experience as Reflected in Genre-Based Writing. (<i>Didik Rinan Samekto</i>)	3
2. ELT Shift: Necessary Matters to be Taught Dealing with Pronunciation and Misunderstanding Among NNS which Tend to Outnumber NS Relating to English as a Lingua Franca (ELF) (<i>Andiyuni & Lasim Muzzamil</i>)	18
3. Dynamically Assessed Students' Reading Comprehension: How it could be Innovative? (<i>Ummi Rasyidah</i>)	28
Subtheme 2: Exploring the Relationship Between the Knowledge-Based Era and TEFL Development.	39
4. Teacher Attitudes Toward Bilingual Education (<i>Lisa Suhayati</i>)	41
5. Insights into peer review practice in L2 writing classrooms (<i>Prarthana Coffin</i>)	52
6. Filling the Gap on Recent Issues on Teacher Questioning in an English Foreign Language Context (<i>Milawati</i>)	71
7. Field Trip Strategy in Enhancing Writing Descriptive Text (<i>Rugaiyah</i>)	84
8. The Study on the Relationship between Global English Self-Concept and English Ability (<i>Jannes Freddy Pardede</i>)	96
Subtheme 3: Exploring and Understanding Today's Demands for Foreign Languages: Going Beyond English Language Competencies.	111
9. Research Trends in Learning : A Content Analysis of Publications in Selected Journals in English Education (<i>Agatha Lisa</i>)	113
10. Preparing for globally competitive EFL teacher graduates: The mismatch between policy and practice in learner - centred pedagogy (<i>Koesoemo Ratih</i>)	126
11. Multiple Intelligences based diaries and learners' autonomy in learning vocabulary (<i>Le Thi Tuyet Hanh & Tran Ba Tien</i>)	136

12. The Use of Technology in the Classroom Activities: Pedagogical Competence View of an English Teacher in Berau, East Kalimantan (<i>Alin Ganis, Desy Rusmawaty, & Dyah Sunggingwati</i>)	148
13. The Effects of a Self- Study ESP Course's Implementation on Communicative English Ability of Public Red Minibus Drivers in Chiang Mai, Thailand (<i>Pearl Wattanakul</i>)	160
14. English Study Program No Longer A Choice?: An insight from the many career choices of higher education study programs in Indonesia (<i>Jed Veda Sitepu</i>)	173
Subtheme 4: Transforming TEFL in the fully digital world	183
15. Developing Materials and Digital Media for TOEFL-like Gender-based Listening (<i>Arifuddin, I Made Sujana & Kamaludin</i>)	185
16. The use of Mobile Assisted Language Learning (MALL) in Teaching Writing (<i>Muhamad Sofian Hadi, Aria Septi Anggaira</i>)	208
17. The Use of I and We in Academic Writing: A Corpus Based Study (<i>Junaity Soften Sine</i>)	215
18. Using Digital Story to Improve Primary School Pupils' Understanding of Poem (<i>Yee Bee Cho, Kee Li Li, Norul Rafidah Redzuan, Syamsina Z Shamsuddin</i>)	228
19. Culturally Sensitive Model for Mobile Assisted Language Learning in Higher Education (<i>Risa Sumentha Simanjuntak</i>)	241
20. The Changes to boost the Young Learner Classroom at ACET HCMC (<i>Bui Y Nhi</i>)	253
21. Multimodal Literacy And Digital Love Sonnets (<i>Subur Laksmono Wardoyo</i>)	263

Forewords

Praise and gratitude are to Allah the Almighty, without His guidance this compilation of the 15th Asia TEFL - 64th TEFLIN International Conference 2017 selected papers will never be ready. It is such a hard work for the members of the editorial board to finish this in such a very short time.

Papers selected in this compilation serve a number of criteria from the genuine ideas, the interesting approach to conduct the research, and the appropriateness with the conference theme. Though they are probably not the best in the field, they do give some contribution to the development of English Language Teaching in particular and the teaching of language in general.

Finally, It will not be difficult to find shortcomings from this publication, however, the editors hope that it will contribute to the betterment of the teaching of languages, and English in particular, not only in Indonesia but also worldwide.

