

Utilizing Digital Learning Resources in English-Specific Purposes Learning Classroom: ESP Teachers' Perspectives

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Abstract

Nowadays, the development of technology has significantly affected how ESP teachers deliver their learning materials in the language classroom. This study uses descriptive analysis that aims to reveal the perceptions of ESP teachers towards digital learning technology devices used, both inside and outside the classroom. There are 25 ESP teachers of Serang Raya University engaged in this research. By using a questionnaire through Google Forms, this research revealed that although some students understand the importance of using digital devices in teaching practice in the classroom, they admit that their use has not been maximized due to their lack of knowledge about digital learning media.

Keywords: Digital learning, ESP teachers' perspective, Technology devices.

INTRODUCTION

Technological developments in the last few decades have significantly affected various aspects of human life. The fourth industrial revolution changed the world. Converging Artificial Intelligence, robotics, big data, and internet access has an impact on the industry which is then called the industrial revolution 4.0, not only affecting the world of business, government, and society but also education (Lase, 2019). It will also influence the role of educational institutions, universities, and colleges to prepare students, and educational institutions are positioned to help create a workforce for this new world and experiences for students to adapt to. Language teaching and learning concern in the 21st century is no longer on grammar and memorization, but rather the use of language and cultural knowledge as a means to communicate and connect with others around the world (Falola & Jolayemi, 2020). In other words, the distance between individuals becomes less influential when technology is presented as a learning tool in today's classrooms that allows connections between teachers and students anytime and anywhere. In line with that, traditional ideas about education are giving way to thinking of newer and more innovative ways of learning, teaching, and acquiring knowledge (Parvin, 2015). Consequently, using technology to teach English can examine the use of computers and technology as pedagogical instruments to help in the effective teaching of English learners in all areas of language skills. However, global connectivity, smart technology, and new media are just a few factors that transform the way people think and create effective and efficient learning for the future. Several educational institutions have developed educational 4.0 experiences for their students that reflect the rapidly evolving world around them. Then, what is Education 4.0 actually like?

Understanding Education 4.0 requires an understanding of the Industrial Revolution 4.0. The rise of the third industrial revolution, during which time new technological developments confused the distinctions between the physical, digital, and biological worlds, pales in comparison to the fourth. Four factors, including increased data volume, computing power, and connectivity; the emergence of analytics, capabilities, and business intelligence; the occurrence of new forms of human-machine interaction; and the transfer of digital instructions to the physical world, such as robotics and 3D printing, are what are known as "RI 4.0," which is characterized by an increase in manufacturing digitization (Afrianto Daud, 2018). ESP teachers should include the most recent information technology advancements in their teaching and learning processes since the industrial revolution 4.0 learning qualities are crucial. In many schools, modern technology, including computers, laptops, tablets, and smartphones, is a common component of the teaching and learning environment for both teachers and students.

Teachers and school officials admitted that the internet and digital resources can play the role in raising students' motivation and engagement, assisting students with varied learning styles, and enhancing the effectiveness of teaching and learning (Vassilieva et al., 2020). The digital educational environment is designed to offer EFL students curricula, programs, and learning materials that can be easily accessed. Digital learning provides some opportunities namely; teachers can design course materials, presentations, videos, and online learning classrooms. It is important to implement the language teachers in the intensive training process so that they can use digital-based learning in a professional environment (Biletska et al., 2021). Using technology in the school classroom is no longer an option, but it has become the primary need of today's schools. ESP teachers are expected to be aware and adaptable to modern technology just as quality schools are expected to make effective use of the learning resources that technology offers (Richards, 2015). For that reason, ESP teachers are urged to integrate technology devices into their teaching methods inside and outside learning classrooms. They should also focus on enhancing the undergraduate students learning situation through meaningful and innovative learning models by using suitable technology. However, whether the ESP teachers understand it, or just follow what other people are doing. Furthermore, whether school facilities, such as learning media at school, internet connection, and other technological facilities are their concern. The phenomenon that was described above prompted this research to be carried out. Generally, this study will discuss the correlation between several problems and ESP teachers' perspectives on teaching English using digital learning devices and whether these perspectives will have an impact on their teaching style. For this reason, this study formulated the following questions.

