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# Artikel ICU DIHEC

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# Kresna Social Science and Humanities Research

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## Changing Teachers' Roles in Teaching English through Online Learning

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**Abstract-** ICT-based digital resources are constantly being used to assist in the teaching of English. English teachers should understand how digital resources of ICT embedded in a framework for teaching English lead to improving the conditions for teaching and the roles of teachers in the modern English teaching-learning environment. Online learning is a method of using interactive ICT tools for distance learning.

**Keywords:** Teacher roles; online learning; FOSS.

*Keywords: Teacher roles; Online Learning; Free Software.*

### I. INTRODUCTION

Many facets of our lives have been altered by information and communication technology (ICT). In some fields, such as medicine, tourism, travel, industry, law, banking, engineering, and architecture, ICT has had a huge impact over the last three decades. The way these fields are operated today is dramatically different from how they were operated in the past. In the educational sector, it has resulted in significant improvements in teaching and learning. The conditions and characteristics of a teaching-learning environment influence how teachers behave in their jobs (Entwistle, McCune, & Hounsell, 2007). The importance of the English teacher position is rising in the English teaching-learning context, as it is increasingly affected by the use of ICT for pedagogical purposes, and governmental strategic planning documents express high expectations about the positive impact that technology can have on teaching and learning (Wake, Dysthe, & Mjelstad, 2007). The English teacher's position in the teaching and learning system is critical because the English teacher, as a human agent, is one of the most important factors in making the system operate smoothly. As a result, the English teacher continues to play an important role in the use of ICT in the English teaching-learning context.

English teachers should understand how a digital tool embedded during a background for teaching English contributes to improving the conditions for teaching as well as the roles of the teachers in the modern English teaching-learning world. The teacher's job is embedded in a teaching-learning environment, of which the digital tool of ICT may be a part. These environments are made up of a number of interconnected factors that contribute to the teacher's ability to perform his or her job. Learning and instruction theories, subject areas, teacher positions, instructional praxis and tradition of delivery institutions, organizational and administrative structures, costs, ICT (information and communication technology) properties, accessible software, Geographical distances between co-learners are only a few examples of factors that may act as interconnection poles in a distributed collaborative learning environment. Any changes to one of these factors will eventually affect and change the others (Ludvigsen, S., & Fjuk, A., 2001). Changes in teacher roles can be due to a variety of factors, and we can assume that a shift in one of them, such as the digital tools of ICT used, would have an effect on the teacher roles.

Teachers' responsibilities and, as a result, the essence of teaching are shifting as a result of the growth of online learning services and course offerings. The use of interactive ICT resources for distance learning is referred to as online learning. It is a form of distance learning that has long been a part of the American educational system and has recently grown to become the largest field of distance learning (Bartley & Golek, 2004). Computer-assisted language learning, online language learning, immersive learning, blended learning, hybrid learning, and distance learning are all words that are used interchangeably. According to researchers, these words often overlap, with the variations having something to do with the proportion of content provided online (Blake, 2011). When it comes to online learning, English teachers are also a point of decision when it comes to teaching English.

This paper examines how teachers' roles are evolving in online learning, with a focus on English teachers' roles in online learning systems and the innovations and resources that are available to incorporate English teaching (e-lessons or the materials for blended learning). As a result, the research questions are: "What part do English teachers play in online learning systems?" and "How can any English course be placed online in a way that effectively engages students in English learning?" "What technologies

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and resources are available to incorporate English teaching (e-lessons or blended learning materials)?" and "What technologies and tools are available to implement English teaching (e-lessons or blended learning materials)?"

## II. LITERATURE REVIEW

It is necessary to investigate the meanings of roles before adjusting teachers' roles in teaching English through online learning. There are several meanings for the terms positions and instructor roles. According to Wright (Wake et al., 2007), a function is described as "what one does or is expected to do in a given setting," and it consists of three main elements: Work and job-related behaviors, interpersonal relationships and interactions, and values and attitudes are all factors to consider.

