

The Role of Teacher and Computer-Mediated Communication in a Teaching-Learning Process

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Abstract

This research tried to investigate the use of computer-based media as a teaching-learning activity in learning the language. Secondary researches were the instrument to collect the data of this research. This study found that the role of the teacher as learner training, especially the presence of the teacher rather than self-access centre, facilitate the students to learn better in order to achieve specific indicators. The teacher could combine and sometimes integrate learning using the computer as mediated in communication, primarily about text-based approach, including synchronous where interaction takes place in real time and asynchronous where participants were not on-line simultaneously. It purposed to make the students aware of technology and created contextual teaching and learning to achieve a certain level of education skills.

Keywords : Role, Computer-Mediated Communication, Teaching, Learning

1.0. Introduction

Media in technology gave valuable contributions to learning. Learning was a kind of art in which teachers could promote media in their field as the supporting tool, different than the traditional learning. The historical function of technology, from the present perspective learning rather than traditional learning, was a process of understanding and did not judge education as a product of learning. The educational system tried to apply media as a tool on the process of understanding as well as the materials which are used and developed. Technology could be a mindset of combining the media and language teaching art with the purpose to get better learning activities for students. Recently, some teachers or facilitator tried to change their perception about teaching. They looked for some phenomenon occurred in L2 learning when the book, pencil, ballpoint, and other traditional tool were replaced with the use of a computer. Internet as the mind-tool accompanying the teaching, indeed, broke down the traditional power structure and allowing the classroom for more equal participant among class members (Nancy Sullivan and Ellen Pratt, 1996).

The primary purpose of learning via computer was computer-mediated communication (CMC). It was a term in which human communication realize using the computer as media. James Simpson (2002) argued that distinction could be made between synchronous where interaction takes place in real time and asynchronous where participants were not on-line simultaneously. These activities furthermore created learner to learner interactive language learning tasks which improved the development of communicative competence because it allowed the learner to initiate, directly or indirectly, and repair interactions. This paper then would like to discuss the role of a teacher in computer-based learning. The role of a teacher as facilitator gave briefly influence toward the development of learning based on the consideration that computer-based mainly consist of programs that require tutees to understand step by step directions first before they could do the task. This study would like to address the following questions: (1) what are the roles of teacher toward computer-based as a teaching-learning classroom activity (2) What are the roles of computer in Computer-Mediated Communication (3) and what the reasons are underlying it. The researcher included library and internet research to answer the problems formulated above. This study is expected to be able to give benefits for EESP students and teacher candidates so that they will have more options of techniques to employ, especially using computer as a mind-tool.

2.0. Review of Relevant Research

E-learning or electronic learning is an encompassing term generally used to refer to computer-enhanced learning. One of its applications is Blended Learning, where Information Technology (IT) is used in cooperation with face-to-face learning (_____, E-learning, 2007).

Simpson (2002), for instance, argued that computer-mediated communication (CMC) was an umbrella term which refers to human communication with computers. There were some ways that the teacher could do to promote computer as the basic media in learning, but the teacher also should remember that computer still considered as the complement of learning and did not force students to have one, due to some other factors such as economical and practical used of computer it selves. Unlimited sources provided

by computer brought crucial changes in learning language as second language. Computer learner corpus (CLC) could be defined as a collection of natural machine language produced by L2 learners. According to Leech (1998) the learner corpus is an idea “whose hour has come”. The use of computer helped students of second language to be more competent in learning language, especially writing texts, the language learners produced more or less natural, for example. The error analysis which provided by the computer automatically served as the basic model of learning autonomy. Students really need to pay more attention to the “red lines” created by the computer in order to correct it after taking the long journey of typing. Computer Learner Corpus (CLC) research though that Error Analysis (EA), a data-oriented approach differs from it because "the computer, with its ability to store and process language, provides the means to investigate learner language in a way such an unimaginable tool" (Leech, 1998, p. xvii).

The use of the computer as mediated in communication is one of the communication art uses by teachers in conveying their meaning. In this cope, communications tend to be a medium in delivering information, especially cognitive education. Media then become cognitive partnership tools, teachers can update the material in much related domain. Recent studies by Simpson found that CMC has similarly equalizing effects socially, in addition to enhancing learner’s linguistic development. In CMC sessions (1) learners fitted the discussion to their interests, leaving purely teacher determined territory; (2) participated more evenly; and (3) used a larger variety of discourse functions to express more variant communicative means than in teacher-directed discourse. Some researcher has the same idea with Simpson, that when CMC was used to prepare in class, face to face discussions, the learning conversation was variant, better articulated and learners were participating not only as respondents but also as initiators of questions.

