LEARNING LANGUAGE WITH TECHNOLOGY OUT OF CLASSROOM SELF-ORGANIZED

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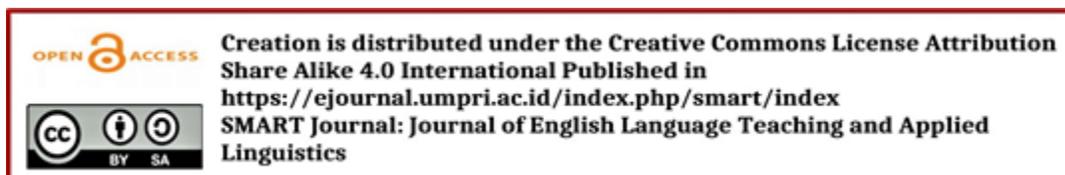E-mail Correspondence: Khaleddarfur@gmail.com

Abstract

Various studies have a focus on language learning by using technology in/outside the classroom. For more investigation, this proposal study examined self-independent learning English outside the classroom; it aims to determine the most frequent technological tool that learners preferred, and what is the most effective online platform. Because of the overlap, several studies published from 2004 up to 2021 have been reviewed. Self-organized as a theoretical framework has been adopted. Participants from three different nationalities: 15 from Indonesian, three Sudanese, and two from Malaysia. Findings show participants used technological means for learning English independently; the smartphone is more used; among many apps, youtube is the best platform for learning English through videos and movies. In sense of wide opportunities that created by technology, materials availability, and easy accessability to improve language learning out of classroom.
Keywords: Learning, language, self-organized, Technology, outside, classroom

INTRODUCTION

A few years ago, when we think about language learning, we often looking for schools, institutes, colleges, universities. Nowadays, digital Technology introduced various possibilities to the process of language learning. As a result, access to a native of a specific language and teachers become effortless and available 24 hours worldwide. Moreover, big data, learning materials, assistance and the creation of positive learners Identity are available (Thorne 2019). Many studies on technology-supported language learning have proven several dimensions of Technology's power of whether first or foreign language acquisition (Chapelle 2016). These educational advantages are aimed at improving language training in the classroom as well as out of the classroom with self-direction. Thus, due to the multiple constraints that formal instructional environments face, the classroom has shown to be the most resistant to change.

(Halverson & collins 2009). Therefore, the impact of Technology on language training and learning may be good experienced and enhanced out of school. Admittedly, the acceptance of technological values and their effectiveness by language learners is really important. Digital technology gives places for learners to govern their language acquisition and make it simple for them to do so (Lee & McLoughlin 2010). Thus, are learners of language who are willing to use technological tools to control their learning process in order to produce ideal and self-direct language learning skills?

In terms of the power of Technology of self-direction in language learning, the previous studies have a lot to offer. Furthermore, there are also researches concentrating on learners that respond to specific pedagogical uses of individual technicians as well as integrative distance language courses (Chun Lai & Mingyue Gu 2013). This study works to provides some highlights about the issue of enhancing and develop language skills with Technology out of class and also to understand how learners direct and regulate themselves.

Learning language out of the classroom is defined as; any activities of language learning that are performed outside the classroom. However, studies on out-class-language learning show inconsistent terms to wording on this issue; for example, Pickard (1996) use *out of class language learning strategy* (Chausanachoti, 2018) used EFL learning through activities *out of class language learning*, (Lai and Mingyue, 2013) used *outside of classroom language learning with Technology*, (Bown 2019) *choose self-regulate* outsde of the class language *practice* and so on. These studies refer to the importance of self-independent learning topic in educational research in the last two decades. According to Barron (2004), learners' environment comprises of several settings, virtual or physical, in school and out of school, in order to comprehend the learning process, we also need to make attention to what learners are experienced in or out of the classroom. On the other side, Green Sefton (2018) advised the educators need to widen their learning scope and to explore the broader environment of learning actively. Further, he adds, as we work to improve the system of education more broadly, learners and learning out of the classroom context need to be given significant enhancement and understand well. In contrast with these views and

concentrating primarily on language development, Benson (2011) stated that classroom learning is just one of many techniques for students to involving learn a language. In fact, past research has found that effective techniques for learners usually assign their successes in language development to active learning involvement with foreign language out of class Lamb (2012). Also, researchers have supposed positive link between the outside of the classroom learning and acquire language.