Yogyakarta, 13 July 2017

Editorial board

The 15th Asia TEFL - 64th TEFLIN International Conference

The Use of Technology in the Classroom Activities: Pedagogical Competence View of an English Teacher in Berau, East Kalimantan

Alin Ganis

SMU 7 Berau, East Kalimantan

Desy Rusmawaty

Mulawarman University, East Kalimantan

Dyah Sunggingwati

Mulawarman University, East Kalimantan

Abstract

Although technology innovations have spread out to schools at East Kalimantan and have offered more media for teachers for their teaching and learning, in fact, the utilizing of the technology for language teaching needs further investigation to find out how far it would reflect teachers' pedagogical competence in classroom activities. Therefore, this case study was aimed to investigate the use of technology for teaching English in the classroom activities of an English teacher of Senior High School. The data were collected from classroom observation, interview and document analysis. The results showed that a teacher maximized the use of technology in a form of internet to search for authentic materials, brainstorm students, present the materials in a form of power point presentation. The teacher also used web assisted learning such as Youtube as a supplement to classroom and for delivering learning experiences. However, the results also indicated further challenges of using technology for language learning in classroom activities, such as lack of technology knowledge, insufficient technical support, heavy workloads, and difficulty to adjust on new curriculum. Therefore, it is important to support teachers' professional development in using technology as a tool in their classroom activities since it will provide more opportunities of English teaching outside the class and it will promote autonomous learners.

Introduction

It is believed that the use of technology in foreign language learning and teaching is useful for both teachers and students. As Uluc (2012) posited that technology has affected to all aspect in human's lives, including educational setting. Related to that point, the use of technology such as: an internet to search the authentic material and present the materials in a form of power point presentation in classes help teachers realize a better and more effective learning. Unavoidable, using education technology lead to the improvement of motivation because it makes the teaching materials presented interestingly.

Global education that leads to general knowledge product for students requires that learning be done by collaborating based on Computer Informatics Technology. ICT or information and communication technology (ICT) is a technology that stores, produces and processes and disseminates information. Seeing the function of the ICT, then this technology is needed in improving the quality of learning in school. Expected by the use of this technology, the students will have the ability to think critically in solving various problems.

In response to that issue, the employing of technology as part of teaching practices is very important for teachers because it is an innovation for teachers to teach their students better. Integration of education technology in learning can be interpreted as learning technology in learning to support, as well as supplements and expanding students' skills in learning. According to *Government Regulation on Teacher No.19 of 2005 on National Education Standards* (article 28, paragraph 3), that teacher pedagogic competence is the ability of teachers in learning management of learners, such as Utilization of learning technology. In conducting learning, teachers use technology as a medium. Teachers should make use of technology to provide study materials and administer by using information technology. In addition, teachers are expected to familiarize children to interact using technology. Therefore, this study was aimed to reveal the pedagogical competence view of a teacher teaches English by using technology at Berau, East Kalimantan.

Facing the 21st century, UNESCO through "The International Commission on Education for the Twenty First Century" recommends Continuing Education (lifetime) is implemented based on the four pillars of the learning process: learning to know, learning to master knowledge, learning to do learning to be, and learning to live together. To be able to

realize the four pillars of education in the current era of globalization of information, teachers as learning agents need to master and apply information and communication technology in learning.

Rosenberg (2001) argued that the development of ICT use has shifted the learning process. The classroom can be conducted anytime anywhere. The media used for learning has changed from papers into line or channel. Then, in addition, teachers may use network facility rather than physical facility. Communication as a medium of education is done by using communication media such as telephone, computer, internet, e-mail and so forth. Interaction between teachers and students is not only done through face-to-face relationships and is also done using these media. Teachers can provide services without having to deal directly with students. Similarly, students can obtain information in a wide scope from various sources of cyber media or virtual space using a computer or the internet.

It becomes necessary during their teaching practices, teachers should use more variety of teaching strategies by using various approaches, methods and models of learning and learning media that will attract students' interests and attitudes in learning them. One of the instructional designs that can be designed by the teacher is learning by utilizing Information and Communication Technology (ICT) as a medium of learning. Some ICT software that can be utilized in learning is presentation software such as microsoft power point, macromedia flash and others. In addition teachers can use other software such as: video tutorial or screen cast to stimulate students to be more active learning.