The basic principle on the use of computer-based learning is communication which is done by human through learning context accompanying by the use of the computer as media. It can be video conferencing, email task-based, and another form of CMC. These needs arise as the precise thing to do to distinguish between the contextual oral, and natural language produces which occur in computerized context. Computer simple investigate the nature of communication via, for example, text, audio, and video

on the computer. It may create one on one, peer, and group interactions. Then communication which is built by the computer might be varying. Interactions can be synchronous or asynchronous, and it may be one on one, peer, and group interactions. The focus of communication of CMC, of course, is communication in largely among native speaker, in which the students can access through the internet. The unlimited access that the students may gather through communication via internet gave briefly influence toward learning to be native-like. They will recognize the way native speak, the culture, behaviour, and interaction to a stranger. These reasons can build more interest in learning, and it is time for teachers to take their turn. It means that teacher can use the instrumental or integrative motivation that students have already achieved and put it into the lesson. The will enrich some other things, and teacher integrate the learning through the basic skill that students must achieve in certain lesson, such as reading, speaking, and writing by consuming internet as the primary domain. Simpson (2002) proved this phenomenon, for CMC, the differences in mode and use across the various media shape, as it seeks to discover how communication is affected by technological means while the IA (Interaction Account) assumes away a number of significant distinctions in this regard, the CMC approach embraces them in learning.

3.0. Discussion

3.1. What are the roles of teacher toward computer-based

The era of technology integrated into learning has begun. The teacher could not avoid technology, especially computer and internet which enhanced creativity in presenting the learning materials as a medium. The recognizing of the computer in teaching and learning activity appear to have been achieved as a valid resource, and most people started to concentrate on the matter of design and quality in presenting it (Dodigevic, 1997: 32).

The role of the teacher as a facilitator in teaching and learning activity was to facilitate the students in understanding the materials. Teacher as guide and facilitator to support and motivate student seems to be more complex. Some language teachers were not competent in implementing technology in their field, unlike so many as their students. They did not grow up with technology; they might argue that they would spend a large

amount of money rather than using books, classroom facility, and people. According to research which is done by Jones (2001) proved this, some teachers were not competent using computer because they did not have much time to do it or become familiar with it. They sometimes were buried under the administration programs and other activity which need a lot of time and energy.

Computer as the supporting media in learning needed more intervention of teacher in designing the interesting materials. It might make students to be more individual and release them away from teacher's supervision. On the other hand, computer mind-set would give more burdens to teacher in spite of their administrator responsibility. In addition the need for applying computer often made the students to be more dependent rather than independent. Students might be learnt from the teacher and did everything depend on their teacher. Then, the question is where should computer-based learning activity take place? The answer might be different, but the fundamental answer underlying it was where the computer exists. As long as there were computers, everybody could access computer and learning through computer as it supposed to be. Jones (2001) argued that is supposed to be done in self access centre where teacher as tutor or guide or facilitator gave their direction about certain materials and let the students experienced dealing with computer.

Learning practice using computer-based was such a precise lesson since students independently depended on the teacher. The entirely success of computer-based was depend on it. The student needed some good preparation given by the teacher in applying the materials so that they can applied it and had required learning strategies to use computer confidently and appropriately (Levy, 1997: 20). It showed that they did not need most of the time to go to the self access center but they need more learner training, essentially the presence of the teacher rather than self access center.

3.2. What are the roles of computer in Computer Mediated Communication?

The development of technology was associated with the use of computer as mediated in communication. The development of technology including information and communication also was associated with the growth interest of computer program and

software. These reasons lead a new trend among teachers and learners to integrate their lesson with the possibilities of using computer in learning as well as media in communication.

