



Tell as Reading Activities in Higher Education Learner

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Abstract

One of the recent technologies that are considered as *Technology-Enhanced Language Learner* is Web 2.0. The trend of using Web 2.0 technologies from social activities to teaching and learning has already widespread in all education level. Students' preference of using Facebook, Yahoo Messenger, Wiki Page, Blog, Gmail chat, etc., gives wider opportunity to implement the concept of teaching reading for EFL learners. Since all of these media are easily accessed by students and also teachers, these media becomes a visible media for teaching and learning reading. The roles of Web 2.0 technologies can be implemented in pre-reading activities, whilst-reading activities, and also post-reading activities. At the end of the teaching and learning by using this media, it is expected to lead the students to build new habit of reading and eventually become autonomous readers.

Keywords: TELL, Web 2.0 technologies, Reading Skills

INTRODUCTION

The demand of high quality graduate of English teacher becomes challenge to all of high education institutions that work on English Teaching program. Since the recent fact shows that the qualification of English teacher is still need a lot of improvement. It can be seen from the result of national examination of English subject. Although government has already facilitated teachers to get higher education and many kinds educational local activities, the result of national examination of English subject is still low (Hamra, 2009:28). In order to improve the quality of future teachers, university should put their priority to a receptive skill that can give student access to all other requirement knowledge independently. One of the most important things is to improve the students' reading proficiency. In other words, high proficiency in reading comprehension is very crucial for the future English teacher. Therefore, providing future English teacher with an appropriate strategy in the early time of their education at the university becomes a necessity.

In relation to this issue, the development of technology becomes a potential way to reach the education goal which is started from the improvement of students' reading proficiency. Thaha (2012) says that there has been a gradual shift from traditional convergent approaches to divergent approach, thus replacing to great extent the linier

and finite models of learning and teaching with multi-disciplinary and holistic approach. In this case, the role of technology will give a great contribution to the process of teaching and learning English. Moreover, the recent study shows that language learning is taking place in various forms such as chat lines, tandem email exchanges, telecollaborative projects, and virtual self-access center. People from all over the countries are using networking websites such as Facebook, MySpace, Yahoo Messenger for socialization. Moreover, many of them find the sites helpful in developing their language skills (Anwaruddin, 2012:1-3). All of those sites are under the technology of Web 2.0. Therefore, there are several important reasons that place providing Web 2.0 technologies to enhance students' reading skills.

The first is the fact that without getting much exposure to reading materials, students are unlikely to make much progress (Nation in Floris and Divina, 2009:37). Since English in Indonesia is as foreign language, students are required to have a lot of practices in everyday activities. They need to read in order to get information from any kinds of English reading materials (Sebranek, et al, 1995:361-363). In internet era, providing a good and continuous English reading exposure seems very visible to be done. However, recent studies found that one of the major problems is the teachers' quality in operating and employing technology for education is still very limited. There are Information Technology (IT) facilities at schools, but many teachers do not know how to use it in order to obtain teaching and learning goals (Sukarni, Winarni, and Nirmayanti, 2009:214). It means university teachers need to improve, update, and evaluate their teaching methods or media that are used to help students in reading skills continuously.

The second reason is a necessity for teachers to provide an effective learning atmosphere and also to give various, attractive, communicative, innovative and effective teaching methods. It has to be considered as an important element in conducting teaching learning processes. These are really essential to overcome the low English reading proficiency (Rukmini, 2009:180). Richards and Rodgers (1990) also say that learning process for a teacher is a long and complex process, which is full of joy and challenges. Therefore, continuous innovation in all aspects of teaching and learning process is needed to be conducted and practiced by teachers.

Moreover, high level of reading proficiency is not merely focus on comprehension in reading. Teaching learning process should be able to lead the students to the concept of literacy that not only covers print but also not print text. According to Burn and Durran (2007) literacy means all of the students can get involved to the reading materials in different ways. It means they can get into the cultural definition of literacy. Students also come up with critical judgments about the text that show their taste and pleasure of the reading activities. At the end of the reading process, it is expected the activities can make students to become a creative reader. They do not just understand a text but also remark that text. All of these goals need a teaching strategy that can really touch the students' preference and needs. In other words, since students in the digital era consider that technology and internet are modern and cool and interesting stuff to do everything, teacher should provide them with the same idea in order to provide an effective learning

atmosphere and also to give various, attractive, communicative, innovative and effective teaching.