In recent years, revolutionary changes have come in classroom settings beside the teaching methods because "Chalk and Talk teaching method is not enough to teach English effectively" (Susikaran, 2013). According to Raihan and Lock (2012), "with a well-planned classroom environment, the students learn HOW TO LEARN". Both teaching and learning English language has become changed. Now-a-days it is proved that technology enhanced teaching environment is more fruitful than lecture based classroom. "Teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology and cannot act as an expert".

The use of technology has remarkably changed the English teaching techniques. "Technology provides so many options as making teaching interesting and also making teaching more productive in terms of

improvement.” (Patel, 2013). In traditional classrooms teachers usually stand in front of students and give lecture and also give explanation and instruction by using blackboard or whiteboard. “These technique needs slightly to be modified regarding with the development of the technology” (Joshi, 2012). The use of multimedia texts in classroom helps student to become increasingly familiar with academic vocabulary and language structure. “The use of multimedia described here makes use of print texts, film and internet to develop and enhance linguistics and knowledge” (Joshi, 2012). Use of print, film and internet give students opportunity to gather information and introduce them to various materials for analysis and interpretation of both language and contexts. “Internet presents students a wide range of collection of English language texts in many discipline departments” (Joshi, 2012). Use of internet can make the benefit of increased student motivation. In addition, use of film in teaching can help students to understand the topic with enthusiasm and develop their knowledge. Sometimes teachers try to support their students to learn from and about technology, but ignore the most important aspect - learning with technology. Students can learn meaningfully when technology is used in the process of learning through use of computer, internet etc. When students learn with technology, it helps them to develop higher order of thinking and research skills. “Therefore, proper combination of multimedia and teaching methodology is appropriate to attract students’ attention towards English language learning” (Pandey, multimedia)

Method

The aim of this study was to investigate the use of technology for teaching English in the classroom activities of an English teacher of Senior High School. The sample of this study was one English Teacher at SMAN 7 BERAU. As the criteria set by the researchers, the teacher has been teaching about fifteen years. He had followed an internship program to English speaking country. In addition, he was willing to be observed and participate in this study.

The main data of this study were taken from interview, classroom observation, and documentation (the teacher’s lesson plan). In order to make the observation accurate, the researchers recorded and noted during the observation. Before the researchers observed the classroom, they did pre-interviewing the teacher related to his conceptual knowledge of technology

uses in his teaching practices. After knowing the teacher's conceptual knowledge, the researchers observed his classroom to see how he integrated technology in his teaching practices. Post interview was conducted to confirm and clarify interesting issues during classroom observation. The data was analyzed deductively in which the integration of technology in teaching practices to the theories of using technology for language learning. Therefore, the researchers started the data analysis with deriving themes from the interview, classroom observation, and the teacher's lesson plan. The researchers used codification system to avoid losing track. Then, they grouped related categories together under broader themes so that only a few themes remained.

Discussion

This study revealed that the teachers maximized technology to search for authentic materials, brainstorm students, present the materials in a form of power point presentation. However, this study also identified the teacher's challenges of using technology for language learning in classroom activities, such as insufficient technical support, heavy workloads, and difficulty to adjust on new curriculum.

a. Searching for authentic materials

The teacher admitted that he was aware with the concept of technology based teaching. It means that he usually integrates technology used in his teaching. He maximized technology when he taught English. He utilized LCD, learning CD, Microsoft Power Point, and internet. The teacher utilized technology to assist him in finding English materials especially authentic materials, brainstorming student, and presenting teaching materials.

.....Teaching media is a tool to help a teacher transfer the learning objectives easily. Students are expected to understand the materials easily by using such media. I do realize that my students is digital generation, it means that I have to keep up with their level so that I gain some respect from them. They will listen to me if I integrate technology to my teaching practice. Therefore, I used technology to help me finding learning material, the authentic ones are difficult to find...but I can find them in internet...(PoT, Ln27).