Activities of learning a language outside of school have mostly related to second or foreign language. In 1999 Freeman investigated how English and French language learners as a second language at two colleges in the united kingdom, he divided them into two groups; as the result all group organized their times as following: one learning a language by interacting with the local society whereas the other group is learning in a foreign situation, by using materials, both of them show a distinct preference for outside of class activities over inside-of-class activities, with English second language learners spend 88 per cent of their time outside of the classroom to learn. Other similar results of studies related to learners activities and intent to engage with language out of classes; for example, a survey study by Pearson (2014) in New Zealand and Chinese about international academic students of English classroom discovered that most of these students rearranged to several of places and materials such as internet, TV, video, radio and so on, to develop their English experiences and skills. Furthermore. Learners stated that activities of language learning out of the classroom made them more excited than the inside classroom activities. Across different regions, different studies about learning language as a foreign language such as Cha & Humphreys (2004) conducted in Hong Kong, Shen, (2015), in Taiwn, and Inozu et al (2010) in Turkey found similar findings related to learning outside class in spite of little difference in frequency.

Role of ICT outside of the classroom for learning

The following paragraphs focus on studies that examined learning activities out-of-class based on information communication technology (ICT) to develop language skills. According to Lai & Zhao (2017), the cause of concentrating on technological area and materials used outside the classroom for learning language is that ICT grasp the enormous educational possibility for

learning; and constructs a significant learning venue in the learning environment of learning (Seften Green, 2016). Previous researches built a connection between using a computer in house and language learning academically results: in one research, reach to a computer in house augments adolescents' probability of high school graduation by six to eight per cent and is linked to a 0,23 point rise in stage middle point (Fairlie, 2016). Employ ICT out of class to learn a language emphasized the important influence on the learning process. For example, researches on learners of English in the United States who were classified as unsuccessful in the educational context, students have the ambition to use ICT such as online across border communities and multilingual chat-forum, out-side-of-class, and they created and grew in their new sociality and ethnic identity as convinced and active users of English in these digital forums (Lam, 2014). Black (2016) conducted anthropological research focus on teenagers activities of learn English outside the classroom on a pop-fiction exchange and criticizing venue; fan-fiction demonstrated how these students took advantage of social situations, textuality, and digital aspects of communication sociality to encourage and support learners foreign language literacy improvement and promote their personalty as speakers.

Consequently, focusing on the considerable amount, diversity of technological tools, and facilities available to allow students to integrated with the languages on their recognition, it is necessary to comprehend how learners of language use digital to organize their learning process. The literature that I reviewed in the previous part proposed that digital devices such as radio, TV video can be part of the stock for learners to used outside the classroom to learn a language. This literature, therefore, was unable to provide us with a clear picture of using ICT to learn independently or out of class. Goertler (2008) draw a map about university students who learn a foreign language by using ICT for learning; a survey included 912 students of foreign language, the first year at American University on their conception and utilized digital facilities for learning a language, the writer show that using Technology by learners for learning a language was restricted, whether in or outside the classroom. Furthermore, in spite of the widespread use of technological tools for enjoyment or entertainment, but the author found limited and small use of

the ICT for language study purposes; around 20% of students were aware the importance of using diverse technologies that frequent in daily life to learn a language. Another study conducted by Zhang (2020) covered Chinese university students, learn English as a foreign language; findings show that the majority of students adopted technological facilities to learn English and the average time was 24 hours per week.

This paper aims to provide readers with a good understanding of the possibility of using technologies to learn or develop language skills outside the classroom; how learners organize themself independently when using digital tools to learn a language? Self-organized learning will use as the theory to underline our examination cause of the close relation between self-organized and technology-promote the learning process (Steffens 2007; Byrnes (2011). On one side, technology-promote settings give chances for, enhance and develop self-autonomous learning, on another perspective, technology-promote learning settings are well used by students or learners with self-independent can reflect good outcomes (Hannafin, 2010). Self-organization for learning is operating by which guide learners and assortment their potential, feelings, and thinking to realize learning objectives. This paper focuses on an investigation of language learning out-of-classroom by using technological facilities and how learners regulated themselves with different aspects for developing language skills. Therefore, this research working mainly to answer two following questions: What is the impact of Technology on learners when using it to organized their learning process outside of the classroom? What kind of technological platforms are more sued by learners for enhancing language skills out-of-class?

This proposal study mainly based on a self-organized as theortical framework to comprehend how learners use technologies outside classroom to learn English. Therefore, this theory is part of primary theories that widely used by researchers since 2002 up to now. The theories are adopted by Xinyuan, Li-Jen Kuo, Zohreh, & Stephanie (2021) to investigate the acquisition of foreign and second language vocabulary by using Technology. Digital-mediated education should be created and applied with robust theoretical frameworks to understand how technological applications interact with diverse instructional approaches (Xinyuan, Li-Jen Kuo, Zohreh, & Stephanie, 2021).