The third reason is internet-based technologies growth. They give significant changes and benefit in educational settings. One of the recent phenomena make students eagerly use many social networks and virtual world environments for social communication and entertainment purposes. This changing also triggers all universities start to adjust their curricula and make sure that the teaching learning process follow the social demand.

In the same time, teachers have a lot of opportunities to improve and develop their teaching strategies including the involvement of *Technology-Enhanced Language Learning (TELL)*. One of the technologies under TELL is *Web 2.0* technologies. Among internet users the shift from *Web 1.0* to *Web 2.0* has high response. Almost everybody uses the technologies of *Web 2.0* for social and networking activities. Now, it is expected that the involvement of technologies of *Web 2.0* will help teachers and learners to get interaction and conducting teaching and learning process not only during the class hours. In other words, teachers can implement the principle of lifelong learning and apply the principle of classroom without wall in the students learning atmosphere. Through this media, teachers can facilitate students to get wider language exposure without time, administration and other aspects of limitation.

There are many studies conducted in order to investigate the contribution of technologies to the development of knowledge. Thaha (2012) conducted a case study related to use of *Web 2.0* technologies to enhance students writing skills. In this study, it has been proven that the contribution of technologies make learners becoming self-sufficient to pursue education throughout their lives. Through the technologies, learners can cooperatively learn from each other in ample time. Proper planning and close monitoring in writing that are provided by this technology help the learners to raise their awareness of their own learning process and consequently help them to be more responsible for their learning. In other words, this study found out that, the use of *Web 2.0* technologies which also in the area of TELL gave a significant contribution to the students' cooperative learning atmosphere in the field of writing.

In other study, Anwaruddin (2012) conducted a study about learning English in the Age of Facebook. It is figured out that the negative effects of using social network sites such as facebook outweigh the positive one. Related to the weaknesses of using technology in language learning, England (2007) found out the technology applications in English language teaching in Egyptian universities showed that teachers' and learners' readiness to use technology tools in the teaching language skills took an essential part to determine the achievement of the goal. It means, conducting teaching learning process by using virtual technologies must include a high quality preparation not only for the teachers but also for the learner themselves. As also mentioned by Jarvis (2005) preparing the task-based approaches is one of the challenge for everyone who involves in ELT involving technologies. However, the result of the study still indicates positive impact of *Web 2.0* technologies to teaching and learning language.

The fourth reason is the trend of using Web 2.0 in the world of Education is already worldwide. Reflection to Indonesia context, the use of technology also grows so fast among students in all levels of education. However, regardless of the recent development of technology in the context of English Language Teaching (ELT), not all teachers are aware of the importance of technology for teaching and learning English. As the result, many students today live and grow up with technology that they encounter beyond school environment (Cahyono, 2009). Therefore, it is very essential to improve and increase teachers' awareness in employing technology as their teaching and learning tools.

Based on all reasons above, this paper will give academic discussion about the visible Web 2.0 technologies that can be employed in teaching and learning reading, how to use these technologies in teaching and learning reading, and what are the significant advantages of using these technologies to the students' reading skills. By providing those three objectives, it is expected that the idea of using Web 2.0 technologies in the field of ELT especially reading will be more purposeful to both of the learners and also teachers.

VISIBLE WEB 2.0 TECHNOLOGIES IN TEACHING READING

The development of Indonesian government policy has shown positive improvement to the education system. Almost all of English Teaching departments in all provinces whether private or public university have already provided with multimedia language lab. This facility has numbers of benefits as medium of instruction in teaching and learning language. Kaur and Bhangu (2012) state that multimedia increases the teacher student interaction because it provides us with ample number of channels to communicate, for example, video chat, text chat, and voice chat. With the advent of communication method of language teaching, the focus in the classroom shifted from the teacher to learner. The goal of English language teaching nowadays focus on learner autonomy, learner involvement, learner generated syllabi, creation of relaxed atmosphere for learning and training to relate to need based learning. In other words, the focus thus has to shift to student friendly methodologies.

Today, teaching and learning activities that employ video chat, text chat, and voice chat are no longer held during the class hours in multimedia lab only. The world of internet innovation has already provided teachers and learners to conduct teaching and learning process by using chat media twenty four hours per day. Many argue that the shifting of the web use from static presentation of information ('web 1.0') to more interactive use of web, categorized by social networking and user generation of content ('Web 2.0') gives fundamental shift in the way we work and learn (Alexander, 2006; Downes, 2006; O'Hear, 2006; O'Reilly in Canole, 2008). The developments of Web 2.0 technologies, such as Yahoo Messenger, Facebook, MySpace, Gmail Chat, etc give broader change to have online classroom conference besides classroom hours at school. Students are also very familiar with these kinds of Web 2.0 technologies. Almost all students use this web for social interaction every day. These web sites also easily access for free in internet wherever the students are.

