Millennial Teachers and Students as Gen Z Perception of ICT in ELT toAttitude and Aptitude

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Abstract—This study reports on the teacher and student's perception of ICT contribution in EFL regarding to attitude and aptitude. By presenting a different set of finding from previous a series of studies, it is aimed to gain the most significant result from every previous studies. Altogether 37 previous studies were taken, including 9 relating to students and teachers 'attitude, 14 regarding to student skills, and 14 dealing with grammar, phonology and teacher competence. It was found that (a) ICT has an important role in EFL learning, (b) teacher and student have a positive attitude towards ICT, (c) ICT supports EFL teaching and learning, (d) teacher's competence of ICT is a must in 21st century teaching methodology.

Keywords—*Perception, ICT, ELT, Attitude, Aptitude*

I. INTRODUCTION

Labeling the name of generation based on year of birth looks odd for certain people due to the labeling means categorizing some competence and skills acquired for each generation. Few teachers still belong to Baby Boomers who were born between 1944 – 1964. Most teachers are represented by Gen X and Y who were born between 1980 – 1994. The term "Millennials" has become the popular way to reference segments of Gen Y. In fact, most students or perhaps all students were born between 1995 and recent years, so they represent Gen Z.

Based on media consumption, baby boomers are the biggest consumers of traditional media like television, radio, magazines, and newspaper. Despite being so traditional, 90% of baby boomers have a Facebook account. This generation has begun to adopt more technology in order to stay in touch with family member and reconnect with old friends. Similarly, generation X still reads newspapers, magazines and listens to the radio, and watches TV (about 165 hours' worth of TV a month). However, they are also digitally savvy and spend roughly 7 hours a week on Facebook (the highest of any generational cohort). 95% of generation Y still watch TV, but Netflix edges out traditional cable as the preferable

providers. Cord-cutting in favor of streaming services is the popular choice. This generation is extremely comfortable with mobile devices but 32% will still use computer for purchases. They typically have multiple social media accounts. Interestingly, many of Generation Z prefer using mobile phones and tablets. They have grown up in a hyper-connected world and the smartphone is their preferred method of communication. In short, each generation has preferred media to acquire their needs.

The use of media among each generation has affected the method of learning and gaining the knowledge. In addition, this phenomenon has to change the teaching and learning for teacher and student. Teacher is supposed to utilize ICT (Information and Communication Technology) to meet the student's preference in learning the knowledge. ICT includes computer, mobile phone, internet, wireless network and other communication mediums. Present teachers are using technologies in ELT classroom like multimedia projector, internet, presentation software, word processing, digital video, web page, E-mail, video conferencing, interactive whiteboard and other dictionaries, electric dictionaries etc. but teachers often used LCD presentation, word processing and internet in language pedagogy. Teacher were used technology

to develop different skills and system like listening, speaking, reading, writing, pronunciation and vocabulary but teachers often used technology to develop listening, speaking and vocabulary enrichment. 21st century teachers adopt ICT based approaches like blended learning, flipped learning, cyber learning, virtual learning etc. to make the students proficient in foreign language for their betterment in life.

Learning outcome is frequently influenced by the way of teaching undergone by teacher. Mostly teachers applied 19th approach while most students face 21st century with complexity of life and challenge. The query raises "Do Classical and traditional method fit the students of 21st century?". For recent years, (TCL) teacher center learning has changed into (SCL) student center learning teachers. It is expected to ensure that the way of teaching used has been matching the students' needs now and in the future. Let's figure out the gun and weapon used to conquer enemy in the war. The war will be very equal when the weapon used is effective. Assume the weapon does not deal with pedagogy but technology. Technology has an important part in education. Acquiring technology is a must for teachers. To limit the term of technology in the study is that technology

which is mostly used in teaching and learning for educational purposes.

The study investigated the millennial and Gen Z perception of ICT contribution in EFL regarding to attitude and aptitude. Focusing on a different set of finding from previous a series of studies, it is aimed to gain the most significant result of using ICT in EFL contexts. It is expected future research might investigate the feasible ICT for certain attitude and aptitude for different level of education.

