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Technology Era, Global English, CLIL: Influence and its Impact on English Teaching for Young Learners in Indonesia

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Abstract. The field of English teaching is a complex domain. The issues of English in the world affect all aspects. These issues are related to the emergence of technology, the existence of English as a global language, and the introduction of CLIL. The practice of teaching English especially for young learners cannot be separated from those issues. The English teaching practices discussed in the article cover aspects of instruction ranging from the level of language knowledge (such as grammar and vocabulary) to the comprehension of language proficiency (listening, speaking, reading, and writing). This article discusses how these issues have a good effect on the macro or micro level in the field of English language teaching. The method used in this study was a qualitative descriptive. The data collection technique was conducted by using literature review and observation. Macro level was related to the influence of technology on the teaching policy of English in the world and a country. Meanwhile, the micro level discusses the use of technology in teaching and learning activities in the classroom. In addition, this article will also discuss the extent to which issues affect the English class in Indonesia and how they are followed up.

Keywords: Technology, Global English, CLIL, English TeachingTechnology Era, Global

1.   Introduction

Technology has a role in changing all aspects related to learning English at both the macro level and the micro level. At the micro level, it is important to note that the existence of technology, such as the existence of the Internet, has a role in generating new realities in class activities. The new reality comes as the reality of reality turns off (objective reality) into reality on (virtual reality). The emergence of the new reality is characterized by the emergence of an English-based web-based web that offers online courses. Both realities have a large range of differences. Learning English in objective reality is a conventional teaching-learning practice, which is bound by space and time, is on a specific schedule and generally takes place in the classroom. Meanwhile, learning English in virtual reality is the opposite.

The effect of technology at the macro level is related to the policy of practice of technology utilization in teaching English by several countries. For example, the model of a virtual school of English learning in America that began to become an American government program since 2007 and is known as the 'Carter School Movement'. This school gives freedom to its students to access the subject matter through internet. Unfortunately, the program obtained protests from the public and public officials because it is considered to make student academic achievement decreased.

Reflecting on the problems in America, which may need to be corrected on the use of technology in teaching English is the role of teachers. It is interesting to look at the opinions of Cuban and Zhao [1] that teachers are key to the practice of teaching English with the help of technology. The teacher acts as the 'goalkeeper' of the technology in class, which not only determines how the technology is used but also the effect it has on the learners. Thus, it is interesting to note how technology can change teacher education.

The effect of technology on macro level can be seen also from the increase of global contacts. Cross-country communication in the world increases with technology. This certainly has a major impact on the needs of English in the countries of the world because of English as lingua franca. This means that English has now spread to more communities than non-speakers rather than being dominated by British or American society. Given the increasing need for English because of the existence of technology so it also has an important impact on the realm of English teaching for non-teak speakers (TESOL). The consequence of that, then emerged issues in the field of teaching related English global english. In some countries, an increase in the need for English is addressed by establishing several policies regarding the teaching of English since the age of the children. In addition, in the context of the micro level of learning in English classes began to be used as a non-han instructional medium.

2.   Literature Review

The global English phase brings impact to teaching English in all countries classified as outer and expanding circles. English in these countries is used to play a role in international negotiations and cooperation. In addition, the era of information technology makes the opportunity for interaction between countries around the world to open wider. The technological era has made economic, social, and cultural activities increase differently from the industrial era. The ease of access to international networks makes people's lives easily affected, easy to establish transnational cooperation and easy to carry out economic transactions. This condition causes English learning needs to increase.

Global English perceptions and technological developments directly impact the policies and practices of English teaching. For example, English language teaching policies in Asia Pacific countries such as China, Hong Kong, Japan, Korea, Malaysia, Taiwan and Vietnam [18], [20]. Some English language teaching policies are arranged in stages and begin to be exposed to different learning practices in each country.

Table.1 Teaching English Policy in Asia-Pacific Country

Country	Age and Level of English Taught	Teaching Frequency
China	level 3, Age of 9	Elementary 2-3
		40 minutes per week
		Secondary school: 5-6
		45 minutes per week
Hongkong	First year, Age of 6	Elementary School 4-6 hours/week
		Secondary school: 7-9 hours/week
Malaysia	Age of 7	Elementary school: 90 minutes/week
		Secondary School : 4 hour/week
Taiwan	Level 1, Age of 6-7th	1-2 hour/week
Vietnam	Level 6, Age of 11-12	Level 6-9: 4 45 minutes/week
		Level 10-12: 3 45 minutes/week

The policy that appears based on the table above shows that English has begun to be exposed to young learners in quite frequent learning frequencies. Not only in the area of education for young learners, adult learners are required to master English as a university entry requirement. This condition is the same as Indonesia which requires English for university entry requirements. Meanwhile, learning English in Indonesia for young learners has not been clearly stipulated. Some schools have started learning English since the age of 6 even since the age of 4.