1. What is the ESP teacher's perspective regarding the use of digital learning tools in teaching English classes?
2. How do ESP teachers use digital learning tools inside and outside the classroom?
3. Are there any differences in perception between teachers who have experienced teaching 5 years and over and less than 5 years in using digital learning media in their language classroom?

Literature Review

Technology cannot be separated from our current teaching practices, including language teaching. ESP learners and teachers are fortunate enough to have wide access to a nearly limitless repository of original language materials such as films, cartoons, music, videos, and documentaries that they can draw upon for language learning purposes. These learning materials have assisted the students as well as teachers to make language learning in classroom situations more effective and efficient (Bećirović et al., 2021). Digitalization in language teaching learning is innovative instructions to arrange and simplify the educational system. Language teachers must be able to learn and adapt to the newest technological applications in their language classrooms. The teachers are expected to be more creative to design their teaching and learning activities and settings in order to encourage their students to be independent learners (Baryshnikova et al., 2021). In line with the industrial revolution 4.0 that affected the education sector, recent research in the field of computer-assisted language learning revealed the positive effects of technology used in promoting the teaching and learning process to be more creative and active (Tu, 2022). Digital instructional tools that are used in language learning can enhance students' learning and practice. Digital learning application allows students to activate their English language learning by speaking through their phones virtually, assisting them to improve their listening skills, reading comprehension, and vocabulary understanding (Marlowe, 2018). Engaging the students in language learning depends on teachers' teaching techniques, learning facilities, and students' language competencies. However, one of the effective ways that involve students in English language learning is by using technology-based learning devices (Pham, 2022). In the education 4.0 context, ESP teachers can optimally use WhatsApp, Instagram, Zoom, google meet, and other digital media platforms to support their teaching and learning process in which students get assignments from their teachers and they need to submit their assignments through digital learning platforms.

Digital learning means any instructional practice that effectively uses technology to enhance the students' learning experiences and includes a variety of tools and practices, including; interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engages students in academic content; access to online databases and other primary source documents; use of data and information to personalize learning and provide targeted additional instruction. However, digital learning gives a big change in instruction and teaching delivery. It provides more opportunities for students to improve their language ability (Li, 2019). Digital devices can be more useful to engage the students' learning interests and motivation when the language teachers are able to arrange their classrooms and apply technology-based learning effectively to their teaching and learning process. The term "technology-based learning experience" refers to the use of computers, the internet, and other audio-visual equipment by students to complete homework, and exercises, and deepen their understanding of the material taught by their teachers in class. Students can achieve learner autonomy and develop into autonomous and self-regulated learners if they are carefully engaged through the process and enabled to use technology with a purpose. Technology-based learning can be particularly challenging for language teachers who have few experiences in arranging and presenting learning materials through online classrooms. There are some reasons of using technology in teaching English as follows.

1. Technology allows the students to be able to learn independently
2. Technology differentiates the students' learning need
3. Technology deepens learning by using resources that students are interested in
4. Students will be engaged more actively in the digital learning activities
5. Technology allows the students to construct knowledge through accessible learning resources (Mofareh, 2019).

Meanwhile, technology can potentially improve the quality of teaching in several aspects, namely: enable independent learning; support teaching with various grade levels; expand classes in the real world and enrich the curriculum (Richards, 2015). Some research studies on the use of technology in English as a Foreign Language (EFL) classrooms have clearly shown that using technology devices increases positively students' engagement in the language teaching and learning process. It is in line with the language teachers' perspectives in Swedish secondary schools that language teachers felt the technology usage in the classroom has succeeded in enhancing the teaching and learning of English in their language classrooms through the use of interviews and class observations (Cheng, 2018). Further research was conducted to explore how students feel about the use of technology in grammar instruction. The usefulness of utilizing animated sitcoms to teach conditional sentences was established in this comparative study, which involved 34 English language learners at a high school in Iran.

According to their research, students had favorable perspectives of animated sitcoms and the way they are used to teaching conditional phrases in English lessons (Saeedi & Biri, 2016). Additionally, another research used the questionnaire instrument to assess how digital media were used to teach reading narrative texts in an Indonesian high school.