Further, this theory can be used to describe learning processes in both traditional and digital environments. Also, this approach includes a cognitive method of using multimedia to learn a language based on the idea that the creation of media instructions must be design in accordance with how learners processing knowledge. This multimedia encourages autonomous learning and helps learners to engage with events and strategies that can enhance their language skills (Jack, 2014). Thus, this theory draws a map around software apps that design to match learners behaviours, which include declining the complex and difficulties related to learning activities. In addition, it is a method to discover the factors that can distinguish individual variables and aspects supposed to affect self-regulate and language learning. According to various studies, the primary theory has predicate that Technology contributed to developing the awareness of learners to monitor and plan their language learning activities (David & Jack, 2017).

RESEARCH METHOD

Data were collected from 20 participants of different nationalities; 15 from Indonesia, three from Sudan, and two others from Malaysia and India. The first three questions are general, cover gender, age, and the ability to speak English. Therefore, 13 of the participants are females and eight males, ages between 25-55 years old, 75% (15) are employees, and five are employees students. Participants answered electronic survey questions as learners of the English language outside the classroom.

This paper was based on only one data resource: an online electronic survey conducted on 20 June 2021. The survey contains 11 questions, aim to examine the learners' conception about using Technology to learn English with self-organized out-of-class. The approach only allows for a limited number of responses. As well known, Technology has demonstrated various benefits for foreign language's learners. Participants agreed 100% that recent technological tools help them to learn and develop their English language skills independently. Independent learners are used to finding the materials or resources they want to learn, determining their learning requirements, and choosing learning activities on their own (Silih W. and Tian A, 2018). Learning out-of-class is

required autonomous efforts, strategies, motivations, and the best technological platforms. Learning strategies can be through eLearning, applications and websites on smartphones, laptops, tablets and computers. Thus, this method target to determine the most frequent smart devices used by learners

FINDINGS AND DISCUSSION

All learners were asked to complete survey questions about how they used digital platforms to learn English independently. As mentioned above, the ages of participants are 25-55 years, 50% are 30-35 years old, only one female is 55years old. Further, 75% of participants are working in the medical sector, all of them are Indonesians as well natives, and five others are students; three are Sudanese, native Arabic, and two are natives Malaysian. All participants using English as a foreign language; 75% reported that their English level is average, 10 per cent is very good, and 10% is poor, while only one of the participants is fluent. Since the fourth question looks at how and what digital devices learners used to learn English outside the classroom. Thus, 80% of participants using smartphones, 15% begun to use laptops, and 5% tablets. According to learners experience with Technology, the majority of them using mobile phones to access videos platforms to learn English: 90% reported that they used videos and movies on youtube, only 5% using audio and 5% games. While Rustam & Mengke (2020) found that the most technologies used for learning out of class were games (49%), and online videos are 37%.

When learners use digital tools for learn purposes, it's clear that participants know how to regulate themselves and what kinds of language skills need to be developed outside the classroom. Therefore, 50% of them reported prioritizing developing listening, 25% reading, and 25% speaking skills, while no one reported to lear writing. Some previous studies show most of the learners tend to learn listening skills with self-independent; for instance, (Silih W. and Tian A, 2018) found that 76,2% of participants using Technology to developing listening out of class; The majority of learners paid a lot of attention to keywords that can help them to comprehend the meaning of the sentences they were hearing. In other previous researches finding illustrated the use of TV, radio,

and websites by learners. However, this paper shows the lack of using such devices, whereas the smartphone is becoming the best technological tool for daily entertainment as well as learning.

This investigation engages to examines the interest of learners about Technology using outside the classroom to organized, learn or develop their English skills. Participants were from different nationalities and different sectors. Consequently, I found limited diversity of utilizing technological means for learning purposes behind the class. Thus, the smartphone is more adopted (80%). Nowadays, the smartphone can provide us with stable and reliable services at a low cost; also, people can easily access websites, apps, and games at any time and anywhere. Most of these services are now required to not only overcome everyday problems but to get the full benefits of these digital marvels. Furthermore, among hundreds of apps, findings show most of the participants (80%) tend to access youtube and watch videos and movies as learning materials. However, these results may not be fully reliable because of the limited number of participants and the shortness of this study. Related to abilities to use Technology, individual experienceS such as ICT literacy, perception of digital advantages for learning a language and beyond cognitive knowledge of how to utilize Technology effectively is the reason why many people prefer smartphones in comparison to other technological devices.