On the other hand, the mastery of the English language policy not only targets the education area but also other areas such as business and economics. In Hong Kong for example, English language proficiency is an absolute requirement for the business sector. Terms of mastering English in China

become an absolute requirement for workers in China to get good career achievements. Conditions in China also apply in Indonesia. Some job openings in Indonesia also require mastery of English, such as lowogan for government and private institutions in the business field.

In the context of language teaching that integrated between classroom contexts and technology, students need guidance from teachers and parents' environments. This assistance in terms of vigotzky is scaffholding which showed that at the level of development of student learning there are times when students need to get guidance in order to achieve the desired learning goals [2], [24]. There is a shift of view in the context of scaffholding given by teachers in classes that integrate learning with technology. The role of the teacher as the informer must shift because the teacher is not the only source of information.

3. Method

This study used descriptive analysis to describe how technology, global English, and CLIL affected to early childhood education. The study was conducted to 4 kindergartens in Surabaya. The observation in each kindergarten had been done for 2 meetings. An observation sheets used to collect the data during the learning process observation. The aspects examined during observation were how learning process conducted in the classroom such as how teacher teach material to the students, what material given to the students, and what media used by teacher to make students easier the material, and how the students and the teachers interacted each other.

4. Finding and Discussion

The finding and discussion was divided into three points to describe how technology, global English, and CLIL in the early childhood education.

4.1 Technology Development and Existence in the Context of English Language Teaching Classes in Early Childhood Education

In the context of language teaching that integrated between classroom contexts and technology, students need guidance from teachers and parents' environments. This assistance in terms of vigotzky is scaffholding which showed that at the level of development of student learning there are times when students need to get guidance in order to achieve the desired learning goals [2]. There is a shift of view in the context of scaffholding given by teachers in classes that integrate learning with technology. The role of the teacher as the informer must shift because the teacher is not the only source of information.

This shift in role is stated by the teacher experiencing an expansion of roles in learning as a coach, counselor, learning manager, participant, leader, learner, and author [3], [25]. As a trainer, the teacher must provide maximum opportunities for students to develop their own learning methods according to the individual differences they have. As a counselor, the teacher must be able to create teaching-learning interactions in a conducive psychological atmosphere. As managers of learning, teachers are expected to be able to understand the conditions of each student with their individual differences and help them towards optimal development. As a learning manager, the teacher has the widest possible autonomy and autonomy in managing all learning resources dynamically. As a participant, the teacher must be aware of his position that he not only acts as a learner but also acts as a learner. As a leader, teachers are expected to be able to move students to realize behaviors that are appropriate to the learning objectives. As a learner, teachers must not stop to study in order to improve their competence and professionalism. As an author, teachers are obliged to be creative and innovative individuals creating various works in order to carry out their professional duties.

Especially seeing today, schools have many computer labs, internet cafe access and wifi that can be easily reached, and students are getting closer to technology through gadgets. That means in this technological era the teacher has an important role or it can be said that the teacher acts as a 'goalkeeper'. Therefore, teacher education needs to integrate technology into its education program so that prospective teachers have the ability to develop learning environments, design teaching strategies, and to decide what technologies will be used [20].

As a form of responsiveness to technological developments, it is important for stakeholders in the education sector to conduct teacher training, teacher education and teacher professional development. The three programs differ in their purpose and implementation [4]. Teacher training in implementation is done to familiarize the teacher with techniques and skills that can later be applied in the classroom. This teacher training is usually carried out briefly and is used as a condition of professionalism or getting jobs for prospective teachers. Meanwhile, teacher education is an ongoing process, structured from the bottom up, carried out voluntarily, and based on the teacher's own experience. Meanwhile, teacher professional development is the goal of teachers involved in training programs or teacher education. Professional development is an obligation for teachers and is carried out on their own accord. These programs must be distinguished between those for prospective teachers and experienced teachers [5], [25].

At the prospective teacher level, the most common training program is an introductory course that provides minimal skills. I, as one of the students of the education study program, had experienced this when I was still studying. It's just that the program is not in the form of training but included in the course. Computer recognition is only at the basic level such as the introduction to the MS Word application, MS excel, MS Power Point and even then the credit load is only 2 credits. Of course it is an education program that is classified as minimal given to prospective teachers in Indonesia. In contrast, the University of Texas at Austin began the Uteach program in 1997 and certified its students with computer training in the second semester. These university graduates are automatically placed in technology-based schools in long teaching periods so that they can practice project-based teaching. Another case with training programs for experienced teachers. Technological training programs for experienced teachers must provide levels in accordance with the needs of professional improvement, school development and national education improvement, such as: elements of effective teaching, cooperative and collaborative learning, handling problematic students, and so on. The program must also provide more time. Unfortunately, in Indonesia this program is still limited due to constraints in conditions and infrastructure [6]. Though teachers in Indonesia are obliged to become technology literate in this information age.