The purpose of this study is to identify how students feel about using digital gadgets to teach reading narrative texts. The results of its study demonstrate how effectively teachers use digital gadgets in the teaching and learning process. In addition, using digital literature in teaching and learning activities in the classroom has an impact on a large number of students (Handayani et al., 2020). The technology usage is expected to be able to increase the ESP teachers' creativity and students learning interest because conventional learning techniques in language learning are no longer effective. Teachers-centered learning will make students bored and inactive in language classrooms. Therefore, innovation in language learning is extremely required, one of which is technology-based learning that can allow students to find their learning style and engage them in active learning activities.

RESEARCH METHOD

The purpose of this study is to determine the perspectives of English teachers regarding the use of technology as a learning aid in language classes. Descriptive analysis method used in this research. Several ESP teachers took part in this study. They were required to respond to a questionnaire that was presented to them as a set of pre-selected, open-ended questions. The results of the questionnaire were then reviewed and discussed in this research. Tables and Figures are presented center, as shown below and cited in the manuscript.

1. Participants

The researchers selected individuals to examine the language classroom phenomenon using purposive sampling (Cresswell, 2012). To achieve the objectives of this study, the participants involved in the study are 25 ESP language teachers of Serang Raya University consisting of 15 women and 10 men. Meanwhile, based on their teaching experiences, 9 participants had less than 5 years of experience, and 16 participants had more than 5 years of experience in teaching English. The involvement of ESP teachers as participants in this study was carried out with the consideration that apart from their important role in the teaching-learning process in the classroom, ESP teachers must also be accustomed to using modern technology and adaptable to globalization.

2. Research Instrument

To answer the research questions, the survey was designed using Google Forms. The web page links provided are then distributed to English for Specific Purposes language teachers at Serang Raya University (from the Faculty of Economics and Business, Social and Political Sciences, Informatics, and Engineering), regardless of the study programs of undergraduate students they teach. The reason why this survey is openly distributed to English teachers across faculties is to get as much input as possible from the background and experience of language teaching in English for Specific Purposes context.

3. Research Procedure

In conducting this research, researchers used several procedures in conducting this research. First, the researcher contacted a number of English teachers who were willing to take part in this study. Second, teachers who are willing to become participants are then given a link to fill out the questionnaire (six close-ended questions and nine statements) that has been provided before. The questionnaire results are observed and discussed in this study. There are 25 ESP language teachers as participants involved in the survey consisting of the following ten questions.

- 1) Have you ever used digital learning media in your language classroom?
- 2) How often do you use digital learning media in the language learning classroom?
- 3) Within the last 5 months, what kinds of digital learning media do you use in the language learning classroom?
- 4) Does your educational institution provide an internet connection?
- 5) How long have you been teaching English in English for specific purposes classroom context?
- 6) What kinds of applications do you use as an ESP teacher for communication with students?
- 7) I rarely experience difficulties in using digital media in language teaching classroom
- 8) I feel comfortable using digital learning devices in language teaching and learning classroom situation
- 9) I think that digital media is the best way that can be implemented to teach English in ESP classroom situation

- 10) Using digital media in language teaching and learning activities can positively improve the students' English ability
- 11) Using digital media will help the students to understand the language learning materials effectively
- 12) I am familiar with utilizing digital devices in the language teaching and learning process.
- 13) Applying digital media in the language classroom can be applicable and usable for students who are from non-English education department
- 14) Digital media in language teaching and learning can effectively engage the undergraduate students
- 15) Presenting the language materials can be optimized through the digital media in ESP classroom.

RESULTS AND DISCUSSION

This research was conducted to respond to the three research questions mentioned above. Referring to the first question in the questionnaire, namely "Have you ever used digital learning devices in your language classroom?". The results show that 25 ESP language teachers have used digital learning devices in teaching English classes as can be seen in the following Figure 1.