There are about as many classifications as there are descriptions of instructor positions. Alvarez, Guasch, and Espasa (2009), for example, classified teachers into five categories: designer/planning function, social role, cognitive role, technical domain, and managerial domain. The following generalizations were made by Berge (1995): pedagogical, psychological, managerial, and technical; instructional design, structure, fostering dialogue, and direct instruction by (Anderson, Liam, Garrison, & Archer, 2001); cognitive, affective, and managerial roles by Coppola, Hiltz, and Rotter (2002); and cognitive, affective, and managerial roles by Coppola, Hiltz, and Rotter (2002). Varvel (2007) defined managerial, personal, technical, instructional design, pedagogical, evaluation, and social roles; Badia, Garcia, and Meneses defined online teacher roles as managing social interaction, instructional design, directing the use of technology, learning assessment, and learning support (2017). In reality, these positions overlap, making it difficult for classroom teachers to understand their roles and analyze the particular duties and tasks associated with teacher roles due to the overlapping theoretical classification (Baran, Correia, & Thompson, 2011). Besides, relevant teaching behaviors under different terms of teacher roles generalized also vary from one to a different, which makes it rather challenging to draw analogies across similar instructional contexts. Furthermore, most of the research is dominated by qualitative studies starting from case studies, collaborative action research and grounded theory (Izadinia, 2015). Quantitative studies of instructor functions and related teaching behaviors in online learning environments, on the other hand, are scarce (Badia et al., 2017).

## III. THE ENGLISH TEACHER ROLES IN ONLINE LEARNING

### A. Cognitive Role

Cognitive role relates to the processes per learning, information storage, memory, thinking, and problem solving etc.

### B. Affective Role

Affective role includes instructor behaviors of influencing a student's relationship with the trainer and with other students and also the online classroom atmosphere.

### C. Managerial Role

Managerial role refers to instructor behaviors associated with course planning, organizing, leading, and controlling etc.

The three key functions of online teachers, namely cognitive, affective, and controlling roles, are all part of the conventional instructor's roles and are shared by both traditional and online teachers. It is confirmed by Huang's (2018) report, which used a 27-item five-point Likert scale to analyze and quantitatively assess teacher functions in an internet learning context (the Scale of Teacher Role Inventory, the STRI in short). The findings of the study established three key roles for teachers in the online learning context: cognitive, administrative, and affective. Furthermore, in online learning, these functions did not seem to have the same consequences. For instance, among the 27 unique teaching behaviors of online teachers, keeping track of online exercises was deemed the most important for students, while encouraging students to learn English by playing games was deemed the least important. More specifically, the cognitive, affective, and managerial roles were discovered to be substantially distinct from one another. The managerial position played by online teachers was deemed to be the most important to students. Teachers, according to students, played a smaller role in cognitive dimensions of online learning and had the least impact on affective aspects. As a result, the managerial role of English teachers is the most important in teaching English through online learning.

## IV. LEARNING STRATEGIES OF ONLINE LEARNING

In the first section of this model, there are problems with determining online learning techniques. This section addresses three topics that must be addressed in order to incorporate an online learning program: active learning, encouragement, and feedback. Teachers may have general ideas about how to develop their own teaching in online learning environments and how to position their lesson effectively after understanding the primary part of the model in this article. These concepts are very broad and can be used as a starting point.

### A. Active learning

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The problem of giving students a job to do actively in their learning and participate covers a method of involving students in their development. Students should be in the center of their learning, according to active learning methods. E-learning suggests a method of self-controlling tasks. Active learning methods are also beneficial because students are more responsible for their own learning and become more interested in the teaching rather than simply getting basic lectures such as tutorials or presentations. A student-centered approach is more likely to be a teaching style and learning exercises that include students doing something and thinking about what they're doing. Learner-centered teaching aims to engage students in activities that promote knowledge construction through the use of media, but do not appear to be intended to control learning. Learners in this model use media to interpret and think. This type of learning behavior is often referred to as active learning. In Yengin, Karahoca, Karahoca, and Yücel, Bonwell and Eison published Yengin, Karahoca, Karahoca, and Yücel (2010). The following are a few methods for encouraging successful learning in the classroom:

- In addition to listening, students are engaged in other activities.
- There is a greater focus on improving students' skills rather than transmitting knowledge.
- Students are actively participating in various events (e.g., reading, discussing, and writing).
- Students' discovery of their own attitudes and beliefs is given a higher priority.