Another visible Web 2.0 technology for teaching reading is classroom blog. It is an effective aid to provide students various types of reading materials such as, reading text across curriculum, audio visual video related to the text, pictures, etc. Teachers can post assignments, classroom notes, video lectures and other classroom materials on their blog. Students also can post their homework and ask opinion and corrective feedback from their classmates before post it as the final draft. By using classroom blog, any kinds of interactive conversation can be addressed to teachers and also to the other students in their class.

Besides classroom blog, many students found Wikis beneficial because they are editable Web sites and require very little technical skill. This web also allows users to resave the web page in previous version. This technology lets the students to do any kinds of revision without facing any risk of losing anyone's work. All of types of students' creativity can be posted on this page such as, videos, photos, documents, image, slide shows and voice recordings (Thaha, 2012: 2). All of those Web 2.0 technologies are visible to be used in teaching and learning reading.

USING WEB 2.0 TECHNOLOGIES IN TEACHING READING

Skill in reading depends on the efficient interaction between the knowledge of grammar and the knowledge of the world (Brown, 2001). In other words, activating students' background knowledge by giving stimulus reading materials is very crucial. Students need to enrich their general knowledge across curriculum of English. They can find it through video, voice recording such as podcast, videocast, etc. This is important to get further understanding and make the students able to bring the content of the text to their real life. Harmer (1997) says that readers have a purpose which is more fundamental than just involved in language learning tasks which mostly deal with details of language. Readers will have further curiosity to get involved to the reading text if they have previous knowledge and experience related to the topic.

Based on the explanation above, the first way to use Web 2.0 technologies is by placing this media in the pre-reading activities. Teacher needs to arrange a course outline that requires students to conduct online meeting before any discussion of a certain reading text begin during the class hours. There are many kinds of pre-reading materials can be posted or discuss by using Web 2.0 technologies. Teacher can use the class Facebook forum, Wiki page, and the classroom blog to post video, pictures, short text, and podcast related to the future topic.

Providing pre-reading materials can help the students to get an interesting prior knowledge of the topic. Chat room discussion and video conference are really possible to be conducted through Yahoo messenger, Gmail chat, etc. Teacher can start the discussion by beginning the chat conference with a leading question. Teachers and students do not need to make special appointment to conduct the conference because those Web 2.0 technologies provides saving system to any previous post. Therefore, teachers and classmates can give feedback whenever they go online. The pre-reading material can be in form of a simple text that provides few new vocabulary that will be found in the main

reading text. The leading question during the discussion is also expected as a trigger for the learner to find out further information about the topic. This is in line with some of criteria of good reading tasks that are proposed by Nunan (1999). A good reading task typically use of authentic and challenging text, provides students with rhetorical or topical framework for processing and analyzing text. In other words, interactive and effective pre-reading activities can be done through Web 2.0 technologies before the intensive reading during the class hour begun.

Moreover, maximum use of Web 2.0 technologies in pre-reading activities outside the classroom or even during the class hour by providing internet access fulfils the first typology of reading strategies. Introducing pre-reading materials will directly introduce the learners to the first reading strategy: having a purpose. Activating the students' schemata by giving leading question through chat room technologies stimulates every learner to build their own purpose of reading the future reading text. It is important for students to have clear purpose and to keep in mind what they want to gain from the text (Nunan, 1999:265). However, teachers' role in controlling the students' involvement takes an essential part. Teachers must be sure that all of the students get involved to the pre-reading activities though their classroom blog, or chat room conference.

Second, teacher can use Web 2.0 technologies in whilst reading activities by following these steps. Firstly, teacher can use multimedia lab to facilitate the reading class. Although without multimedia lab, teachers can require students to bring their own notebook, but there must be internet connection. Since university students are expected in the level of high intermediate or advance, according to Bowen, Madsen, and Hilferty (1985:243) the SQ3R sequence is recommended: "*Survey, Question, Recite, Review.*" The role of Web 2.0 technologies can be used in the last sequence, *Review*. Process of reviewing is conducted by peer or class discussion. In this process, students are allowed to raise their own question about the text. Their peers or classmates can give direct feedback by using chat conference by using Yahoo messenger or Gmail chat. The discussion can be run around 15 minutes before the teacher gives comprehension question and critical questions about the text. In this step, of course students are expected to do the task individually.

