

Preventing negative effects of using technology in English teaching material by integrating local wisdom

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Abstract

Beginning 21st century, it means getting into globalization era. The information will be easy to access from home by using technology. What is happening in other side of the world, can be quickly known in other parts. Gates between nations are widely open with no barrier. The diversity of nation's cultures is gradually melted. This is called by John Nesbit as Global Life Styles.

English as an international language is an inseparable dimension of globalization using technology. The field of the ELT material has been deeply pervaded by the ICT (Information and Communication Technology) use. The easy access to technology has made information possible for enhancement of teaching and learning program and about 80% of it is in English (MC – Crum. R. et al., 1986). Some of the technology used in ELT classroom as suggested are Computer Mediated English, Computer Assisted Language Learning (CALL), Web Based Learning, E-mail, Blogs, Skype, Mobile Phones, I pods, Social Media, the media live streaming such as Google Chrome, etc.

However, the use of technology itself has negative sides from the point of view of the native country from its local wisdom. Information that is not filtered properly, potentially causes the negative behavior change. The existence of local values which are threatened by the massive wave of global culture is the existence of local wisdom. Therefore, the use of technology in the ELT material as an open door of the massive wave needs the demand of the filter existence of integrating local wisdom.

Keywords: technology, globalization, ELT, local wisdom.

INTRODUCTION

English as one of the international language has an important role in the world. Most people use English to communicate with other people from other countries. Science, art and culture and technology development cannot be separated to the role of this language. In recent years, the discourses of cultural, economic, and educational globalization and internationalization have shaped changing roles of English as an additional language), an international language, a global language, and a lingua franca). These differing roles of English have resulted from an increasing number of users of English from non-English speaking countries (e.g., China, Indonesia, Iran, Korea, Saudi Arabia, Spain, Thailand, Turkey). Additionally, despite being criticized as the language of linguistic imperialism, English has gained its popularity in foreign/additional language education for many years; it has been a required school subject in formal educational curricula from primary to tertiary education (Fenton-Smith, Humphreys, & Walkinshaw, 2017). English will remain as a dominant language.

This indicates the role of English as a language of intercultural communication among users of English from different countries whose native/primary language is not English. Because the learning of English has a lot to do with both linguistic and cultural dimensions of the language, English language teachers should include cultural components in their curriculum materials (e.g., a syllabus and a textbook) and pedagogical tasks. It is widely agreed that both language and culture are mutually intertwined because the use of language is socially tied to the context of situation (e.g., daily conversation, personal chats, professional and academic settings) and the context of culture (e.g., ideas/perspectives/values, social practices, and artifacts). In other words, both situation and culture shape how people actually use language in different communicative settings (Halliday, 1978). The use of English in linguistically and culturally diverse settings is no exception.

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Using Technology in EFL Classroom

Information-Communication-Technology (CT) media might be generally referred to as audio tape, mobile phone, computer, television, radio, video tape and emails (Thapaliya, 2014: 251). Education in modern era is facilitated with the development of technology (Norahmi, 2017). In education, ICT media are referred to as a computer based or computer assisted learning in which lesson materials are organized into digital presentations. As computer becomes the main tool in presenting lesson materials, organizing lesson materials into computer will make learning more attractive and advantageous (Ibrahim, 2010; Susikaran, 2013; Ebrahimi et al., 2013; Sadeghi&Dousty, 2013; Septy, 2014). This also suggests organizing English lesson materials of local wisdom content into ICT based media would benefit both students and teacher. Using ICT media for teaching may at least have double benefits; (a) to ease teaching and learning and (b) to organize huge lesson materials. To ease the teaching and learning means that ICT media will ease students to understand lesson materials, as well as to ease teachers to manage classroom activities.

The ICT media will also help teachers organize massive lesson materials into friendly-user formats. Moreover, there are also other benefits in having the ICT media in the classroom. First, students may feel that they are experiencing the learning in a real context. The ICT media can display still or animated materials that may be impossible to have in a traditional teaching mode and classroom. This is what is called authentic learning (Septy, 2007). Kelly et al. (2002) and Kilickaya (2004) note that the authentic learning could at least: • affect students' positive motivation, • provide actual cultural information, • provide a real exposure on the target language • relate to students' needs, • support creative approaches to learning As active, creative, effective, and joyful learning (PAKEM) is concerned, teaching English with ICT media also relates to the PAKEM principles (Septy, 2007). In this circumstance, students and teacher may be involved in active activities.

The material designed in the ICT-media could develop students' language skills, as well as promote active learning strategies and interests.

Furthermore, the ICT media stimulates active endeavor for students to find their own way to problem solving, and teachers intensively assist them to achieve objectives (Ebrahimi et al., 2013:3-19; Sadeghi&Dousti, 2013:1). Therefore, teachers' ability to artistically design learning materials with which students are interested in playing and actively participating is a challenge in the current and future English classes.