## B. Motivation

Following the implementation of constructive learning methods, students must develop positive attitudes toward the lessons and, as a result, the learning activities. Since the majority of students in e-learning are located at a distance, motivational factors become more important in forming them to be linked to the lesson material. People's motivation has a direct impact on how they learn (Corpus et al., 2009), since they spend emotional investment – trust in completing a task in their learning process. Many studies stress the importance of motivation, claiming that the effectiveness (Siebert et al., 2006) of a learning program or of students is inextricably linked to their motivation. As a result, motivational factors should be considered when creating an e-learning course (Cocea & Weibelzahl, 2006). The ARCS motivational model offers a scientific approach to instructional design (online learning systems also). According to the ARCS model, there are four elements that must be met in order to build a learning framework, including online learning apps that can help inspire students. The following are the four components:

### A – Attention:

When students add distance, they may experience attention problems; therefore, the content should be presented in a way that draws students' attention to the data. The lectures should keep the audience's attention at a maximum. Picar argued that the following are common attention-getting tactics (El-Seoud, El-Khouly, & Taj-Eddin, 2015):

#### Perception Enhancement

- Have inconsistency and conflict
- Use a variety of examples to illustrate an idea
- Use satire
- Use investigation
- Require engagement (Active Learning – Use of Interactive Materials – Multimedia)

### R – RELEVANCE:

Students should be able to find lesson material that is important to their objectives using the lecture method. Also, the method or lesson design should paint a broad image of the idea, explain why they're taking these materials as part of their curriculum, and show them what's relevant in the lesson for them. The following are the methods (El-Seoud et al., 2015):

- Deliver a lecture with material that is familiar to the audience (keep track of course history – user profile tracking).
- Align the students' objectives with the lesson or vice versa.
- Show them examples of successful students
- Emphasize the importance of completing the course
- Demonstrate the course's potential utility



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- Align their needs with the course (Learning Style Matching Using Data Mining)
- Display role models.

### 3) C – CONFIDENCE:

After completing the category, the students must feel secure. Learner success should be the subject of an e-learning program's strategies. After successfully completing the assigned learning tasks inside the e-learning framework, students gain trust. The framework should closely monitor the student's learning process and adjust the difficulty – levels of learning tasks in accordance with their progress. The following are the methods (El-Seoud et al., 2015):

- Keeping track of learning criteria (record keeping)
- Matching the problem (adaptive learning strategies)
- Recognizing student expectations and working to meet them
- Defining – announcing the requirements for performance (Using announcement tools)
- Providing goal-setting and organizing resources (using a calendar and event announcements)
- Immediately providing reviews (Use e-mail- discussion boards)

### 4) S – SATISFACTION:

Students should be satisfied with their learning as a consequence of the learning experiences within the e-learning system. Following these techniques (Picar, 2004) will help designers – instructors increase student satisfaction:

- Give out unexpected prizes (such as games)
- Put positive results into action (providing immediate feedback)
- Stay away from harsh punishments.
- Scheduling – matching the course to the needs of the students
- Apply what you've learned in the classroom to real-world situations (using simulations)
- Be impartial when it comes to the test results.

Another critical question is whether we can use the four-component ARCS model in our e-learning lectures and designs. According to Keller (2004), the ARCS model is valid enough to be used in a variety of e-learning techniques. Furthermore, studies have shown that the ARCS model can be used to improve e-learning programs (Keller & Suzuki, 2004). All of the strategies mentioned above are e-Learning motivational strategies. By incorporating the components of ARCS, web-based applications can be designed to meet a variety of user needs in a motivational environment. The design of a simple course module in this web system – or e-learning system – should meet the following requirements (Keller & Suzuki, 2004):

- It should detect – evaluate users motivational aspects
- It should encourage users to set goals that increase their motivation
- It should help – enforce motivational strategies (listed above)
- It should filter and select the best motivational strategies for different users
- It flows and goals should be created, stored, and delivered using the system.
- It should promote online communication and include a report on motivational outcomes during each learning session (e-mail, IM, Video Conf.)
- It helps solutions should be included in the system to increase customer satisfaction.
- It should be tailored to the user's needs.
- It should provide interactive learning resources
- It should help self-regulated learning tools
- It should be readable easily (screen design).
- Each lesson's directed sequence of steps should be supported by the system's flow.

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While the online learning system can assist educators in implementing more instructional teaching techniques, teachers must be aware of the need to track their students' success and motivation levels. With the help of ARCS model techniques, e-learning resources can be more useful to students in terms of keeping them engaged and in the classroom.