The rapid development of information and communication technology is very influential on various aspects of life. This development gave birth to the third world wave. According to Tofler the world is divided into three waves, the first wave arises in the world of agriculture, the second wave arises in the industrial world, and the third wave arises in the world of information and communication technology [7]. This third world era is called the global era.

Education in the global era must follow the development of this technology. Now there are a lot of learning using computers and the internet. We often find learning using the web. Web-based learning is essentially the development of the concept of distance learning. This web-based learning system can occur because of the development of the three fields, namely; the field of distance learning, learning using computer technology, and the development of the field of internet technology.

Technological infusion into learning English for non-teak speakers or TESOL makes communicative approaches dominate the field of English language teaching [8]. Integrating technology into teaching English makes it easy to create authentic e-learning situations that are synonymous with communicative learning. E-learning has several characteristics including: very dynamic, can be operated all the time, can be used individually or in collaboration, and is comprehensive. Some of these characteristics that make the English learning context in this global era different from conventional learning.

Dynamic e-learning means that information in this era continues to change very quickly. This very fast information change makes literacy experience a shift in meaning. The shift of meaning if it is associated with reading skills means that being literate today means having reading skills from several different sources; namely: from blogs, wikis, facebook, forcequare, Google Docs, and so on. Likewise with writing skills. Therefore, learning English in the context of literacy requires an effective formula for using information and communication effectively [9]. In addition, e-learning can also be operated all the time because the interaction of learning that occurs can take place indirectly (asynchronously) and can also be directly (syncrhronous). Learning interactions that occur in e-learning can also not be bound by space and time.

Learning e-learning can also take place both individually and in groups. In groups, it can be done using the conceptual framework namely collaborative pedagogy in a developing technological landscape [10]. There are ten guidelines in the pedagogy, namely: (1) teaching following technological developments, (2) collaborative teaching with a variety of ways to use different technologies, (3) integrating teaching with technology can encourage communication, increase motivation and reflection, (4) teaching heed students' suggestions (opinions) by utilizing technology, (5) train students to use technology effectively, (6) guide students to work independently in collaborative environments, (7) develop authentic projects that require collaboration and encourage learning together , (8) providing expectations according to technological flexibility, (9) providing diverse measurements/assessments based on their collaborative experience, and (10) Preparing students to become lifelong learners in this era of digital literacy.

Teaching English must keep abreast of technology both in the teaching of language knowledge (vocabulary, grammar, and so on) and teaching language skills (listening, speaking, reading and writing. All that can be done easily using available technology such as audio tape, interactive tv, CD-ROM, web, facebook, and so on.

4.2 English as a Global Englishes Affected in Early Childhood Education

By the end of the 18th century, English had been predicted to be a global language. The forecast seemed to make no sense when looking at the area and number of English users. Small country, less than 500,000 km wide, but has tremendous influence. The language is used in almost 85% of countries around the world, whether as a second language or a foreign language. Moreover, English is now a global language because it is caused by several factors. First, the diaspora of the British population to other regions. For example, the migration of English to Australian population makes English brought to mutate, adapt, adapt to the socio-cultural context there. Secondly, the diaspora is due to the history of British colonization in several countries in the world, which is around 193 countries that have been British colonies [11]. The situation produced English that was different from its original context so that a new variety of English appeared. Further, in a different social context, English 'evolves'. For example, the emergence of Singapore-English (Singlish) with the addition / bah / in the sentence that was spoken because it was influenced by the language of the Chinese ethnic Chinese and Malay [3]. Neither is English in other countries in the world. This difference is caused by geographical, gender, class and social groups, age. To identify the difference, the dialect term is commonly used. The dialect can be in the form of pronunciation, grammar, vocabulary or other aspects of language that are different from each individual or community.

There are three concentric circles in recognizing the existence of various English language users [4]. First, the inner circle is identical for English users as teak speakers or English as the dominant language; like in the UK, America, Canada, Australia and New Zealand. Second, the outer circle refers to a country that uses English as an institutional communication tool - in educational institutions, government, and others - such as India, Nigeria, Pakistan, Singapore, South Africa, Zambia. Third, expanding circles consist of countries that use English for specific purposes - for example, English is only used for the development of science and technology, diplomatic relations - as in countries like China, Indonesia, Japan, Korea and Nepal. The three concepts are concepts for terms that have been known as teak speakers, English as a second language (ESL), and English as a foreign language (EFL).