There are also some of the technology used in ELT classroom as suggested such as Computer Mediated English ,Computer Assisted Language Learning (CALL), Web Based Learning, E-mail, Blogs, Skype, Mobile Phones, I pods, Social Media, the media live streaming such as Google Chrome, radio podcast, electronic books, electronic email (groups), movies and online videos, web-quest, power-point presentation, digital images, etc. These numbers of ICT media or computer-based media could be used in classroom processes. However, teachers should consider several basic in designing and presenting these media in English teaching material, such as aesthetic sense of art, skill and knowledge to technical applications, knowledge about contents and materials of English language, knowledge about local cultural awareness and economical consideration as well.

Negative Effects of Using Technology

Globalization, particularly through information and communication technologies, has greatly influenced the change of social and culture behavior from the West to the rest of the world. Western culture, identified with Europe and North America, is deeply ingrained around the world today. However, people in other countries may not be comfortable with certain change laced with Western culture brought by information and communication technologies, in fact cannot be separated by using English as the language bridge.

In addition to the impact on the globalization, it also affects the social culture of society (local wisdom). Globalization has led to a shift or change to the system or rules that grow and develop in society. Technological developments have a huge share in leading our youth towards moral decadence. Mental damage and morals of our teenagers caused by lifestyle that consumptive, materialistic and individualistic. In addition, the proliferation of internet sites that provide vulgar images that can be freely accessed further add to the ranks of teenage destruction.

The shift in the cultural value system adopted by society has changed slowly yet, it touches the lining of the cultural value system in individuals and society, the value of wisdom. The change occurs due to 2 (two) factors in

general; (1) comes from the community itself (internally). To (2) that comes from outside the community (external). In addition, causing the wisdom prevailing in society began to erode. The community has an *adat* known as regional custom (local wisdom) which is a symbol of nationality, but nowadays, there is almost no real meaning and meaning in the era of globalization. It is difficult to give clear boundaries between local culture and western culture.

It is said also that technologies would cause isolation, and depression. Social networking has caused us to meet less frequently face-to-face resulting in an absence of much needed social skills. We lose the ability to learn social cues and body language in other individuals. Technology can also cause depression as we spend very little with humans and exercising our mind and body. This depression can be healed by self-controlling or by living a healthier lifestyle. As the depression caused by technology can't be cured by visiting a doctor or eating pills. We are the one who has to control it.

Local Wisdom as Prevention

The teaching of foreign language, including English is nowadays more oriented toward learners' need. As such, the English syllabus should be designed in such a way to cater what learners would like to study, not what they should study or what should be taught to them. On the other hand, due to the fact that every learner is born and formed by his/her own local culture, the influence of his/her local culture when learning a target or second language including English is inevitable. In consequence, the inclusion of learner local culture to the English curriculum is a must.

Human beings as intelligent creatures do not stop develop his knowledge. As a result of technology is growing very fast and unstoppable, the technological advances which are not accompanied by ethical values, will undermine the morale and culture of our society.

In the current era of globalization, with the era of globalization that followed by the entry of foreign cultures, the culture of the local wisdom should be synergized. It will keep the preservation of ancestral heritage customs which is also the culture of the Indonesian nation. In preserving the culture of local wisdom, it needs to be done to keep the cultural deviation of the Indonesian nation from other nations.

Local wisdom could be regarded as both universal and specific values possessed by groups of people. Originally, local wisdom varies among societies, and it is frequently used as the basis for a group member to have normative and ideal patterns to manage and to organize their socio-cultural system. As a

multi-cultural nation, Indonesia has many local values of its traditional-socio-cultural life that could be referred to as learning resources to especially undertake character-based education. So, in this relation, English language learning should not let students to simply copy what they understand from foreign cultures, but more importantly how they can live in their own cultural values reflecting their identity and integrity in their English proficiency. It is the essence of character based teaching. Then, it is the role of teachers to manage lesson materials containing such cultural values-local wisdoms in English language teaching.

Character based teaching has also been signaled in the current system of national curriculum. Despite some weaknesses, the current national curriculum of 2013 has outlined to integrate competence and character into four main competencies; knowledge and skill (competence) and spiritual and social attitudes (characters) (Ministry of Education and Culture, 2013). In this relation, English lessons should be managed to develop not only students' linguistic mastery of English (i.e. sentence structures, vocabulary, pronunciation, etc.), but also include characters (attitude and values). The attitudes relate to students' personality religiously and socio-culturally. Although, it is not clear what resources to refer to in developing students' spiritual and social attitudes. Then, lessons from local wisdoms, in particular, may be taken from the meaning of local legends, folklores, special places in the village, certain traditional/monumental objects, building, rivers, mount/hill, forest, and the like. The lessons from local wisdom may contain particular meaning of norms and values to understand.

Local Cultural Wisdom Reflects the Cultural Behavior of the Community background of a trait and behavior of Indonesian society, regarding local culture existing in Indonesia, which where the cultures the hereditary of our previous ancestors. Character Education as an integrating of local wisdom is not only instrumental in shaping the qualities of a virtuous individual noble, integrity, and dignity, but also encouraging the establishment of national identity based on the noble values of local culture that would help to prevent the negative effects of technology.

CONCLUSION AND SUGGESTIONS

Globalization has led to a shift or change to the system or rules that grow and develop in society. Technological developments have a huge share in leading our youth towards moral decadence. Mental damage and morals of our teenagers caused by lifestyle that consumptive, materialistic and individualistic.

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