## C. FEEDBACK

Feedback is the most important aspect of any form of communication, particularly in learning. When preparing and conducting learning lessons, teachers must be very conscious of having good feedback. Distance learning (also known as e-learning) is more useful since there is no face-to-face communication. Feedbacks are one of the most important resources in e-learning systems because they enable us to track and improve students' performance in a variety of ways. In the design of information systems, feedback plays an important role, according to Nevio in Yengin et al. (2010), because it allows one to determine if the intended recipient (or learner) completely comprehended the message.

In order to act in the correspondence, the intended recipient must receive the message and completely encode it. The sender, on the other hand, must ensure that the message was correctly transmitted by monitoring the recipient's interpretation, which is then returned to the sender. In addition, as a result of the receiver's response, the message sender should serve as the recipient; this is known as feedback. As a result, feedback has the ability to measure or detect communication errors. If we can catch those communication mistakes early enough, they can help us provide feedback to the students.

The operation or the goal must be understood precisely in order to find errors. These errors allow us to see if there is a discrepancy in what should be happening and what is actually happening. Finding communication mistakes without any input from the students, on the other hand, is a challenging task. There is also a great opportunity to learn from such communication mistakes because it allows learners to see their own circumstances and have a better understanding of the definition. In real-life circumstances, mistakes can be viewed as opportunities that lead to success. When students are new to concepts and trying to figure out what they mean on their own, they can make a lot of mistakes. In such situations, the best thing to do is immediately show them where they went wrong and give them enough time and feedback to boost their results in the areas where they struggled.

In general, if you allow students time to work on their ideas and the opportunity to make mistakes, you can also give them the opportunity to fail. There are a variety of learning exercises that can be used to allow students to work on their ideas, and feedback is the most important aspect of any reasonable communication, especially in learning. Teachers must be very aware of providing good input when planning and implementing learning activities. Since there is less face-to-face interaction in distance learning (also known as e-learning), feedback is more important. As a result, when planning – teaching a learning activity, English teachers must recognize the value of input and how to use it effectively. Feedbacks are one of the most important tools in e-learning systems because they enable us to track and improve the students' performance in a variety of ways. In the design of data systems, feedback plays an important role, according to Nevio in Yengin et al. (2010), because it allows one to determine if the intended recipient (or learner) completely comprehended the message.

To function within the correspondence, the intended recipient must receive the message and completely encode it. In the other side, the sender can ensure that the message was accurately delivered by monitoring the recipient's understanding, which is then returned to the sender. In addition, as a result of the receiver's response, the message sender should serve as the recipient; this is referred to as feedback. As a result, feedback has the capability of calculating or identifying communication errors. If we are able to spot those communication failures, we can use them to provide feedback to the students.

The action or goal must be understood precisely in order to find errors. These errors allow us to see if there is a gap in what should be happening and what is actually happening. On the other hand, identifying communication mistakes without receiving input from students is a challenging task. There is also a fair chance of being informed of such communication failures because it aids learners in figuring out their circumstances and grasp of the definition. In real-life

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circumstances, such mistakes can also be seen as an opportunity to succeed. Most of the time, students make a lot of mistakes when they are learning new ideas and trying to figure things out on their own. In these situations, the simplest thing to do is to quickly point out their errors and provide them with enough time and feedback to improve their performance in the areas where they struggled. In general, if you give students space to think about their ideas and the ability to learn from their mistakes, you can also give them the chance to fail. There are a variety of learning exercises that can be used to encourage students to focus on their ideas while still allowing them to fail. Teachers' primary responsibilities in these tasks are to track students, catch their mistakes, inform them of their errors, and provide instruction about how to correct their errors.

Discussion boards with brainstorming sessions, cooperative learning, worked examples, class projects-research, and in-class activities in active learning are examples of how the teacher should provide a good way for their students to make mistakes openly and receive input on how to enhance them using performance-related feedback. In such situations, feedback should be provided right away rather than waiting until it is determined that the students are having difficulties or are not grasping the concepts presented in the lesson. Teachers can also track students' activities by watching or asking questions to allow for on-demand clarification.

Students can openly produce ideas and talk about them in discussion ways. These discussions should begin with a brainstorming session in which all students are free to present their thoughts. After that, they will analyze and test each other's ideas. In this case, they would be able to learn more about those concepts. The instructor can also lead those discussions in order to help students develop a final objective or idea about the topic, and he or she can direct them in gaining a deeper understanding of the concepts.