II. RESEARCH METHOD

A survey study from research on ICT in ELT during 2019 and 2020 was conducted to analyse the ICT contribution in EFL regarding to attitude and aptitude for teacher and student. 37 previous studies were taken, including 9 relating to students and teachers 'attitude, 14 regarding to student skills, and 14 dealing with grammar, phonology and teacher competence.

III. FINDING AND DISCUSSION

ICT has been a challenging issues in EFL and ESL contexts. Recent studies have shown the role of ICT for both teachers and students. The role of ICT is addressed to aptitude and attitude. Aptitude covers the skills such as writing, speaking, reading, and teachers and students' competence in applying ICT. On the other hand, some studies have also explored the teachers and students' attitude and perception of conducting ICT in teaching and learning language.

Studies report that ICT could improve writing quality and students' revision (Ahmad, 2020; Lee, 2020). In addition, ICT also contribute significantly to accuracy and complexity (Azodi&Lotfi, 2020). Similar finding in speaking skills found that ICT enabled learners speaking foreign and second language better (Chen & Hwang, 2019; Taufik et al., 2020; Yasar, 2020). Regarding to reading, ICT has played fruitful assistance to improve learners' reading ability (Chen, 2020; Pasaribu, 2020; Sonawane, 2020). Although there is no doubt of the importance of running ICT, Aisha Champa (2019) argues that ICT is not effective because of teachers' barriers such as training, competence, equipment, appropriate software and material. In line with Aisha Champa (2019), the usage of ICT undergone by teacher in the classroom is less effective (Habibi et al., 2019). Ineffectiveness of using ICT is caused by many level of knowledge (Akayoglu et al., 2020), gender and ages (Indradhikara et al., 2020). Lack of training is the other cause of effectiveness

in using ICT application (Ahmed et al., 2020; Aisha Champa, 2019).

The successful of applying ICT in EFL and ESL also depend on how teachers and students demonstrate their attitude and perception. Most previous studies report that both students and teachers have the positive attitude of the ICT usage for improving efficacy such as writing (Alharbi, 2020; Lee, 2020; Sampson & Yoshida, 2020), Speaking (Chen & Hwang, 2019; Yasar, 2020), reading (Pasaribu, 2020), vocabulary (Kohnke, 2020; Siahaan, 2020), phonology (Nurhayati, 2019), lexico-grammatical (Lee, 2020). Teachers' attitude, for example, the finding from previous studies also claim that most teachers believe a prominent contribution of ICT (Ahmed et al., 2020; Bianchi, 2019; Blume, 2020; Habibi et al., 2019; Ma et al., 2020; Pan & Gan, 2020; Sari et al, 2020). Similarly, students have a positive attitude of ICT in the classroom (Grigoryan, 2020; Namziandost et al., 2020).

Based on students' perception, ICT usage in EFL and ESL is effective (Kohnke, 2020; Nurhayati, 2019; Siahaan, 2020) but a research shows that ICT usage is less effective (Alkaromah et al., 2020). Using Edmodo, for example, ICT plays a significant role in learning phonology (Nurhayati, 2019) and language skills

(Siahaan, 2020). It also occurs in using MOOC (Massive Open Online Course) which find that ICT affects positively to improve learner communication in EFL (Yasar, 2020)

IV. CONCLUSION

ICT has an important role in EFL learning, the use of ICT is beneficial for EFL students and teachers because it can foster knowledge selection and creation, collaboration, and reflection. They are also used effectively to make lessons more interesting, fun, diverse, motivating and supporting the teaching and learning process at all levels of education.

Teachers and students have positive attitudes towards ICT, basically the use of ICT, especially in EFL learning, is responded positively by both teachers and students because it can help the learning process that is felt more enjoyable and easily understood by students and easy for teachers to implement.

ICT supports EFL teaching and learning, as described in the previous discussion which contains the results of previous research on how the role of ICT in particular when used in EFL learning. EFL teachers use ICT in general for power point and word processing and sometimes as language dictionaries and online videos to support their teaching

The competence of ICT teachers must exist in the 21st century, a new challenge for teachers in carrying out the teaching and learning process which has become a demand in their profession to be able to use ICT in their daily activities. Teachers must not only be able to use ICT as assistive advice in learning, but teachers are also required to prepare teaching materials according to tools that are easily understood by students.

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