



Ethical Implementation and Responsible Utilization of Technology in English Language Learning

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Abstract: *This study investigates the implementation of ethics and responsibility in utilizing technology for English language learning within senior high school classrooms. Employing a qualitative research design, the study utilizes descriptive and qualitative approaches to analyze data, facilitating comprehension and drawing conclusions. Thematic structure analysis is employed to interpret the data, collected through semi-structured interviews. Findings suggest that English teachers in senior high schools adhere to ethical and responsible guidelines in technology usage. This research contributes insights into the ethical considerations and responsible practices associated with integrating technology into English language learning within senior high school settings.*

Keywords: *Ethical Implementation, ELT, Technology Integration*

INTRODUCTION

The Information Age has witnessed a transformative revolution in information and communication technologies (ICTs), profoundly impacting various domains of knowledge, including education. Ethical considerations concerning technology span a wide spectrum, encompassing issues such as privacy, neutrality, the digital divide, cybercrime, and transparency. However, the intersection of technology and ethics within educational contexts presents a distinct set of concerns (Zhang & Fang, 2022). The efficacy of a democratic society hinges upon the quality of its education system, as emphasized by political theorists who advocate for robust public education to cultivate informed citizens capable of active participation in democratic governance for the collective good.

In the realm of language education, the advent of ICT has reshaped pedagogical approaches, with proficiency in ICT becoming a fundamental requirement for language educators (Bansa & Asrini, 2020). Teaching English to Speakers of Other Languages (TESOL) standards for P-12 Teacher Education Programs underscore the importance of educators' adeptness in selecting and utilizing technology, including computer software and Internet resources, to augment language and content instruction (Silviyanti & Yusuf, 2015). Moreover, adherence to TESOL Technology Standards mandates English language instructors

and teacher educators to integrate technology judiciously both within and outside the classroom setting. Consequently, teacher education programs worldwide are increasingly integrating courses on ICT skills, reflecting the growing recognition of technology's pivotal role in language education (Aşık et al., 2020).

Against this backdrop, this study delves into the ethical dimensions of technology integration in English language learning within the context of senior high schools. Specifically, the research endeavors to explore how ethics and responsibility manifest in the utilization of technology among teachers and students. The qualitative research design employed in this study employs descriptive and qualitative approaches to analyze data, with thematic structure analysis serving as the methodological framework (Patton, 2002). Semi-structured interviews constitute the primary method of data collection, offering rich insights into the perspectives and practices of English language educators and learners (Creswell, 2012). The findings gleaned from this study illuminate the ethical and responsible practices prevalent among English teachers in senior high schools regarding technology integration.

This investigation contributes valuable insights into the ethical considerations and responsible utilization of technology in English language learning within the educational landscape. By elucidating the ethical imperatives inherent in technology-mediated language education, this study aims to inform pedagogical practices and policy formulation conducive to fostering a culture of responsible technology use in educational settings. According to above discussion, this research was utilized to explore the ethical considerations and responsibilities of students when employing technology in English language learning.

METHOD

The present study adopts a descriptive qualitative methodology to analyze the data. The descriptive and qualitative approach is employed to systematically organize the collected data, facilitating comprehension and inference drawing. Descriptive research aims to delineate a phenomenon and its attributes, focusing on the 'what' rather than the 'how' or 'why' aspects (Merriam, 2009). Utilizing predetermined questions aligned with established instruments, data collection was conducted among respondents serving as English or high school teachers in the Bandar Lampung region on December 4, 2023.

The sample comprised five questions derived from existing instruments, tailored to the context of English language teaching. Data collection involved interactions with educators functioning in English language or high school teaching roles within the Bandar Lampung locality on the specified date.

Table 1. Demographic Participants

Respondent	Gender	Age	Academic Position	Qualifications	Teaching Experience
Respondent 1	Female	25 years old	English Teacher	Bachelor degree	3 years
Respondent 2	Female	48 years old	Teacher	Bachelor degree	22 years

When conducting research involving human participants, ethical considerations are paramount. To ensure informed consent, safeguard participant

privacy and confidentiality, minimize potential risks, and weigh the study's potential benefits, careful deliberation guided the selection of the current study's methodology.