Similar to the discussions, the students will participate in group activities where they provide input on each other's work. The instructor can also keep track of the groups' progress by tracking their activities on a regular basis. If the instructor so desires, she can also make inferences about the behaviors of certain classes in order to correct something and provide input and guidance. Active learning in the classroom is also a good way to allow students to engage with their own learning while also receiving performance-related feedback. Students are expected to require action within the class by actively engaging in constructive learning, just as they are in school projects and science. They may, for example, take notes, ask questions, or engage in role-playing or games during lectures. During these performances, the teacher or educational system will observe and provide input on the activities.

Tests, investigation, directed inquiry, and scaffolding are examples of activities where students can receive input. However, in such tasks, the instructor is unable to observe the whole process in order to provide immediate positive feedback. They can only have formative input based on the students' final grades. Self-regulated learners can track their success in an e-learning setting by monitoring their behavior inside the system and responding to feedback given by the system, which is known as the Intelligent Tutoring System, Computer Assisted Instruction, Computer Based Instruction, Web Based System, and so on. Students may receive immediate feedback on their success in a variety of computer-assisted activities such as drilling/practicing, problem solving, sports, simulations, tutorials, and online lectures in such an e-learning setting. Students may participate in a variety of cooperative learning events, such as online conversations with instant messaging or forums, online games, Wikis, and online simulations, to receive peer feedback. Computers may also be used to follow traditional classroom activities in a very local network or an online environment, with a feedback mechanism provided by the teacher, the machine itself, or a combination of both. Online lectures, online joint ventures, and E-portfolios are examples of these practices.

#### *D. ICT Tools to Implement The English Teaching (E-Lessons or The Materials for Blended Learning)*

Free Open Software is freely licensed software that allows users to review, modify, and refine its design by providing an ASCII text file (FreeOpenSoftware.Org). It implies that you will be able to download the program for free, as well as modify and distribute it. Since software ownership is free and open source, it opens up a plethora of possibilities,



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especially in terms of cost reduction and easy distribution and modification. The concept of free open software may also be applied to e-learning development.

When it comes to the use of free open source software-related techniques, teachers play a significant role in making decisions about which resources to use for learning and how to design the learning (both traditional or e-learning). In online learning environments, the instructor must also consider constructive learning and encouragement techniques. She would also need to be familiar with the available resources and technology of free open source software in order to use them in the classroom. The most advantageous aspect of it is that it would be tailored to the learners' needs within the educational design. It is really easy to make the move. Teachers' engagement in their communities will ensure the quality of work and learning by determining actual needs, learning progress using these technologies, and learner and teacher experience.

## 1) ICT Tools for Designing Learning Materials:

- Audio Recording: Audacity is a free audio editor and recorder (<http://audacity.sourceforge.net/>). Teachers can use the tool to record audio, convert tapes and records to digital formats, edit MP3 files, blend sounds together, and change the dynamics of the recordings. This tool can also be used to record an MP3 file for podcasting purposes.
- Image Editing with a Program: The GNU Image Manipulation Program (<http://www.gimp.org/>) can be used to edit photos. This tool can be used by teachers to create – edit graphics and picture files for their lessons. Many of the well-known digital picture files are created and modified by them.
- Screen Recording: Since teachers must present something to students on their desktops, most e-learning lessons can provide some screen recording. Wink (<http://www.debugmode.com/wink/>) may be an excellent method for accomplishing this goal. Teachers may also use screen recording to create tutorials and presentations about how to use software applications. Teachers can use Wink to capture screen shots, add labels to the video, and create step-by-step FLASH tutorials.
- Web Content Design – Development: Teachers must create and publish online content, as well as integrate it into the internet framework. eXe (<http://exelearning.org/>) is a collection of free open-source software applications that assist teachers in creating, editing, formatting, packaging, and exporting resources in the IMS Content Kit, SCORM 1.2, and IMS Popular Cartridge formats. Also, myUdutu (<http://www.myudutu.com/myudutu/login.aspx>) is a free open-source program that enables teachers to create SCORM-compliant e-learning courses.