Moreover, students can send their answer directly to teacher by using email. Teacher also can make peer assessment to give them deeper comprehension about those question in the task. The students' answer will easily send to other students during the online class. When a student read their classmate's answer, automatically, they will try open broader knowledge and their critical analysis to give judgment of their friends' answer. In other words, by giving judgment to their friend, students will directly criticize their own answer of the questions given. Then finally, the open discussion is conducted in the class conventionally.

The third is the use of Web 2.0 technologies in post-reading activities. Since, the main focus on this discussion is the intensive reading activities, the roles of teacher become very essential in each process, included post reading activities. Usually, at the post reading activities, teacher can give students a question about the students' general

comments of the text and what is new and interesting for them. This is in line with Nunan (1999) that states post reading task can ask students to make list of positive and negative things of the text that would raise to the teacher and also class. It is the goal of extensive reading activities will trigger students to read more related to that topic, and eventually will give a very positive habit of reading to the students. The role of teacher in post-reading activities is by giving the students task about their further reading materials after discussing that particular topic in class. Students can post their reading materials through classroom blog and wiki page. They can share the link or giving the conclusion of their reading materials that might be interested based on each student's preference. In other words, Web 2.0 technologies can monitor the effect of the intensive reading to the students' extensive reading and their autonomous habit of reading without any demand from teacher.

MODEL OF READING LESSON PLAN

On this time, the writer proposes a reading strategy *SQ3R* to implement *TELL* as reading activities for high education learner. Based on Bowen, Madsen, and Hilferty (1985:243) this strategy can fulfill the demand of advance learner requirement. This strategy is proposed to be conducted to English department students in Reading I course.

LESSON PLAN OF READING I

I. Objective:

The students are able to comprehend critically a passage "*Teaching English with Insight from Linguistics*"

II. Specific Objectives

By using *TELL* in the area of Web 2.0 technologies students are able to:

- Build up their background knowledge related to the topic
- Activate their reading schemata
- Get familiar with some possible new vocabulary
- Cooperatively find the details information in the text
- Summarize the text correctly
- Paraphrase and give critical comments
- Express the information given in different mode

III. Instructional Material

(a) Text Type: expository text "*Teaching English with Insight from Linguistics*"

(b) Linguistic Features:

- Simple present: e.g, Many of the lecturers have experiences in Teaching English.
- Present Perfect: e.g, Some ways have given inspirations.
- Passive Voice: e.g, The content of the volume have been organized in such a way.
- Etc.

(c) Vocabulary items

Insight	Perception
Accustom	Habituate
Inflection	Alteration
etc	

IV. Instructional Strategy: *“Survey, Question, Read, Recite, Review”***V. Teaching Procedures****1. Opening Activities**

- Inform the students the objective of the study
- Inform the Web 2.0 technologies that they are going to use
- Assign the students to create their chat forum, blog, facebook or wiki page
- Explain the rules of teacher and learner in online course

2. Grouping

- Take a random counting oat and even number one to three. The students who get the same number will be in the same group
- Divide the students role: as the reviewer and as the master of the text
- Select the outside classroom schedule and system

3. Pre-Reading Activities:***Skim and Question***

- Assign the students to visit the classroom blog/page a week before the class begin
- Ask the students to open all of the posting in the classroom blog e.g, pictures, video, short text, etc
- Ask them ask the posted leading questions

- Assign the students to submit their summarize of the video, picture and short text in form of small groups
- Assign the students to give their comment across the group
- Assign them to predict the topic of the main text

4. Whilst-Reading Activities

Read

- Give the students a basic skills of skimming and scanning
- Give modeling of effective reading strategy with sample text
- Ask the students to read the text during the class hour individually
- Assign them to make an outline of the text in form of chart or graphic

Recite

- Assign the students to present the text differently by using chart/graphic
- Make a discussion and comment session

5. Post - Reading Activities

- Connect the topic with their recent knowledge of English Teaching concept
- State their position toward the topic, support or against and why and post it to their facebook forum
- Ask the students to read and criticize or support the topic by finding other sources related to the topic through online facebook chat forum

VI. Closing Activities

- Review what the students have learned and ask the students what problems they have had during the learning activities.
- Reflection: Invite them to tell what lesson they have learned and how they feel in the reading class, and to mention the advantages of using Web 2.0 technologies in helping them to comprehend the reading text

VII. Follow up

- Assign the students to make a mind list of knowledge based on the text, the discussion and all the course activities.

