

CALL IN EFL CLASSROOM

What are lecturers' perceptions in implementation?

Widyani Solihat

English Education Department, Universitas Sebelas Maret, Surakarta
Indonesia

solihat.widyani@gmail.com

Abstract

Computer Assisted Language Learning (CALL) is the implementation in the area of computer's application or software as a technology which is used in teaching and learning of second language context. Nowadays, most universities are implementing the new technologies in their classes: such as computers, tablets, interactive whiteboards, LCD or even mobile phones to support the learning process. Utilizing technologies in education area has been increased because of the globalization process. Some universities do not utilize technology well to assist language learning process. The possible solution to solve the problem is introducing knowledge about CALL. The aim of this study is to know the lecturers' perception about CALL. This study used the qualitative method with individual interview technique. There were three EFL lecturers who served as the sample of this research. Two steps were done to gain lecturers' perception toward CALL: (1) introduced CALL to the lecturers and tried to implement it during language learning process; (2) interviewed the lecturers to gain their perceptions toward CALL. The findings of this study show that CALL helps the lecturer to support their language learning process. The lecturers declared that CALL is very useful in language learning process.

Keywords: CALL, second language learning, software or application, EFL lecturers' perceptions

Introduction

Education is a fundamental aspect in many countries. The development of a country or a region can be seen from the system of education which is implemented and the knowledge of people in the country. Through education, a country can create a future generation to solve every single problem in every aspect in society. To maintain the quality of education, there are many aspects that must be improved, such as the stakeholders, materials, media, lesson plan, evaluation, etc. In the current situation, technology is being used in every context especially in education.

Computers have been used in education area to facilitate the teaching and learning process. The implementation of computer in education area has been increased because of the globalization process. Most universities in Indonesia have supplied LCD projector in every class and language laboratory to support the learning process. The students can enhance their ability

in using technology and the lecturers can be assisted with technology in teaching and learning process.

Some universities do not utilize the computers well to assist the teaching and learning process. It may happen because the lack of lecturers' knowledge and understanding toward the computer. The lecturers need to be introduced CALL (Computer Assisted Language Learning) to support the learning process. The lecturers have started to use computer as a new pedagogical tool in language learning. Moreover, computer is trendy and useful tool which is usually used by people especially in education area to search and find much information what they need.

CALL becomes popular in many countries. It is considered as a language teaching method that can help the stakeholders in the learning process. Yuan (2007) stated that Computer Assisted Language Learning (CALL) is the using of e-learning strategy where the computer as the

technology which is used in language learning context. In traditional CALL, it was often claimed as a “programmable teaching” where the computer checked the students’ input and gave feedback to an appropriate activity exercise. In modern CALL, it emphasizes on communication and task or test. The role of the computer in CALL has changed from the “input - control - feedback” to management of communication, text, audio, and video. Both lecturers and students have different needs in implementing CALL. The lecturers can be facilitated by computer in language learning and the students can increase their skill of using computer for their future career.

While implementing CALL in Indonesia, EFL learners will get benefit because they will interest in learning English and it will help them to improve their English skill. The lecturers have an important role in implementing CALL, their ideas and teaching techniques can help the students be better in learning English. They must follow the new era of globalization to move forward and compete with other countries, in this case is using technology of computer. CALL may be a well known methodology which is used in Indonesia, but not all institutions can apply this method because the lack of facilities and infrastructures. CALL can develop in some institutions which have adequate facilities and infrastructures.

Pardo (2014) stated that schools or institutions are integrating all sorts of new technologies in their classes, such as computers, tablets, interactive whiteboards or even mobile phones. From his statement, it can be said that the implementation of CALL in institutions is appropriate. Pardo (2014) added that the learners who receive computer-based lessons outperform those who use paper-based materials. Utilizing CALL can help the learners to improve their skill and achievement. Besides that, the aim of this study is to show the lecturers’ perceptions in implementation of CALL.

Methodology

This study used qualitative method with narrative qualitative design. It was used individual interview technique. The researcher used purposive sampling for conducting the research. Participants of this research are three EFL lecturers from Sultan Ageng Tirtayasa University. This study was conducted in Sultan Ageng Tirtayasa University. In the beginning, the researcher introduced CALL to the lecturers and they tried to implement it several times during language learning process in order to make it been accustomed. At last, the researcher interviewed the lecturers to gain their perceptions toward the implementation of CALL.

Findings and Discussion

The lecturers respond positive toward integration of computer in English language learning. They stated that the implementation of Computer Assisted Language Learning (CALL) helps them to deliver the material in the EFL classroom. CALL can be an alternative way in teaching and learning process because it is accessible and easy to be used. As its name, it can assist the lecturers in the learning process.