## 2) LMS Tools:

LMS resources (which are similar to Km and CMS) make use of advanced tools – facilities for teaching. According to Roqueta in Yengin et al. (2010), a learning management system (LMS) has (almost) all of the tools required for administration and course delivery. A LMS instructor manages classes, provides - shares knowledge by making, editing, and storing a variety of instructional media online. Several LMS projects have been created with a free open software mindset. The following are some of them:

- Moodle: Moodle (<http://moodle.org/>) is a tool that teachers can use to create nearly any type of online course. According to Moore in Yengin et al. (2010), one of Moodle's main advantages over other structures is its strong foundation in social constructionist pedagogy. Since Moodle is a free open source program, anybody can use or change it. It has the ability to support over 40 languages (most of them also are developing countries languages).
- Sakai Project: Sakai Project (<http://sakaiproject.org/portal>) is a tool that will help you plan lessons even if you don't know HTML. Announcements ([sakai.announcements](#)), assignments ([sakai.assignment.grades](#)), and calendar review are examples of teaching methods ([sakai.summary.calendar](#)) - a synoptic tool for events created within the schedule tool, chat room ([sakai.chat](#)), drop box ([sakai.dropbox](#)), email archive ([sakai.mailbox](#)), forums ([sakai.forums](#)), discussion forums, gradebook ([sakai.gradebook.tool](#)), messages ([sakai.messages](#)), news ([sakai.news](#)), post 'em ([akai.postem](#)), for quick uploading of feedback with an excel import, presentation ([sakai.presentation](#)), resources ([sakai.resources](#)), schedule ([sakai.schedule](#)), section info ([sakai.sections](#)), site info ([sakai.siteinfo](#)), syllabus ([sakai.syllabus](#)), tests & quizzes ([sakai.samigo](#)), web content ([sakai.iframe](#)) and wiki ([sakai.rwiki](#)). Additional to those tools Sakai has many administrator tools, e-portfolio tools, and other special tools.
- LAMS: LAMS (<http://www.lamsinternational.com/>) may be a new tool for designing, managing and delivering online LAMS gives the chance to the teachers to form a visible learning environment with such activities as individual tasks, small group work and whole class activities.

## 1) ICT tools for teaching four skills of English

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- Listening: Helping learners develop listening skills are often achieved through a spread of multimedia instruments like digital stories, Mp3 recordings or podcasts.
- Speaking: the employment of Oovoo and Skype aside from enabling users to interact with pre-recorded messages, also provide learners with the choice of synchronous chat, allowing the creation of a virtual class of three to six users. Furthermore, by using of digital video through Mobile Assisted learning (MALL), a brief film production through the employment of WMM (Windows Media Player) which may be a very basic programme, proved to enhance ability, flexibility, originality, and elaboration together with inspiration, motivation and confidence to school students to use English language.
- Reading: per the article, the resources offered to the students through a Learning Content Management System (LCMS) called "Varsite" allowed them instant access to a bigger sort of texts of these found within the University library. This significantly provides each student with the autonomy to access these resources consistent with their schedule, enabling them to watch their learning even better. Besides, the teacher also can use some websites to show extensive reading like [www.menti.com](http://www.menti.com), [www.pechakucha.com](http://www.pechakucha.com), [www.storybird.com](http://www.storybird.com), etc.
- Writing: blog software and Tweeter are tools that may help students practice communication, engage with the language they want to be told and after all to share their thoughts or feelings and reflect on them.

## V. CONCLUSION

ICT is becoming more widely used to assist in the teaching of English. English teachers should understand how digital resources of ICT embedded in a framework for teaching English lead to improving the conditions for teaching and the roles of teachers in the modern English teaching-learning environment. It places new demands on the teacher's tasks and obligations, as well as influencing teacher roles. The teacher's job is embedded in a teaching-learning environment, of which the digital tool of ICT may be a part. The use of interactive ICT resources for distance learning is referred to as online learning. New teacher positions have arisen as a result of this climate. Three different types of teacher positions (cognitive, affective, and managerial) were discovered to be substantially different. The managerial position played by online teachers was deemed to be the most important to students. Teachers, according to students, played a smaller role in cognitive dimensions of online learning and had the least impact on affective aspects.

Active learning, inspiration, and feedback are three items that an English teacher should consider when putting an English course online in an efficient way to involve students in English learning. Motivational design should be used in e-learning course design to consider three factors: A (attention), R (relevance), C (confidence), and S (strength) (Satisfaction). The teacher should use ICT software and online learning to incorporate it. There are numerous ICT resources that can be used to teach English online. Using free open source software such as moodle, Sakai, and others as an alternative to teaching English. In addition, an English teacher can teach four English skills in a variety of ways through online learning.

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