The Achievement of Learning English in Multilingual Learners through the Practices of Digital Literacy

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Introduction (1)

Some previous studies are Canagarajah (2007), states that English proficiency in the multilingual community (learners). It is supported by

a. Martínez (2018)

b. Rasman (2018)

c. Liu, Lin, and Wiley (2016)

d. Ashton (2014)

e. García, and Sylvan (2011)

f. Kramsch and Whiteside (2007).

Introduction (2)

Those previous studies concern the achievement of learning English in multilingual learners, it discusses:

a. the results of learning English in multilingual learners.

b. to find out the achievement of learning English, it needs some requirements such as principles, beliefs, and concepts.

But, this article tries to concern with

a. the learners' readiness and

b. the processes of learning to reach the achievement of learning English in multilingual learners through the practices of digital literacy

Introduction (3)

Some previous studies of the practices of digital literacy are Eshet-Alkalai and Yoram (2004), state that
digital literacy involves more than the mere ability to use
a. software or operate a digital device; it includes
b. a large variety of complex cognitive, motor, sociological, and emotional skills, which users need to function effectively in digital environments.
The following articles support Eshet-Alkalai and Yoram, are
a. Kong (2014)
b. Ng, Wan (2012)
c. Goodfellow (2011)
d. Martin and Grudziecki (2006), and
e. Mason (2006).

Introduction (4)

Those five articles discuss
a. the contributions of digital literacy to reach the achievement of learning English.
b. the requirement to reach the achievement of learning English.
But, this article tries to focus on
a. how English teachers integrate learning materials and digital technology to reach the achievement of learning English.
b. therefore the practices of digital literacy mean the learners study or learn English by using the learning management system (LMS).

Introduction (5)

The purpose of the article to
a. describe how multilingual learners develop the practices of digital literacy to reach the achievement of learning English
b. describe how multilingual learners implement the practices of digital literacy to reach the achievement of learning English

So the practices of digital literacy are the activities or processes of learning English.

Theoritical Framework (1)

Richards and Rogers (1986) in Approaches and Methods in Language Teaching,

they state that method consists of

a. approach,

b. design, and

c. procedure.

They state that the approach is consisting of two theories is

a. *native language* and

b. *nature of language learning*.

The native language is an account of nature language proficiency.

In English language teaching (ELT), nature language proficiency is *English proficiency*.

Theoritical Framework (2)

The nature of language learning is

a.   an account of psycho-linguistic and

b.   cognitive processes involved in language learning.

In English language teaching, cognitive processes consist of six (6) cognition are

a. remembering

b. understanding

c. implementing

d. analyzing

e. evaluating, and

f. creating.

Theoritical Framework (3)

Nunan (1989) in Designing Tasks for the Communicative Classroom, stated that approaches consist of

a. the theory of language and

b. the theory of learning.

The theory of language states that language is a system for the expression of meaning, *primary functions* are interaction and communication.

In English language teaching, Nunan focuses on *functional language*, consisting of

a. *interaction* and

b. *communication*.

Theoritical Framework (4)

The theory of learning states that *activities* involving

a. *real communication*;

b. carrying out *meaningful tasks* and

c. *using language* which is meaningful to learner *promote learning*.

In English language teaching, Nunan focuses on real communication having meaningful to learners promote learning.

Theoritical Framework (5)

Anderson and Krathwohl (2001) in A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives,

They stated six (6) cognitive processes consist of remembering, understanding, implementing, analyzing, evaluating, and creating.

a. To develop a lesson plan, English teachers use six cognitive processes by selecting which one is suitable for basic competence.

b. After finding out one of suitable cognition, they develop indicators as the elaboration of basic competence.

c. Indicators consist of some action verbs to prepare types of learning teaching activities/processes in English Language Teaching (ELT).

Theoritical Framework (6)

Renandya and Widodo (2016) stated that *searching for*

a. the best language teaching method and

b. the use and users of English.

Searching of the best language teaching method is finally known as the best method, and the use and users of English are functional languages, the use means primary language function refers to Nunan is

a. interaction and

b. communication,

the *users* means

a. *interactor* and

b. *communicator.*

Method (1)

This research implemented qualitative-method, used
a. observation sheets and
b. field notes
to find out the data.

Method (2)

Design of research is explanatory. Through explanatory as the design of research,

a. developing and implementing the practices of digital literacy in multilingual learners can enhance their achievement of learning English gradually and continuously.

b. is going to be described comprehensively and chronologically.

Results and Discussions (1)

This part explains the result and discussion of research with the title the Achievement of Learning English in Multilingual Learners through the Practices of Digital Literacy.
a. Developing the Practices of Digital Literacy to Improve the Achievement of Learning English in Multilingual Learners.
b. Implementing the Practices of Digital Literacy to Improve the Achievement of Learning English in Multilingual Learners

Results and Discussions (2)

The achievement of learning English refers to Richards and Rogers (1986) theory of native language in Approaches and Methods in Language Teaching and Nunan (1989) theory of language in Designing Tasks for the Communicative Classroom.

a. Richards and Rogers stated the purpose of learning English is the learners can master *English proficiency* (theory of native language).

b. Nunan in the theory of language - Designing Tasks for the Communicative Classroom, stated that the purpose of learning English is the learners can master the *functional language* consisting of *interaction and communication* (the learners can master interaction and communication).

