ICT and systematic steps in teaching and learning language in the classroom

Maimun Aqsha Lubis, Melor Md. Yunus*, Mohamed Amin Embi

Universiti Kebangsaan Malaysia, Bangi, Selangor, 43600, Malaysia

Abstract:
Systematic steps of language teaching and learning would enhance students’ capacity and accelerate language learning. This paper explained 8 steps of systematic process in language teaching and learning in the classroom. The 8 steps are (i) proper lesson plan, (ii) interesting set induction, (iii) lesson message with (iv) constructive responses, (v) group discussion, (vi) correction and additional input from teacher, (vii) assessment on teaching outcome, and (viii) conclusion/homework. These eight steps of language teaching and learning process would consider 4 pedagogical factors in its implementation; (i) creativity: to have the ability to produce, innovate and improve, it is a commitment to transference new knowledge and generates new ideas (ii) reflectivity: the system implemented should always be studied, evaluated and improved in terms of teaching, learning and school administration, it is the awareness of teachers in synchronized teaching and learning with students learning styles (iii) reciprocity: giving, taking and co-operating, teachers encourage participation among teammates in a collaborative way. Peer learning and sharing in groups will enhance self-directedness and value teammate’s (iv) responsible: one’s success would be achieved with the feeling of deep responsibility as in Sunnah of the Prophet SAW. Effective teaching requires substantial commitment to content and subject. Teachers must have sense of responsibility towards the level of understanding of the students. Responsible engages students with left brain. Once the systematic steps and using of ICT were applied in the systematic teaching and learning, the knowledge taught becomes more understandable and students could gain more experience and enable them to achieve the objectives of language teaching and learning in the classroom.

Keywords: language teaching and learning, 8 systematic steps, 4 pedagogical factors, language teaching and learning, classroom implementation

1. Introduction

Among the most important concern in teaching and learning language is to spark students’ interest and motivation in the process of teaching and learning in the classroom. There are several teaching and learning tools that involve information and communication technology (ICT) such as using computer, internet service and implementing courseware in the classroom (Melor, 2007a). Another important point in teaching and learning
language, including Arabic is to provide students with the proactive communication environment with the other students in teaching and learning process. This paper will discuss a creative and proactive teaching and learning that have 8 systematic steps starting from providing the proper lesson plan until the teaching and learning conclusion in the classroom. These eight steps of language teaching and learning process would consider 4 pedagogical factors in its implementation; creativity, reflectivity, reciprocity (cooperation), and responsibility. During these 8 steps of teaching and learning, the application of ICT such as the usage of courseware and other multimedia activities could be integrated.

2. Information Communication Technology (ICT)

Nowadays, Information Communication Technology or ICT could be a learning tool in education (Melor, 2007b). Computer networks are widely used as anytime and anywhere are the slogans of people living in the 21st century” (Sirkema, 2007). One of the practical examples in teaching and learning language was GEMS Wellington Primary School which has introduced an innovative teaching methodology by using information and communications technology (ICT) equipment in Arabic Language as learning tools to Year 3 Non-Arabic speaking children. The initiative is based on UAE Ministry of Education’s suggestion where the integration of technology with education is needed to complement the efforts to boost the efficiency of Arabic language training. The Year 3 students made presentations about their learning experiences which included learning the different ICT equipments such as MP3 and MP4 player, digital cameras, digital camcorder, mobile phones and portable laptops in Arabic Language. For the outcomes, the learning process is very successful and the school will soon apply the same learning approach to other classes (http://www.eyeafdubai). As an Arabic language teacher at GEMS Wellington Primary School Gihan Ahmed Mansoor said “learning Arabic language using the latest ICT tools has revolutionized the teaching and learning practices. It has generated tremendous interest among non-Arabic speaking children. We encourage our students to leverage the advantages of technology because it is important, both as a teaching tool and as an increasingly important part in their lives.”(http://www.eyeafdubai).

Multimedia activities could be used in proper teaching and learning steps in the classroom especially for assigning students’ homework and in class exercise. As part of learning process, homework and in-class exercises are given to students to help them in memorizing and revising what they have learned in classes. Assignments are also provided as a practice in helping students to solve problems and case studies. Multimedia presentations are usually used to describe a topic and illustrate it using visualization of objects and process. These can be proved with a statement by a year-three students, Maheen Shariff “I learned the body parts in Arabic using my Nintendo DS. I did this by drawing them on the DS the capturing them using a camera. After that I sent them to the laptop using Bluetooth. I can now learn language and technology at the same and I am really enjoying it!” (Sirkema, 2007). The multimedia activities are also able to test the explained matter using several prepared exercise as well (Eva Milkova 2009) and by applying this method, students could also improve their ICT knowledge too (Jaime Lloret et. al 2009).

3. Systematic Approach of Teaching and Learning in the Classroom

The establishment of the systematic approach of teaching and learning is an effort to establish a successful teaching and learning in-class system that reflect 4 pedagogical factors considered for its implementation are;

- **Creativity:** Creativity is a commitment to transference new knowledge and generates new ideas. Creativity increased a complex and sophisticated cognitive thinking. Teachers role are to stimulate and encourage creativity in substantive ways. Creativity environment more control over right brain. Creative factor should be applied at step 2 (set induction which is relevant and interesting) and at step 8 (conclusion and giving homework for students). Creativity is to have the ability to produce, innovate and improve i.e. on the quality.