The study entailed interviews with an English teacher at SMA Al-Azhar 3 Bandar Lampung concerning the ethics and responsible use of technology in English instruction. Employing a qualitative research method, the results revealed a lack of participatory engagement due to several identified challenges. Notably, there was a perceived deficiency in the integration of technology into English language learning despite the provision of adequate facilities within the school. Many teachers reported limited technology usage, attributing it to student reluctance, particularly in reading activities. Technology incorporation was observed predominantly during specific occasions, such as national exams.

The research employed interviews as the primary data collection instrument. Conducted face-to-face on December 4, 2023, at SMA Al-Azhar 3 Bandar Lampung, each interview session lasted approximately 15 minutes per English teacher. The questions of research instrument was illustrated in Table 2 below.

Table 2. Research Instrument

No	Questions
1	How can teachers ensure that technology tools and resources used in English language instruction are safe and appropriate for learners?
2	What are the best practices for protecting student privacy in the use of technology in English language instruction?
3	How can teachers integrate discussions about ethical use of technology into English language instruction?
4	How can teachers integrate discussions about ethical use of technology into English language instruction?
5	How can teachers ensure that technology tools and resources used in English language instruction do not reinforce stereotypes or perpetuate discrimination?
6	What are the cultural and ethical considerations of using translation software in English language instruction?
7	How can teachers promote responsible digital citizenship among English language learners?
8	What are the cultural and ethical considerations of using translation software in English language instruction?
9	How can teachers promote responsible digital citizenship among English language learners?
10	How can teachers use technology to promote intercultural understanding and global citizenship in English language instruction?
11	How can teachers use technology to promote intercultural understanding and global citizenship in English language instruction?
12	How can teachers support learners in developing critical thinking skills when using technology in English language instruction?
13	What are the potential risks and benefits of using gamification in English language instruction, and how can teachers ensure that it is used ethically and responsibly?
14	How can teachers address cyberbullying and other forms of online harassment in English language instruction?
15	How can teachers use technology to support learners in developing digital literacy skills?
16	How can teachers ensure that technology tools and resources used in English language instruction are age-appropriate and developmentally appropriate for learners?
17	How can teachers ensure that technology tools and resources used in English language instruction are age-appropriate and developmentally appropriate for learners?
18	How can teachers involve learners in discussions about ethical use of technology in English language instruction?

19	How can teachers use technology to support learners in developing media literacy skills?
20	How can teachers promote responsible use of technology in English language instruction while still taking advantage of the potential benefits it offers?

RESULTS AND DISCUSSION

Results

The interview sessions aimed to elucidate themes based on the perspectives of two participants regarding the integration of ethics in technology within the teaching and learning process. The research sought to explore students' utilization of technology in English language learning classrooms, their ethical conduct, and responsibility in technology usage. Key considerations encompassed privacy, security, and accessibility in the digital learning environment.

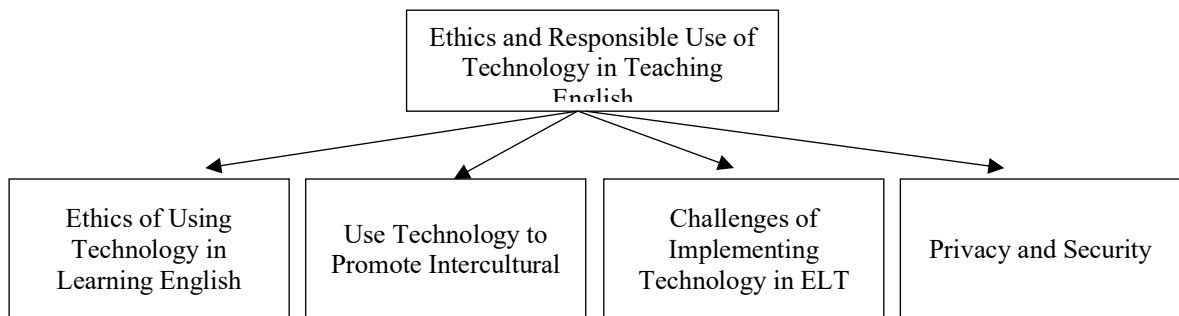


Figure 1. Result of Thematic Analysis

Figure 1 illustrates the analysis of data derived from six thematic categories identified through interviews conducted with two English language teachers as participants. The aim was to assess the ethicality of technology usage within the classroom environment.

Ethics of Using Technology in Learning English

The first finding in thematic analysis is the Ethics of Using Technology in Learning English. This is supported by respondent 1, who stated as follows in the interview results below.