Results and Discussions (3)

 To find out the purposes of learning English, English teachers develop lesson plans and implement them in English language teaching.

a.   To develop lesson plans, English teachers make the design of English class by integrating learning materials and technology or English teachers develop lesson plans in the Learning Management System (LMS).

b.   Six elements to develop lesson plans are the general and specific objectives of the method, a syllabus model, types of learning and teaching activities, learner roles, teacher roles, and the role of instructional materials.

Results and Discussions (4)

In the digitization era, changes in some principles have occurred, including in education.

It has occurred in Indonesia, too. The shifting paradigm of English language teaching is progressing in Indonesia.

English Language Teaching has been influenced by two latest changes,

a. the use and users of English; and

b. the search for the best language teaching methods

   (Widodo & Renandya, 2016).

Results and Discussions (5)

One of the approaches of English Language Teaching is a theory of the nature of language learning that has to be read twice or three times (Richards & Rodgers, 1986).

a. theory of the nature of language learning automatically relates to a

b. theory of native language.

But this article focuses on the nature of language learning. The reason is the use and users of English, mainly,

the users of English are not only

a. native English, but the majority is multilingual learners, specifically

b. non-native English.

Results and Discussions (6)

Two factors, the use, and users of English are supported by technological innovations, either in

a. education or

b. non-education.

In *education*, the use of

a. educational technology (ET) and

b. technology-enhanced learning language (TELL) increase significantly day by day.

E-learning and the user of computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) also increase in this era.

Results and Discussions (7)

Seven benefits of using CALL are:

a. multimodal practice with feedback,

b. individualization in a large-class,

c. pair and small group work on projects, either collaboratively or competitively,

d. the fun factor,

e. variety in the resources available and learning styles used,

f. exploratory learning with large amounts of language data, and

g. real-life skill-building in computer use

 (Brown, 2000: 145).

Results and Discussions (8)

Technological innovations, the *advantages* of digital technology contributes to multilingual learners to get

a. easier to access learning resources /materials,

b. various learning resources/materials are available, and

c. learning resources/materials are updated.

In English language teaching, the sources of learning English are not single anymore, the English teacher, but it is increasing, refers to educational technology (ET) and technology-enhanced language learning (TELL).

Results and Discussions (9)

It relates to the users of English:

the majority of learners are multilingual learners of young people or the young generation.

Digital technology, one of the advantages of digital technology is

a. the variety of learning resources/materials are available, it contributes to multilingual learners to choose or select

b. the availability of learning resources/materials.

Therefore, multilingual learners are the young generation, so the young generation is called a digital native.

Results and Discussions (10)

Implementing the Practices of Digital Literacy to Improve the Achievement of Learning English in Multilingual Learners

To implement lesson plans, English teachers manage three main activities, are

a. face to face (virtual) meeting,

b. structural assignment, and

c. independent learning.

In face to face (virtual) meeting, English teachers deliver learning material in every meeting by using a learning management system (LMS).

In structural assignments, English teachers develop each learning material which is enclosed with the assignment.

And English teachers motivate learners to become more active in independent learning, either to improve their achievement in learning English or to do their tasks by using a learning management system (LMS).

Results and Discussions (11)

Learners' role in learning English is

a. a processor,

b. performer,

c. initiator, and

d. problem solver.

The practices of digital literacy stimulate the learners to become more active in learning English because they have four roles are processor, performer, initiator, and problem solver.

Results and Discussions (12)

Five components are involved in learning and teaching activities:

a. learners

b. teachers

c. learning materials

d. media, and

e. assessments.

Learners increasingly contribute an important role to begin or start the new paradigm of English language learning. Among the components in learning activities, learners play an important role to become independent learners to have a new paradigm in learning English. Some changes have already occurred in learning English. Now the paradigm of learning English is English for International Language rather than English is Foreign Language, anymore.

Results and Discussions (13)

To accommodate the shifting of the goal of learning English what kind of method is suitable for learning teaching activities, the Post-method is answering.

It has three dimensions:

a. particularity,

b. practicality, and

c. possibility

(Kumaradivelu, 2006).

The Post-method is suitable for the role of an English teacher who has the autonomy to select what suitable method is.

Results and Discussions (14)

a. Particularity emphasizes local exigencies and lived experiences. Lived experiences belong to the English teacher, not other people, such as theorists' language learning.

b. Practicality emphasizes action research. Meaning that to differentiate between theorists' theory and teachers' theory. Teaching English is related to his daily activities, so the English teacher has a comprehensive understanding of how to manage the activities of learning and teaching in the classroom.

c. The possibility is concerned with language ideology and learner identity.

Conclusion (1)

Based on the discussion, two main items can be concluded. Two main items are

a.   the descriptions of how English teachers develop the practices of digital literacy to improve the achievement of learning English in multilingual learners and

b.   the descriptions of how English teachers implement the practices of digital literacy to improve the achievement of learning English in multilingual learners.

Conclusion (2)

Refer to the conclusion, suggestions can be delivered for further researchers. English teachers can

a. develop and implement the practices of digital literacy to improve the achievement of learning English in *young learners* and they become *independent learners*.

b. finally, to develop and implement the practices of digital literacy to improve the achievement of learning English in young learners, English teachers can develop and implement the practice of digital literacy in *distance learning*.

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Thank You