

Technology and Foreign Language Learning and Teaching

Nurairhan Mat Daud



IIUM PRESS
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

TECHNOLOGY AND FOREIGN LANGUAGE LEARNING AND TEACHING

Editor
Nuraihan Mat Daud



IIUM Press

Published by:

IUM Press
International Islamic University Malaysia

First Edition 2012
©IUM Press, IUM

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without any prior written permission of the publisher.

Perpustakaan Negara Malaysia Cataloguing-in-Publication Data

Tehnology and Foreign Language Learning and Teaching/Nuraihan Mat Daud
ISBN: 978-967-418-027-0

Member of Majlis Penerbitan Ilmiah Malaysian – MAPIM (Malaysian Scholarly Publishing Council)

Printed by

IUM PRINTING SDN. BHD.

No. 1, Jalan Industri Batu Caves 1/3

Taman Perindustrian Batu Caves

Batu Caves Centre Point

68100 Batu Caves

Selangor Darul Ehsan

Contents

Preface	vi
Language Teachers' Web Surfing Skills: Teachers' Knowledge of Metasearch Engines and Advanced Search Facilities Nuraihan Mat Daud	1
Challenges Facing Primary and Tertiary Language Teachers in Implementing CALL Nor Shidrah Binti Mat Daud & Nuraihan Mat Daud	12
Managing Language Learning Using MOODLE Mohd Azrul Azlen Abd Hamid, Adeline Low Hui Lin, Shahrizal Idzuan Wahab Abd Rahman & Nuraihan Mat Daud	30
Designing Language Activities Using Second Life Mohd Azrul Azlen Abd Hamid, Adeline Low Hui Lin & Nuraihan Mat Daud	45
Developing Arabic Writing Skills Using Facebook Wan Rusli Wan Ahmad & Nuraihan Mat Daud	57
SMS-aided Teaching of Reading in Malaysia: Factors to Consider Nuraihan Mat Daud & Zamnah Husin	68
Arabic Language Learners' Font Preferences Nurkhamimi Zainuddin & Nuraihan Mat Daud	81
Young Learners' Use of ICT Facilities and the Development of Their Language skills Nuraihan Mat Daud	90
The Relationship Between Learning Style and Writing Performance of Young Learners in Powerpoint Assisted Classes Radzita Radzi & Nuraihan Mat Daud	99
Factors Affecting the Teaching of Writing Using WIKI Nuraihan Mat Daud, Nor Shidrah Mat Daud & Zailin Shah Yusof	113
Contributors	122
Index	124

CHAPTER 8

YOUNG LEARNERS' USE OF ICT FACILITIES AND THE DEVELOPMENT OF THEIR LANGUAGE SKILLS

Nuraihan Mat Daud

This paper discusses the ICT facilities that can be used by young learners to develop their language proficiency. A longitudinal study on a child shows that PowerPoint alone provided an interesting tool to develop various aspects of writing. The older children preferred sites which were more interactive. The real audience made these sites a suitable medium for developing their communication skills. The study shows that there is an improvement in their language skills with time. The Internet was found to be a suitable tool for developing their communication skills. The analysis also shows that the relationship between having a computer at home and access to the Internet, and students' performance in the English language at school was statistically significant.

Keywords: young learners, PowerPoint, language proficiency, communication skills

INTRODUCTION

There are many factors that can affect the rate of learning. The quality of early education has been identified as important in fostering young children's school readiness and success (Castro, 2011). At school, among the attributes that are found to be significant in learning are students' attentiveness in the classroom, the homework given (Sahinkaras, 2011) and the strategies employed in the classroom (Huang, 2011; Cunningham and Redmond, 2008). However, learning is not limited to activities that take place in the classroom. Factors such as home environment and peer group can also affect learning. Thus this study is conducted to investigate whether children's use of technology outside the classroom has an impact on the development of their language skills.

Studies have shown that the various technological tools can help in the learning process (e.g. Warschauer, 1998; Ho, 2004; Nuraihan & Zamnah, 2004). In a quasi-experimental study conducted by Verdugo and Belmonte (2007) in six state schools in Madrid, it was found that Internet-based technology could improve students' listening comprehension in English. Agudo, Sanchoz and Rico (2006) argue that Adaptive Hypermedia Systems can be used to adapt and personalise content to children's needs and abilities. Many similar devices have been developed to help in the learning process.

One example where the technology can be integrated is in the teaching of writing skills. In-class writing alone may not be enough to produce competent writers. Children's life experiences can affect how and what they write (Lu, 2000). Haneda and Wells (2000) emphasise the importance of social interaction