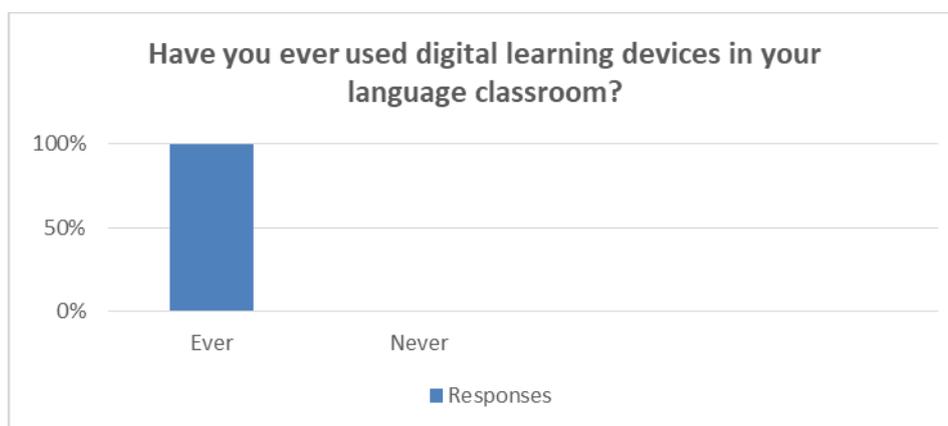


Figure 1. ESP Teachers' Responses on Digital Use in Language Classroom

From the table 1, it can be found that a well-planned classroom environment can lead students to learn the language effectively. Both ways of teaching and learning English have changed. Currently, it is proven that the technology-based classroom environment in the teaching process is more beneficial than lecture-based classes. ESP teachers need to figure out how to use technology as a learning tool for their students even if they are not tech-savvy and cannot act as experts. To figure out the results of ESP teachers' responses can be seen in the following.

Table 1. ESP Teachers' Responses on Digital learning Usage

No	Questions	Responses
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		Often	Sometimes	Rarely	Never
2	How often do you use digital learning media in the language learning classroom?	88%	12%		
		Google meet	Zoom Meeting	Social media	Power-point software
3	Within the last 5 months, what kinds of digital learning media do you use more often in the language learning classroom?	24%	8%	28%	40%
		Yes	No		
4	Does your faculty provide free internet access?	72%	28%		
		Less than 5 years	More than 5 years		
5	How long have you been teaching English in English for specific purposes classroom context?	36%	64%		
		Whatsapp group	Email	Google Hangouts	Social media
6	What kinds of applications do you use as an ESP teacher for communication with students?	84%	8%		8%
		Strongly agree	Agree	Disagree	Strongly disagree
7	I rarely experience difficulties in using digital media in language teaching classroom	52%	28%	12%	8%
8	I feel comfortable using digital learning devices in language teaching and learning classroom situation	72%	28%		
9	I think that digital devices are the best way that can be implemented to teach English in ESP classroom situation	80%	20%		
10	Using digital media in language teaching and learning activities can positively improve the students' English ability	92%	8%		
11	Using digital media will help the students to understand the	76%	12%	12%	

	language learning materials effectively			
12	I am familiar with utilizing digital devices in the language teaching and learning process.	68%	20%	12%
13	Applying digital media in the language classroom can be applicable and usable for students who are from non-English education department	88%	12%	
14	Digital media in language teaching and learning can effectively engage the undergraduate students	80%	12%	8%
15	Presenting the language materials can be optimized through the digital devices in ESP classroom	92%	8%	

The use of technology has greatly changed English teaching techniques. Technology provides so many options such as making teaching interesting and also making teaching more productive in terms of improving students' ability to use English (Baytak et al., 2011). Related to the second question on the questionnaire, shows that almost 88% of ESP teachers use digital learning devices almost very often. It is proven that the use of technology to support learning situations is not a new thing for most ESP teachers and they see themselves as teachers who are adaptable to the technological developments in the world of education. Based on the analysis of the third survey question, namely, "in the last 5 months, within the last 5 months, what kinds of digital learning media do you use more often in the language learning classroom?" this reveals how teachers' self-perception of knowledge about digital learning devices is supported by a clear understanding of what digital learning devices are, especially those that support language learning. Some ESP teachers said that 40% of them used computer devices (laptops/computers, smartphones) and PowerPoint (in-focus) for digital learning. Some others mentioned Zoom, Google classroom, Learning Management System (LMS), Edmodo, online course/e-learning, and social media (Youtube, Facebook, WhatsApp).

Additionally, ESP teachers feel assisted and benefit from using digital learning tools in teaching English classes. Teachers state that by using digital learning tools, classes become more interactive, fun, time efficient, paperless, flexible (can be done inside and outside the classroom), and students' preparedness for industry 4.0. This advantage creates a positive perspective for teachers in viewing the use of digital learning tools. However, apart from the advantages, there are some disadvantages such as time management, internet connection, students' skills, and addiction to digital devices. The fourth question shows that 72% of ESP teachers said the internet access is given free and strong access but on the other side 28% of ESP teachers described that the internet connection in their work-places was not strong enough. The fifth

question revealed that there are 64% of ESP teachers have more than 5 years of teaching experience, and there are 36% of ESP teachers have been teaching English with less than 5 years of experience in English for Specific Purposes classroom situations. In the context of ESP classes, teachers use several applications to support digital learning. They use it to provide creative materials, assignments, create interactive classes, and efficiency.