XI. Instructional Media and Sources

. Instructional Media

- Internet connection for classroom blog activities, Wiki Page, Facebook, etc, Student worksheet, lap top, video, LCD projector, white board, picture, reading text

X. Sources

- You Tube : a video “Linguistics in Language Teaching”
- Google : Pictures and short text of linguistics aspect in language
- A text from a book; Teaching English with Insight from Linguistics

ADVANTAGES OF USING WEB 2.0 TECHNOLOGIES IN READING

Bowen, Madsen, and Hilferty (1985:243) say that the advance reader will strive to read with understanding comparable to that of a competent of native speaker. This competent should be achieved by a future English teacher. However, to reach this level, it is required extensive knowledge of the culture and familiarity with the society’s value and though patterns as well as its ways of categorizing reality patterns of conjecturing about those categories. As foreign language learner, all of these requirements only can be mastered by a lot of reading practice, pondering, and discussing. The role of Web 2.0 technologies will help the students to get self control and also increase their motivation by looking for their friend’s effort in discussing that issue before and after the class hours. Web 2.0 technologies also let the students to compete naturally. Eventually, those interactions will lead the student to become an autonomous reader which is the main goal of all education.

Using Web 2.0 technologies also applies the basic principle of cooperative learning. McDonell in Kessler (1992) says that the key for structuring cooperative learning classroom are found in the teachers’ creativity. Teachers are required to create social climates, setting goals, planning and structuring task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time. The process of reading activities can be done by using Web 2.0 technologies from pre-reading activities until post reading activities. All of those key structures of cooperative learning classroom are fulfilled by the Web 2.0 reading activities.

Teachers create social climates by setting the learning process interactively through classroom blog or Facebook forum chat. The learning environment is positive, caring, supportive, secure, tolerant to errors, and trusting since the students can freely discuss and share their idea about the pre-reading materials and their prediction of the main text topics and also their extensive reading material selection (McDonell in Kessler, 1992:165). Before the process of teaching, teacher certainly must set the goals, plan and structure the students’ task, establish the physical arrangement of the classroom in this case the role of teachers and students in the Web 2.0 technologies must be introduced before the class begin. Teachers also can assign students to work in groups and roles, and finally select appropriate and interesting materials and time.

The other advantage of using Web 2.0 technologies in teaching reading is emphasized to characteristics of reading strategy instruction proposed by Richards and Renandya (2002). They state that reading strategy instruction should have follow characteristics: contextualized teaching strategies, explicit teaching through direct explanation, modeling, and feedback. It is also required to employ constant recycling of strategies over new text and task and taught over a long period of time. In conventional class, all of these strategy instructions will be very difficult to be implemented effectively. By using Web 2.0 technologies, teachers have ample time to prepare contextual reading materials. They also have more chance to give direct explanation before, during and after the class hours. Since modeling can also be replaced by providing pre-reading text that is posted on the classroom blog or wiki page and continues to the whilst reading activities, it means teachers also can provide more opportunity for students to experience modeling from their teacher.

Finally, the concept of constant recycling of strategies over new text and task and taught over a long period of time are clearly implemented in teaching reading by using Web 2.0 technologies since the process of teaching and learning reading is possible to be conducted twenty four hours per day. There will be ample time to practice any kinds of reading strategies, skimming, scanning, guessing meaning from context, paraphrasing, etc. A good management and teachers' control will certainly give students bigger positive effect of intensive reading activities to be broadened to extensive reading activities that later on expected to become a new habit for students. At the end, teachers can lead the students to become addicted and autonomously read all kinds of reading materials effectively because they consider reading is an interesting, easy, and valuable activity.

CONCLUSION

In conclusion, the new trend of the use of Web 2.0 technologies in social activities can give teachers an innovative teaching and learning media. Teachers can bring the atmosphere of pleasure and entertaining of Web 2.0 technologies to an effective and efficient learning atmosphere. Since reading is a skill that cannot be mastered only by short term activities limited by class hours, the presence of Web 2.0 technologies give the learning environment with the principle of classroom without wall. Students can learn and teachers can give modeling, monitor, control, and give feedback without any limitation of time. At the end of the teaching and learning process, all of the activities will trigger students' motivation to continue the reading activities independently and consider reading as an interesting and valuable for their knowledge, future career and their life in general. So that, the learning in this case will not only cover language learning but also character and social life learning. All of those things are the requirement of professional future teachers.

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