The consequence of global English is the emergence of 'new communities' of English users. This new community refers to English users from non-teak speakers, as in the English-speaking community of the outer and expanding cirles. That requires that as a global language, users of English are now increasingly diverse and widespread, not just teak speakers but non-English speakers in the world. Therefore, the emergence of a variety of English non teak speakers is a natural thing. Indeed, their variety of languages needs to be emphasized in the practice of communication. It is necessary to realize that communication using English is no longer only with teak speakers but a variety of English language users in all parts of the world.

The emergence of a variety of English 'new communities' needs to be a reflection of the practice of learning English. Should English teaching and learning still refer to standard English? Should a variety of non-teak speakers be introduced to learners/ students? In fact, English is now an international language, used in communication in the political, commercial, educational and other contexts around the world. Meanwhile, standard English is not the only variety of languages and non-teak speakers also discuss their own variety. In addition, an English language test needs to be made by accommodating the interests of this 'new community [14]. English tests that still adopt the principle of English-speaking teakers need to be changed to meet the principles of fairness and integebiliti like an IELTS test [15]. The principle of standard English has long been applied in the world of teaching English. The pattern of English language education in Indonesia, for example, has long adopted this principle. Students or learners are only taught standard English without being told that English has a lot of variety. Another reflection is the use of language as an instruction medium in language and non-English classes and the use of the first language as an instructional medium in classroom activities that seem to be a barrier to acquiring English language skills needs to be reviewed [16,17]In fact, in fact, the use of the first language can accommodate the identity of non-teak speakers who are learning languages and can also improve students' English skills. That means English language teaching that accommodates the principles of global english is no longer based on the application of standard English in an exclusive way but the teaching of English that respects the diversity of English in the world and considers the medium of instruction using the first language.

4.3 Development of CLIL as an English Teaching Method in Early Childhood Education

The existence of Content and Language Integrated Learning (CLIL) can be said to be a domino effect from the global English perspective that has emerged lately due to several things. First, CLIL is a trend of teaching English in the inner, outer and expanding circle. One of them is the trend of using English as a medium of instruction for non-English subjects in both private and public schools in India [16]. Second, CLIL is an innovative or alternative method that applies the principles of communicative approach [19,20]. English is taught through non-English lessons with the aim of making learners learn languages based on content relevant to the real context. Third, the presence of CLIL is a response to the existence of a population of multilingual communities in Europe and English as lingua franca [19,20]. This third characteristic has implications for the use of two-language instructional media and that is what distinguishes CLIL with Content-based Instruction (CBI) -like learning methods. In terms of benefits, CLIL allegedly can help students to master both language knowledge and non-language subject content taught. This is evidenced in the study that examined the benefits of CLIL in mastering English vocabulary and non-language subject matter knowledge [21]. This may be because CLIL provides meaningful learning because the vocabulary learning provided is integrated with the content of the lesson so that it is classified into implicit vocabulary learning. This implicit learning of vocabulary will be easy for students to remember because it is exposed through context. Implicit exposure to the CLIL method means that vocabulary teaching should be communicated [22].

The challenge experienced in implementing CLIL can be seen from the lack of knowledge of teachers in language. The teacher needs to have the ability both in knowledge of the subject and knowledge of English. This happened in Argentina where in countries classified as outer circles apply the CLIL policy in their education but it is less successful because the teacher's HR there is not good in mastering English [20]. The same thing can also happen in Indonesia, given that HR teachers in Indonesia have poor knowledge of English. Therefore, CLIL implementation needs to consider the readiness of existing human resources.

5. Conclusion

Technology plays a role in changing English learning at the macro and micro level. At the micro level, e-learning facilitates the learning process to take place both through synchronous and asynchronous interactions and makes learning of English into unlimited space and time. Integration of technology into important English language teaching and teacher education is expected to further improve its quality so as not to lag behind technological developments.

Technology also has a role in making the global english paradigm increasingly developed. . Global English as a conception that is aware of the variety of languages and individual differences makes standard English increasingly abandoned. Teaching English in accordance with the principles of global English needs to pay attention to the variety of English throughout the world, the variety of students, and consider the medium of instruction using the language of the learner.

English as a means of interaction of global communication is increasing and has a direct impact on social, cultural, business, and policy development in the field of English language teaching in the world. Some countries that are classified as non-native speakers issue policies to learn English from a young age (between 6-12 years) and expand the policy of mastering English in non-education sectors such as the business and economic sectors.

CLIL is an implication of the presence of a global english perspective and technology that causes the perspective of English as an international language to expand. The emergence of the CLIL method in ELT emphasizes the communicative principle that allegedly can make learners can master English as well as learning content. However, the implementation of CLIL in learning non-English subjects using English needs to consider existing human resources.

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