The sixth question shows that 84% of ESP teachers have a WhatsApp group so they can communicate intensively between teachers and students, share updated information related to the language classroom activities, and exchange learning materials using digital learning tools. So, it shows how ESP language teachers use digital learning tools to create flexibility in learning inside and outside the classroom. Additionally, the researchers found that there are 48% of ESP teachers more often utilize digital devices in their language classroom, and 28% of them use digital learning resources in the language learning process several times a week. However, most ESP language teachers use digital learning devices several times a week (almost rarely) inside or outside the classroom as can be seen in the Figure 2 below.

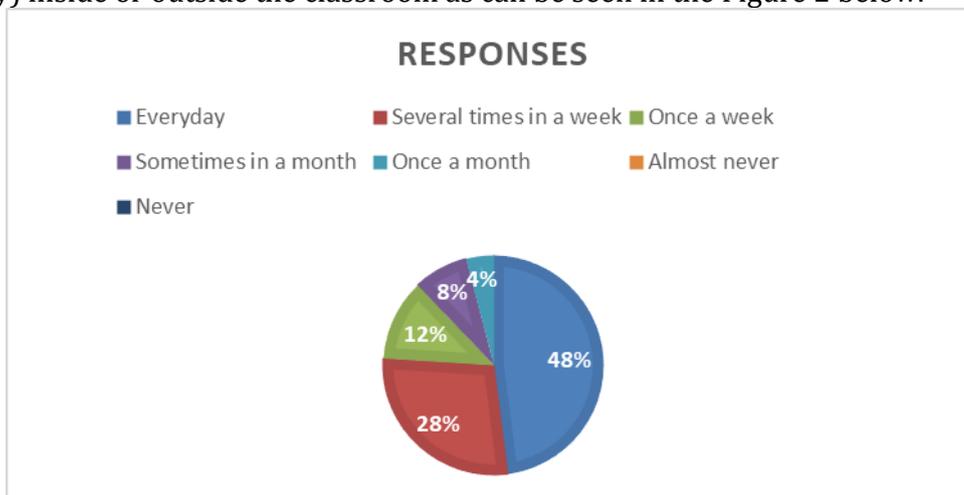


Figure 3. Frequency of Using Digital Learning Devices

Furthermore, the seventh questionnaire reveals there are 80% of ESP language teachers agreed that they rarely experience difficulties in using digital media in language teaching classrooms. Because most of ESP language teachers at Serang Raya University often use digital learning devices to support the language teaching-learning process, assist undergraduate students in ESP classroom situations to learn and practice their language skills, and engage them in active learning. The eighth question shows that ESP teachers feel comfortable using digital learning devices in language teaching and learning classroom situations. ESP teachers said that using digital devices can help them to manage the language classroom activities, provide students with many language materials interestingly, and the teachers can prepare their learning materials optimally. The ninth question, ESP teachers thought that digital devices are the best way that can be implemented to teach English in ESP classroom situations. Digital learning devices give varied learning materials that are very useful for students to practice their language. 92% of ESP teachers strongly agreed that using digital media in language teaching and learning activities can positively improve the students'

English ability. 88% of ESP teachers stated that using digital media will help the students to understand the language learning materials effectively. However, there are 12% of ESP teachers argued that they sometimes use traditional teaching techniques in certain language learning activities.