Simpson (2002), for instance, argued that computer mediated communication (CMC) was an umbrella term which refers to human communication with computers. The main point of communication technology recently in teaching and learning process could best be replaced by the use of technology, computer for example. The limitation of energy, money, and present of the facilitator in delivering message to the pupil gave briefly influence toward the use of computer as media replacing teacher. Simpson also added that computer mediated communication could be categorized into synchronous and asynchronous. Synchronous CMC includes various types of text-based online chat, computer, audio, and video conferencing; asynchronous CMC encompasses email, discussion forums, and mailing lists. CMC can take place over local area networks (LANs) or over the Internet. Internet as CMC, allowing for global communication, also provides for the added dimension of hypertext links to sites on the www, and to email addresses was often viewed in terms of apposite metaphors. In early programs the computer had the role of tutor in human-computer interactions. CMC, however, falls within a description of the 'computer as tool', whereby the computer's role is: 'To provide alternative contexts for social interaction; to facilitate access to existing discourse communities and the creation of new ones' (Kern and Warschauer, 2003: 13)

Learning by computer as the mediated of communication, in many variations, could be done using email list forum as medium for exchange between students or group discussion in collaborative as integrate learning. A research which is done by Simpson proved this, when synchronous text-based using online chat or the similar form applied by teacher in addition to the technological growth seems to have some obstacles. Teacher needed to be aware that online text-based chat focuses more on the speed of the user, it means that students have to write something in their computer faster than careful writing. Although writing in computer could have some benefits such as corrected words and qualities of writing resemble those in spoken language.

Teaching and learning in classroom using computer was a new breakthrough in learning. There was a new way of learning realized by computer. Simpson (2002) in his

studied comparing the oral classroom discussion and computer-based learning discussion brought a significance change. Students took more turn-taking using computer constitute greater than were oral classroom discussion. Although it was not easy to realize combination of learning using computer in teaching and learning contexts where the primary medium was usually face to face classroom interaction, the role of computer could as the alternative spaces to variation, opportunities for learner autonomy, and sources by simple type www, with unlimited sources. The functional of computer could also bring about a change of style in teaching include the availability and the use of video recording and voice, to increased the continuity of technology and significance change in learning in order to present the contextual teaching and learning.

The effect of computer, sometimes, led people to be both creative and “fool”. They could not be more productive as human but grown up to be more consumptive. Recent development of technology became a trend in adult and technical in realizing work or sometimes replacing human or might be worst. There was no doubt that computer aid could best replace human lack in working area especially teaching and learning activity. Human error or error analysis (EA) has moved step forward in representing a major influence of computer-based but it was also true that computer-based could not be easy to apply due to some other factors (Estelle Dagneaux, Sharon Denness, Sylviane Granger, 1998).

4.0. Conclusion

This study is not giving enough evident to show what is the best teaching and learning approach for teaching and learning through computer as the mind-tool that the teacher should combine or sometimes integrate in their teaching style. This study furthermore wants to give suggestion base on the previous research which is done by some researchers that learning through media tried to build communicative learning and increase the continuity of technology and significance change in learning in order to present the contextual teaching and learning.

Computer as a mind-tool in teaching and learning activity could create a new way of learning and motivate students to learn something. There were some points stated according to the explanation above, first computer as a cognitive tool could not be

separated from the presence of the teacher, second students might possibly get unlimited sources, find other sources and information in obtaining their understanding of language, third a new way of learning could best be replaced by the presence of the computer, change the students or changing the classroom landscape, from old paradigm, learning the language in order to be able to use it, into new paradigm of teaching, notion refers to concept. Computer-based teaching and learning focus more on the student's competence in presenting the material and understanding it as their requirement for further studies or jobs, better than the traditional learning.

There were no doubts that the increases of technology slowly change the traditional approach in learning language, for example, especially language use as a second language. Fourth, the role of computer as the mediated communication can give briefly influence toward the use of computer integrate in learning, computer mediated communication. Computer, indeed, focus more on the growth of technology and the up to date sources, create self-dependent students, and sometimes lead to be consumptive. Teaching and learning process which is done by some researcher suggested the use of computer as the primary functional learning in certain country. In reality some teaching and learning style do not match each other. Every constitution has their features of learning and teaching. It is better to combine or sometimes integrate the learning process with the present technology in order to create the contextual teaching and learning.

The research which is conducted using library and internet research, overall, was good. Computer-based implementing in teaching learning process increases student motivation. However, learning computer as media need a lot of practice and do not stuck at certain point because technology are move on to improve both teachers and students competences.

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