Without doubt, technology offers many choices to make teaching interesting and productive (Syamlee & Phil, 2012). Integrating technology for

teaching language help the teacher elaborated his teaching materials. During his free time at school, he maximized it by searching and choosing appropriate teaching materials to his students. He also admitted that he learnt to use LCD and many kind application in his computer so that he could use them when he was teaching in the classroom. He realized that his students are more motivated to learn when there were things to be seen and heard from the native speaker of the language. It means it is important to present the materials as authentic as possible. In spite of some authentic materials can be found in the textbook, the teacher realized that audio visual materials attracted a lot to his students. Related to this point, internet can assist him finding appropriate materials for his students.

Related to the use of authentic materials, the teacher believed that students must have a lot of exposure to the real use of English. There are many sources to find authentic materials through internet. They were also completed with vivid cultural background, real to life language content. It is believed that students are not only able to improve their language skills (listening, speaking, reading and writing) but also increase their understanding to learn the western culture (Syamlee & Phil, 2012). Exposing students as many as possible to the English uses can facilitate them to understand and use English communicatively. The teacher believed that authentic materials for teaching English are able to bring 'the world' closer to students, since the words used in authentic materials reflect to the real uses of English. Authentic materials can also lead student not to speak like 'a book'. They do not only exposure to the rules of structures but they will have chance to think critically when they use the real form of English as a media of communication. In addition, through authentic materials taken from various sources can equip students with the knowledge how English as a target language is used. It can be seen in excerpt below:

.....To be able to use English communicatively, I must provide materials that reflect to the real use of it. Students have to see and experience themselves with the use of English in real context. So, I like to use real media when I teach ...ehm..it's like brochure, flyer, invitation, movie, short story taken from internet.....yes (Students) need to have as many as possible exposure to real uses of English.....(AutM, Ln 56).

It is noted that the teacher have realized that students need to have sufficient exposure to the real uses of English, therefore, the use of real

authentic materials is important to do for teachers. He convinced that authentic materials allow students to connect directly to the real language and content and not only a form. It brings the world inside the classroom. Students will have the possibility to have direct relationship between the language classroom and the outside world. From the classroom observation, it was also noted that the teacher maximized the function of using internet, not only searching the materials but also giving tasks to his students. He asked his students to send their work by using email to his email address. He familiarized his students to benefit of using technology for teaching and learning process. He claimed by doing this, his students can participate actively in class, and he can monitor easily who is doing the task and who is not.

b. Brainstorming students

To make the learning becomes effective, the teacher has to engage students in the learning process. In order to do that, technology has provided so many options to make learning process 'come alive' and 'dissolve' students into engaging learning activities. In this study, the teacher is noticed to use technology as part of his teaching instructional strategies. He used short story, song, and autobiography taken from internet to introduce to the main topic. He admitted for doing that because he wanted his students to be warmed up and ready to learn the main topic provided in the textbook. He asked his students to read or listen and then drew graphic organizers to list difficult words. After that, he and his students worked together to analyze and find the concept of those words. It was very seldom he gave direct translation. He always used illustration so that students can think critically and decided the meaning of the words.

.....No...no...I try not to give direct translation to my student when they face difficult words. (I am) using illustration help them think and then decide what possible meaning...yes, getting students into the main topic is one of hard things to do. That's why I used songs, short story or any materials related to the topic in the textbook. It is like...inviting them to study...because once they felt invited, they are willing to be involve in the learning process...(BrAutM, Ln 76).

Providing students with supplements materials taken from internet can help students to understand concept before beginning to the main topic. The use of visual works or real elaboration of the main topic suggested in the

syllabus lead student to great awareness of their learning process (Oblinger, 2003). Students are more motivated to learn when the topics are introduced by using visual materials. It is believed that students as digital generation process information and experience faster by using concept maps and visual cues (Howe & Straus, 2000).

In teaching process, the teacher drew students' attention by providing series of pictures. They have to discuss in groups the sequence of life events. They have to analyze the ideas and facts of the pictures. After that, they are expected to write a story based on the pictures that they had already arranged before. This activity was believed able to promote students' determination and critical understanding of pictures.