"Ethics form the cornerstone of fostering an effective learning atmosphere. Traditionally, we impart ethical education to students through moral examples, illustrating rules without imposing them and emphasizing consideration for others. Instilling ethical values in students transcends the classroom; we continually stress the significance of ethical conduct, especially regarding technology usage and social media postings (Respondent 1)."

Indeed, while teachers may impose limitations on computer usage within the classroom, they also endeavor to demonstrate to students the potential of technology to broaden and enrich their learning experiences. Moreover, they emphasize how technology can serve as a bridge to connect with and bolster real-world experiences and academic endeavors. The final instruction, "You must use your computer in a manner that demonstrates consideration and respect," carries significant importance. It underscores principles that are fundamental to moral conduct, mirroring the values instilled in pupils. These values include acting ethically, treating others with the same respect one desires for themselves, and recognizing the inherent dignity of all individuals, irrespective of their background, beliefs, or sexual orientation. Such teachings aim to cultivate a culture of mutual

respect, empathy, and inclusivity within the classroom and beyond.

Use Technology to Promote Intercultural

Respondent 2 highlights the emergence of a distinct culture surrounding technology usage, characterized by the development of norms, language, and entertainment within the digital realm. This culture shapes the attitudes and behaviors of individuals interacting with technology, influencing their perceptions and practices.

"Absolutely, the rapid pace of technological advancement has precipitated significant cultural shifts in both learning and technology usage. This evolving culture encompasses various subcultures that cater to technology enthusiasts, each contributing to the diverse landscape of technological engagement and innovation (Respondent 2)."

The statements provided by the respondents underscore their awareness of the shifting cultural landscape in technology usage, attributed to the rapid pace of technological development. This evolving culture encompasses diverse subcultures catering to different types of technology users, including gamers, coders, and do-it-yourself (DIY) enthusiasts, among others. Importantly, this multifaceted technological culture can profoundly impact English language learning by offering a plethora of available media and alternative learning methodologies tailored to individual preferences and interests.

Challenges of Implementing Technology in ELT

The utilization of technology in educational materials presents unique challenges for both educators and students, as expressed by the second participant.

"When it comes to utilizing technology, it's evident that there are hurdles, particularly for someone like myself, who is quite senior. Occasionally, I find myself somewhat limited due to my lack of fluency in using technology. Consequently, the implementation may be occasionally lacking or intermittent. Nonetheless, we persevere in our efforts to ensure that students are able to apply ethical behavior in their use of both social media and technology (Participant 2)."

The respondent highlighted a significant challenge faced by teachers: the lack of proficiency necessary to effectively teach English, particularly in utilizing technology. This poses a serious problem, given the prevalent use and need for technology in today's era, especially in language instruction. However, the respondent assured that they would strive to optimize their teaching methods to ensure successful outcomes despite this obstacle.

Privacy and Security

The researchers identified the final theme concerning the imperative need to uphold privacy and security rigorously. As stated by respondent 2.

"Preserving our privacy holds paramount importance, and it's incumbent upon everyone to safeguard their own privacy while also respecting that of others. This entails recognizing the significance of robust password protection and maintaining the confidentiality of passwords. Safety involves the measures individuals undertake to ensure their own well-being and that of others while utilizing technology for learning purposes (Respondent 2)."

In addition to other potential risks like malware, employing antivirus software is among the essential measures. Cultivating safe usage practices such as downloading exclusively from reputable websites, abstaining from sharing or using pirated software or media, and steering clear of obscure websites are also crucial steps. Threats commonly arise from unauthorized individuals gaining access to personal or financial data. Furthermore, viruses and malicious software that can

steal or compromise data can pose significant dangers. Digital citizens comprehend the collective responsibility for security whenever we connect online. This involves having robust software and programs in place to guard against exploitation by cybercriminals seeking to exploit vulnerabilities.

Discussion

Technology currently offers numerous options to enhance learning and facilitate teaching, thereby playing a pivotal role in transforming educational methods. There exists a plethora of opportunities to improve English language skills through learning. Despite the Indonesian government's commitment to integrating technology into schools to enhance academic performance, concerns persist regarding the actual extent of benefits compared to official assertions. It is crucial to acknowledge the ethical dimensions that have emerged alongside the proliferation of personal mobile devices as educational aids in formal learning environments over the past fifteen years. Ethical concerns range from inappropriate use of images to instances of cyberbullying, from envy stemming from peers' device upgrades to privacy breaches, all of which challenge educators' approaches to incorporating mobile learning into their teaching strategies (Alakrash et al., 2021).