ESP teachers are urged to be more creative to organize their language-learning classrooms. 88% of them are familiar with utilizing digital devices in the language teaching and learning process. There are some digital devices that are most frequently used by ESP teachers to teach language in their classroom namely; PowerPoint, YouTube, Focusky, Canva, Google Classroom, Zoom, and others. On the other hand, 12% of ESP teachers expressed that they have been trying to learn how to use digital learning devices for their language classrooms so that they can make their teaching and learning more effective. The use of internet-accessible devices provides many advantages in carrying out online activities, one of which is the teaching and learning process. There are many learning materials that can be easily accessed and disseminated through online media. In line with the questionnaire results, ESP teachers pointed out that applying digital media in the language classroom can be applicable and usable for students who are from the non-English education department. Most ESP teachers stated that they were able to use digital technology and utilize it in the teaching and learning process. This study found that ESP teachers could use the search page to search, organize, store, and classify learning materials obtained from digital searches. They also mentioned that they were able to use digital media wisely in the language teaching and learning context. The language teaching and learning process will be more interesting and effective when the English teachers are able to arrange optimally their learning activities and utilize the digital learning devices in their language classroom. This research revealed that 92% of ESP teachers stated that digital media can effectively engage undergraduate students in language teaching and learning. In line with the use of digital media in teaching and learning, students can learn meaningfully when technology is used in the learning process through the use of computers, the internet, and so on. When students learn with technology, it helps them to develop higher-order thinking and research skills (I Putu, 2019).

Therefore, using suitable digital learning devices and teaching methodology can attract students' attention to learning English. Finally, almost 100% of ESP teachers strongly agreed that presenting the language materials can be optimized through digital devices in ESP classrooms. The use of digital media by ESP teachers in faculties at Serang Raya University is varied. Digital media can be in the form of websites, social networks, or internet-based applications found on devices or computers. In this case, the teachers do not only use one media but there are some digital media that are used, namely video-based social media, PowerPoint software, Canva, and web-based classrooms, such as Google Meet, Zoom meeting, and Google Classroom, which are used frequently to English learning.

Digital based learning is important thing in the era of the industrial revolution 4.0. ESP language teachers are asked to be able to explore information and design their language learning materials creatively through digital learning devices. Based on the explanation of results previously, the ESP teachers' knowledge about using digital learning devices is good enough. For ESP teachers, digital language learning is strongly important especially in engaging students participation and improving their language

skills. It is proven that 48% of ESP teachers often use the digital devices in their language classroom activities. There are some purposes why the teachers use frequently use digital based learning; first, they thought that technology will be very useful to help them to design the learning process easily and effectively. Second, technology based learning will engage the students' learning interests and activeness. Third, using digital devices in language classroom can motivate students to be an independent learner. Fourth, it will provide the students wide access to the language learning resources that can be valuable for their improvement of learning outcomes.

CONCLUSION

Modern technology in teaching English is urgently needed to increase the effectiveness of learning English. The use of technology is, in fact, something that is inherent in the current education system which is very beneficial, for both teachers and students. This research was conducted to investigate the perceptions of ESP teachers toward the use of technology in language teaching and learning. This study found that the perspectives of ESP teachers are formed by how teachers find it difficult to deal with digital learning device problems such as practicality, internet connection, lack of knowledge about digital learning tools, choosing the suitable devices to use, and lastly students' digital literacy that influences their perspective and ultimately discourage undergraduate students from using it. 12% of ESP teachers faced practical problems and 20% of them faced internet connection problems and difficulties using digital learning applications. However, ESP teachers still use it to support teaching materials, efficiency, and prepare students to face the digitalization era. While the survey cannot fully disclose the data needed to answer the research questions, the results are sufficient to show that while ESP teachers may think they know about digital learning tools and are using them in class, the fact is that some of them apparently do not know what digital learning tools are. This suggests that English teachers need to receive more information, exposure, or education on how to make the most of available digital tools that can enhance student learning experiences.

Technology encourages more autonomy for students and requires ESP teachers to provide students with many choices for how to use available learning materials. The presence of technology must be able to increase student motivation, increase learning achievement, and increase interaction between students and teachers, both inside and outside the classroom so that it can support effective learning outcomes in the future. Finally, the researchers expect that the findings of this study may shed light on how language teachers perceive the use of digital technology in their language classrooms. Due to the small number of language teachers involved in this study, the researchers suggest conducting a different study that may involve more language teachers in order to gain more comprehensive results. Finally, the researcher expects that the findings of this study may shed light on how language teachers view the use of digital technology in their classrooms. Due to the small number of teachers included in this study, the researchers advise doing a different study with more language teachers in order to get more thorough data. In order to obtain more perspectives on the usage of this digital technology in regular classroom practice, it is also relevant to do a further study that examines technology use from the students' perspective.

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