.....Student may explore their imagination. They have learnt to drafting by using .picture series. They are also able to map the possible words that might be used later in their writing....(BrAutM, Ln90).

Doing brainstorming make all ideas come out and flow. The teacher may list out possible words with the help of students. This activity also supports collaboration and negotiation skill so that student can focus on assigned topic for them (Englander, 2002).

c. Presenting the materials

Presenting the material using Powerpoint Presentation has significant effect to student' interest to learn. They more focus on the topic and can be directed to the target of learning compare to when they learn and read from the textbook. The use of coloring visual in presenting the materials makes the learning process effective. Students are easy to understand the concept. The teacher admitted that by using PowerPoint presentation, he could present various colored text and images with simple animation and sound. It saves his time and energy because he did not have to write in the blackboard. The teacher can organize and present the information orderly and attractively because the teacher can use pictures, sounds, and coloring texts. He used PowerPoint presentation for presenting the materials because it is very attractive to his students. He is also believed that PowerPoint presentation is able to meet students' diverse learning styles, such as kinesthetic, auditory, and visual.

.....presenting materials completed with visual and sound make my students are interested to learn. They had ever told me that it was easy to

understand the materials...Once I opened my laptop, they waited eagerly. They even said to me that if it possible to use PPT all the time...it is more to the point rather than using textbook...(PrAutM, Ln89)

PowerPoint presentations assist the teacher to present the materials interestingly. In addition, students are able to absorb the teacher's message effectively. According to Szaboa and Hastings (2000) PowerPoint based classroom instruction assists teacher to attract students' attention so they more focus and can decrease any possible distraction. In addition, Cashman and Shelly (2000) investigated that students have high motivation when they activate their five senses to learn. It is also noted that the PowerPoint presentations may cover students' diverse learning styles.

In fact, the increasing number of technology use as a tool for language learning has affected to students' improvements (Salehi & Salehi, 2012). However, teachers are still faced some challenges in utilizing technology as part of teaching and learning process. In Indonesia context, the challenges come from the lack of technology knowledge, insufficient technical support, heavy workloads and difficulties to adjust to curriculum 2016.

The teacher admitted that the use of technology in his teaching process is still complicated. He realized that he had limited knowledge of technology term. It made him struggle when he wanted to maximize the use of technology in his class.

..... I knew PowerPoint, I knew internet, I knew LCD but I think it is not enough. I need to know how to cultivate those tools into my teaching class. If I have a chance to learn it better, I want to make my own teaching materials. I know it will consume my time at the beginning t prepare it but I think I can use for my future teaching. Once I read an article. They talked about padlet, grammarly, and..hmm sorry I don't remember. It makes me realized that there are so many thing I have to learn to improve my teaching skill....(LcTecSup, Ln 189)

During his teaching activities, the teacher used PowerPoint presentation. However, he did manually. For example, when he wanted to make a link with other files, he closed the PowerPoint first and open the file. It makes the teaching process cannot run smoothly. Sometimes students waited impatiently. They started to make noisy. It can be said that the students became distracted and broke their concentration. Teachers' skills in understanding the technology terms need to improve it is not just simply turn

off and turn on the computer (Pelgrum, 2001). Teachers need to familiarize with technology terms so that they are able to maximize the use of technology in their teaching class.

In addition to the lack of technology knowledge, the teacher had to face insufficient technical support. He admitted that the availability of LCD is very scarce. Many LCD is not in good condition whereas other teachers also want to use LCD. The school also provided internet line but it could not detect when the class located far from the internet source. Electricity also other challenges that need to be faced by the teacher. The electricity often blacked out in his school. Therefore, he could not present the materials technologically. It is believed that limited resources of technology support can result inconvenience teaching (Mumtaz, 2000).

Related to importance of technology used in recent curriculum implemented in Indonesia, curriculum 2016, has challenged the teacher to adjust it. The teacher is expected to complete 24 hours teaching necessary. It is still debatable whether the teacher have to teach 24 hours a week or he can teach for certain amount and fill his obligation with other tasks for example examining students' works, having structural position, so on. However, the teacher sin SMU I Berau did the previous one. He had to teach 24 hours a week. It is burdening him because he had limited time to prepare his materials. It is noted that heavy workload can prevent the teacher from having sufficient time and energy to prepare the materials, and even having self improvement.