- **Reflectivity:** Teachers willingness to reflect on teaching. The awareness of teachers to synchronize teaching and learning process with the students learning styles. Documented reflectivity is vital in knowing how learning takes places and serves as resources for further research. Left brain is much appropriate in reflectivity. Reflective factor should be applied at step 1(providing lesson plan, preparing teaching aids, resources and classroom attendance, reflecting the previous lesson plan in order to conduct a better lesson) and at step 7 (to measure and evaluate the objectives of teaching and learning, reflect on the teaching outcomes which stated in the lesson plan to measure
the teaching objectives). The system implemented should always be studied, evaluated and improved including the teaching, learning and school administration.

- **Cooperation:** Teachers encourage participation among teammates in a collaborative way. Peer learning and sharing in groups will enhance self-directedness, value teammate’s ideas and how to actively involve as a team. This Cooperation factor should be applied at step 3 (co-operating in any good effort for the teaching and learning in the classroom) and at step 5 (in the group discussion among students or in-class exercise).

- **Responsible:** Effective teaching requires substantial commitment to content and subject matters. Teachers must have a sense of responsibility towards the level of understanding of the students. This responsible factor should be applied at step 4 (Constructive responses by questioning and answering techniques) and at step 6 (group presentations and additional inputs from the teacher). One’s success will be achieved with the feeling of deep responsibility, as seen in a *sunnah* of the Prophet SAW.

According to Maimun Aqsha and Mohammed Sani (2009: 170-171) the above 4 factors can be applied in the process of 8 steps as shown in Figure 1.

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**Figure 1:** 8 Steps/ways of implementation for the Systematic Approach

The details of each step are as shown at figure 2 till figure 5 and should be achievable through broadening of strategies, appropriate approach, methods and techniques via ICT i.e: courseware and multimedia software.
1. Proper Plan
Lesson Plan, Teaching Aids and Resources, Classroom Preparation, Attendance, Pre-Survey and others

2. Induction
- Al-Fatihah & Prayer,
- Set induction which is relevant and interesting.

L: Left brain       R: Right brain
Figure 2: Proper plan and Set Induction

3. Lesson Message
Achievable through broadening of strategies, appropriate approach, methods and techniques via ICT i.e.: courseware and multimedia software

4. Constructive responses by questioning and answering techniques
L: Left brain       R: Right brain
Figure 3: Lesson message and Constructive responses
5. Cooperation
  - in the group discussion among students or in-class exercises

6. Presentation by each group
  - group presentations and additional input from the teacher

7. Assessment
  To measure and evaluate the objectives of teaching and learning process.

8. Conclusion and homework
  Al- Ashr & Prayer

Figure 3: Lesson message and Constructive responses

Figure 4: Cooperation, Correction and Additional

Figure 5: Assessment and Conclusion
4. Finding and Discussion

The role and function of application Information Communication Technology (ICT) in systematic teaching and learning in the classroom is to achieve the objectives of language teaching and learning. Nowadays, schools and institutes provide computers as learning tools for students to gain knowledge and experience. By using computer, the students could easily understand what their teacher or lecturer have taught in class. Internet especially gives more information and students can reach that information faster than usual. It also provides many types of information and at the same time it is also could be beneficial learning tools in education. Students could gather information from the internet and exchange their views and opinions with other people. This activity is good to be a practice among students. At that time, the target and objective of teaching and learning process in the class room could be achieved. In addition, there are many types of ICT tools such as interactive CD and multimedia software. For example, Microsoft Power Point and Quran-in Word could support the language teaching and learning in the classroom. In order to improve their Arabic Language for example, the use of Information Communication Technology (ICT) in Arabic Language needs to be encouraged to students.

Doing exercises in the classroom in terms of group discussions and presentations are among the main practices in teaching and learning process. Usually, as a part of the learning process, home work and in-class exercises are given to students to help them in revising the lesson what they have learned in the class room. Some of the objectives of the exercises are to prepare them in solving problems. There are many methods that can be used in teaching and learning process. One of the methods is by using multimedia activities in proper steps of teaching and learning process in the classroom. Teachers could attract the students’ interest by applying courseware and multimedia software in 8 proper steps for the language classroom activities. The 8 proper steps in language teaching and learning could fulfill pedagogy aspects and the teachers are able to know whether the teaching outcomes have been fully achieved. Step One, teachers need to prepare lesson before entering the class room. Step Two the teachers need to make students happy to learn and that is by planning interesting set induction. Step Three and Four encourage teachers to understand and master the subject as well as possible because the lesson will be taught using questioning and answering techniques. Step Five and Six will stimulate student to be more creative, cooperative and responsible when they discuss and present their work. Step Seven will measure and evaluate the teaching and learning outcomes or objectives. Step Eight will let students to understand the main points and get them ready to do their home work. Therefore, applying multimedia activities could improve student’s language proficiency and at the same time they will gain more experiences using ICT.

5. Conclusion

Eight systematic and proper steps in language teaching and learning is very helpful to conduct learning process in the class room. The materials taught become more understandable and teaching and learning process become more effective. Furthermore the application of 8 systematic and proper steps in language teaching and learning in the classroom will provide teachers to assess the objectives or teaching outcomes. For example, once the teachers reach step seven that are measurement and evaluation, the effectiveness of teaching and learning could be verified easily. Finally, the 8 systematic steps of teaching and learning process in the classroom will help teachers to be more confident and successful educators.

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