These individual experiences are more tend to respond to the interferences; therefore, language learners need to adopt strategies that can help them to learn independently. In fact, a number of researchers make an argument for the necessity and effectiveness of using Technology by self-independent learning (Mingyue & Lai, 2013). Some of these researches have confirmed positive findings in which online resources offer good outcomes of enhancing the learning of English whether in or outside the classroom (Bryan A, 2017). Hence, a question raised do learners who engage with digital activities for self-organized to develop their English abilities have a relation with their inside-class background? This survey does not cover such issues, but one of the previous studies has illustrated that: during the teaching process in class, educators should motivated and encourage learners to regulate themselves outside the classroom by use technology to support and improve language knowledge (Lai & Mingyue 2013). This encouragement could

be in different forms, including materials on useful digital sources and instructions on utilizing particular ICT resources. Furthermore, since 50% of participants in this research speaking English averagely, so the suggestion is that there is a match between competence level of language knowledge and the awareness of self-organized to use digital materials for learning a language out of class.

In the last ten years, the story using of technology has extensively increased, and nowadays, with the COVID-19 crisis outbreak, the use of technologies means the first platform for Education. It replaced the traditional classwork with online work (Paula, Diogo, Jennifer, and Pedro, 2020); for both in/outside the classroom learners. This crucial influence of technologies will strongly motivated learners worldwide to learn a language outside the classroom. As the data show that participants extensively used smartphones as the best digital device for learning English. Their respondents illustrate that digital platforms enable more access to authentic English and interaction with the native. Further, readers of this paper can infer that technologies provide a wealth of reliable recourse for the English language materials a give learners choices to access the information they need and their preference materials as well as to choose and improve their language skills as desired. Additionally, learners are not constantly listening to the same sound, and they can hear different accents. The following charts are summaries of significant findings:
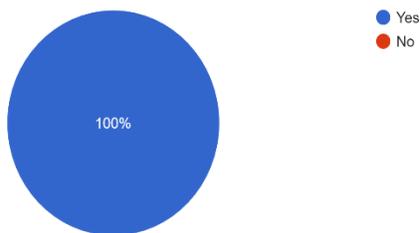

Figure (1): shows the answers to question: Do you think technology can help you develop your English or learn English out-of-class?
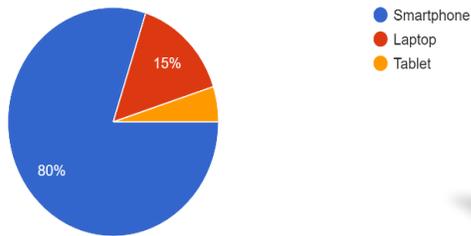All of them beleived that technology is important for learn English out of classroom

Figure (2): show the responds questions of which smart device you often use for learning English? Answers illustrated;
Smartphone is more favorable among different technological tools this may because of availability, easly gained, and using.
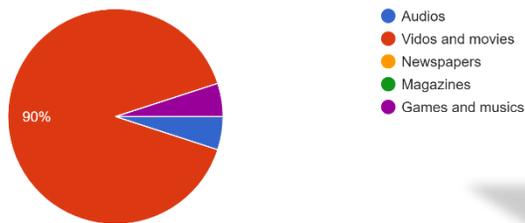

Figure (3): shows answewrs to question of Which types of materials do you use to learn English? Participants more focused on using videos and movies to improve listening and speaking English skills.
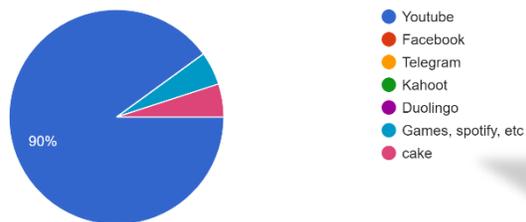

Figure (4): shows responses of question, Which applications do you often use to learn English? Youtube is became at the top, in accordance with participants choice materials (Videos and movies) as in figure 3.

CONCLUSION

This proposal study used a framework in order to explore the precise nature of learners' utilize digital platforms to learn English independently and make highlights on the most technological facilities that preferred. This survey found that language learners used technology for different activities outside the classroom to improve their English skills. Therefore, since the survey in this paper transfers to learners online form, it is probable that may the questions were more prejudice by learners who more active in or inquisitive for

learning English and technologies. As a result, I do not assert that what I saw here is a common occurrence among all foreign language learners worldwide; however, rather I would like to confirm that learners are smart users of digital platforms and motivate to use technologies for different self-organized facets of their English learning. Furthermore, this proposal identified the more influential technological means for learning porpuses: according to data analysis, the smartphone is frequently used to access online language learning materials. Social media is becoming part of modern life, so finding show the majority of participants access to youtube and used to watching videos and movies; learners also mostly focus on developing listening skills (50%), whereas no one focus on writing.

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