Conclusion

It has been clearly stated that the issue of professional development refer to the improvement of one' professional growth. Nowadays, it has been extended to the ability of using technology in teaching practices. The integration of technology as part of teaching practices has brought effective and efficient issues for teachers. In the context of globalization era, educational technology has significant roles in assisting teachers to do their teaching practices In above case, technology was utilized for searching authentic materials, brainstorming students, and presenting the materials. The use of technology in teaching process has also brought conducive atmosphere for students to learn English. The teacher felt his students are

more interested and easy to absorb the materials when it is taught by integrating technology in it.

However, technology for educational purposes is complex and needs specific technology knowledge. The teacher is faced with some challenges in employing technology in his teaching practices. This study revealed that despite the teacher's awareness in maximizing technology in his teaching practices, he does not always use it in his teaching practices. Insufficient technical support at school and difficult access to internet has limited him to employ technology all the time. In addition lack of knowledge of technology terms and the consequences of side effect of employing technology can result heavy workload for the teacher. Thus, it means that the teacher cannot totally depend himself on using technology in his teaching practices. He had to corporate textbook with other non technology media so students are still encouraged and motivated to study. Therefore, it suggested that the teachers should be provided with many teacher trainings to improve their skills in teaching, especially the training of integrating technology in teaching English. The government and schools have also worked together to provide technical support so the possibility of maximizing technology for English learning can be increased.

References

- Cashman, T. J., & Shelly, G. B. (2000). *Microsoft Office 2000: Brief concepts and techniques*. America: An International Thomson Publishing Company.
- Englander, K.(2002). Real-life problem solving: A collaborative learning activity. *English Teaching Forum* 40 (1): 8–11.
- Howe, N. & Strauss, W.(2000). *Millennials Rising: The Next Great Generation*, Knopf Publishing Group
- Joshi, A. (2012). Multimedia: A Technique in Teaching Process in the Classrooms. *Current World Environment*; 7(1):33-36.
- Mumtaz, S. (2000). Factors affecting teachers' use of information and communications technology. *A review of the literature, Technology, Pedagogy and Education*. Vol.9, No.3, 319-342,
- Oblinger, D. (2003). "Boomers, Gen-Xers & Millennials: Understanding the New Students"
(<http://www.educause.edu/ir/library/pdf/erm0342.pdf>)

- Patel, Ch. (2013) "Use of Multimedia Technology in Teaching and Learning communication skill: An Analysis." *International Journal of Advancements in Research and Technology* 2,7: 116-123.
- Pelgrum, W. J.(2001). Obstacles to the integration of ICT in education: Results from a worldwide educational assessment. *Computer & Education*, Vol.37, No.2, 163-178, 2001.
- Raihan, Md. A. & Lock, S. H. (2012). Technology Integration for Meaningful Learning – The Constructivist View. *Bangladesh Education Journal*. Vol 11. No 1.17-36
- Rosenberg, N. 2001. *Challenges to the Social Sciences in the new millenium, in Social Sciences and Innovation*. Paris.
- Salehi, H. & Salehi, Z. 2012. Challenges for Using ICT in Education: Teachers' Insight. *International Journal of e-Education, e-Business,e-Management and e-Learning*.Vol 2, No 1
- Susikaran, R. S. A. (2013). Teaching Grammar with Playful Poems. *International Journal on Studies in English Language and Literature*, 1(4), 17-21.
- Shyamlee, S., & Phil, M. (2012). Use of technology in English language teaching and learning: An analysis. Paper presented at the International Conference on Language, Medias and Culture IPEDR, IACSIT Press, Singapore.
- Szaboa, A., & Hastings, N. 2000. Using IT in the un dergraduate classroom: Should we replace the blackboard with PowerPoint? *.Computer and Education*. 32.
- Uluc, K. 2012. The Positive Effects of Integrating ICT in Foreign Language Teaching. International conference "ICT for language learning" 5th edition. Retrieved from conference.pixel-online.net/ICT4LL2012/.../235-IBT1 07- FP-Isisag-ICT2.