In this study, researchers identified two respondents' perspectives pertinent to the current theme under examination. Initially, it is noteworthy that some educators advocate against the incorporation of computers within instructional settings, yet they emphasize to students the potential advancements technology offers in education. They also underscore to fellow educators the role of technology in broadening their understanding of the world and enhancing academic pursuits. This impartation of knowledge assumes significant importance. Such guidance aligns with conventional teachings regarding ethical conduct, emphasizing the imperative of moral behavior, irrespective of individuals' ethnicity, religion, or sexual orientation. Central to this ethos is the principle of treating others with dignity and respect in accordance with their preferences. Consequently, it can be inferred that ethical considerations surrounding technology use remain integral to English language instruction, aiming to cultivate students' prudence in technological matters (Joo et al., 2016). Even though one respondent admitted limited use or prohibition of computers in the classroom, this discrepancy does not undermine the significance of ethical guidelines, which are universally applicable regardless of the instructional context.

Furthermore, technology serves as a means to foster interculturality. In this context, technological interventions ought to encompass activities aimed at introducing or promoting foreign cultures to students during the learning process, thereby furnishing them with invaluable insights into diverse cultural practices. This proposition resonates with the observations made by respondent 1, particularly regarding the utilization of streaming video platforms. The acknowledgment of implementing such technological strategies is commendable, as technology serves as a pivotal educational resource enabling students to engage with and comprehend various cultures without the constraints of geographical limitations (Wei, 2022). Consequently, educators are encouraged to leverage technology to facilitate students' comprehension of novel cultural paradigms, thereby broadening their perspectives within the domain of English language acquisition.

The integration of technology into educational media undoubtedly presents

challenges for both teachers and students, as highlighted by the respondents. One significant obstacle identified by respondents pertains to teachers' inadequate proficiency in utilizing technology to optimize English language instruction. This deficiency poses a considerable concern, particularly in an era where the demand for technological integration in language education is pronounced. Nevertheless, one respondent expressed determination to enhance their teaching methods to overcome such challenges. This predicament correlates with the preceding discussion, wherein respondents revealed limited usage of computers in the classroom, with some teachers even prohibiting their use (Seufert et al., 2021). This restriction might stem from insufficient technological infrastructure, thereby impeding effective English language learning endeavors.

Last, the aspect of privacy and security is paramount, alongside the menace of various malicious software. Employing antivirus software constitutes one of the pivotal measures in this regard. Additionally, fostering safe usage practices such as downloading solely from reputable sources, refraining from sharing or utilizing pirated software or media, and avoiding potentially hazardous websites are imperative. The threat of unauthorized individuals gaining access to personal or financial data looms large, further compounded by the presence of malware like viruses that can compromise or pilfer sensitive information. Digital citizens are cognizant of the collective responsibility for ensuring security while connected online (Eshet & Eshet, 2004). This necessitates the deployment of robust software and protocols to safeguard against malevolent entities seeking to exploit vulnerabilities. Such oversight assumes paramount importance, and it behooves every developer or educational institution to exercise utmost caution in safeguarding the privacy and security of both students and faculty alike (Krumsvik, 2014).

CONCLUSIONS

The integration of technology in education has become indispensable, both inside and outside the traditional classroom setting, particularly in language instruction. Technology has significantly enhanced language learning, offering a myriad of versatile activities that cater to diverse learning styles. Teachers increasingly utilize technology to augment their students' language development. However, this study underscores the importance of ethical considerations and responsible technology usage in English language teaching, with particular attention to issues of accessibility, privacy, and security.

The findings reveal that educators prioritize ethics and exhibit a sense of responsibility when utilizing technology, understanding its limitations and exercising caution, especially considering the vulnerability of students in today's social media landscape. The study also discusses various strategies that can be employed to enhance ESL students' technological literacy, emphasizing the importance of securely and responsibly integrating information and communication technologies (ICTs) while ensuring the safety of children and adhering to legal and regulatory frameworks.

Ethical educators are mindful of establishing appropriate boundaries in online communication, considering factors such as time, place, and role. The ethical challenges inherent in the Information Age, characterized by widespread access to personal computers and electronic devices, are addressed within the framework of

technology ethics. This subfield of ethics, known as "the ethics of technology," applies ethical reasoning to the evolving ethical dilemmas associated with the pervasive use of technology in contemporary society.

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