“I think CALL will help me to deliver the materials in the EFL classroom because it’s quite accessible for both lecturer and learners. We can also make an interesting design of the material by using computer to get the learners’ attention” –Lecturer A–

“CALL is a very good tool in assisting the lecturer to deliver the materials. It can be an efficient medium for both lecturer and learners. It can also present the materials, submit tasks, and provide feedback. While presenting, the lecturer and learners can make the layout is interesting to be used in the learning process.” –Lecturer B–

“I never present the materials to the learners because I always asked them to present it, so this is the first time for me to present the materials by the computer. CALL is an interesting method which

can be used in the classroom. It is easy to be used by us and I can create the materials become attractive. I can put everything what I need to share to my learners. If the time is not adequate in the classroom, I can share all materials to email or group media which can be accessed whenever and wherever by my learners, so time and distance will not be a problem for us anymore.” –Lecturer C–

EFL lecturers also confirm that CALL may help their learners improving their English skill since it is accessible and interesting, so the learners may have more time to learn English independently. Additionally, both lecturer and learners can also improve their skill in using the computer. Integrating computer during the learning process, the lecturers think that it can boost learners’ enthusiasm toward the given lesson.

“I think the learners will get benefit in a way that they can access the materials through computers that they usually liked to use and train themselves independently to learn when they are outside the classroom. Moreover, integrating computer in language learning may boost their enthusiasm regarding to the lesson given” –Lecturer A–

“I believe that the implementation of CALL can improve learners’ English skill and we (lecturer and learners) can also improve our skill in using computer for our future career later. It really help us to be up-to-date in this era because most people in this world use technology like computer in teaching and learning process.”–Lecturer B–

“Utilizing computer in language learning can benefit us to be facilitated while learning process. The learners seem enthusiastic during the learning process when I used CALL method in the classroom. Because of the learners’ enthusiasm, it can improve their English skill.”–Lecturer C–

Furthermore, while utilizing CALL in the classroom to deliver the materials,

EFL lecturers also found some problems or weaknesses that are being problem in CALL implementation. The first weakness of CALL is that some lecturers who are not familiar with new technology of computer will feel difficulty in operating the system of computer. It is a usual problem which happened when implementing CALL. Second, there are some programs of CALL which are imperfect to be used in learning process, for example speaking program, it cannot evaluate user’s spoken input which is appropriate or not. Third, the computer cannot handle unexpected problem or response to learners’ questions immediately as lecturers do and the lecturers are not always online in the forum.

“The problem that usually happens in utilizing CALL is for old lecturers. Some old lecturers who can’t operate the computer will face big difficulty. They need extra training about CALL and it needs more time.”–Lecturer A–

“Even CALL is very good to be used in learning process, but some programs are not able to use because the imperfection of the programs. I guess the example is Text-To-Speech program. It will produce the monotonous sound of word or sentence because it doesn’t has stressed or intonation of pronunciation. So, I think it should be developed to make it perfect”–Lecturer B–

“Computer is not like a human. If the learners have a problem with their computer or they have some questions in a distance, computer won’t respond unexpected problem like that immediately. This is the reason why classroom activities are also need to be done.”–Lecturer C–

The findings show that lecturers give positive response toward the implementation of Computer Assisted Language Learning (CALL) in EFL learning process. CALL supports the lecturers to deliver the materials. The lecturers stated that utilizing CALL helps them in EFL teaching and learning process. They consider that CALL is

qualified enough to be used as an alternative way in teaching and learning method. This finding appropriate with Lam (2000) said that teachers interested to use computer and they believe that using computer in the classroom can have many advantages, and it also helps teachers to make a decision of using technology. Besides, the lecturers also stated that learners may improve their English skill because they will be more enthusiastic in learning process. Teachers think that CALL is beneficial to increase students' motivation, autonomy, self-confidence, and learning multi-cultural competence, and CALL is also considered as important, facilitative, interactive, and time and energy efficient in EFL teaching (Dashtestani, 2012). Meanwhile, due to the use of CALL, the lecturers and learners consider that it is useful to be used since it can help them to make a group or forum discussion which can be accessed wherever they are.

Furthermore, the implementation of CALL lets EFL lecturers to integrate technology, pedagogy, content, and their knowledge. The integration of those components may help them in improving their own professionalism. Teaching without following the development of technology may cause the lecturers left behind from their learners. A new concept of teaching is important to be considered since the education environment is dynamically changed. The improvement of technology should be beneficial for lecturers and learners. Besides using technology only, teachers need to develop pedagogical understanding when they would like to integrate technology in their teaching in order to benefit learners, so then they will be able to integrate pedagogical, content of their teaching, and technology which will be developed through their experience in using technology (Koehler & Mishra, 2005).

In terms of the problem or weakness while using CALL, the findings show that the problem that usually happened to the lecturer has an old age because they cannot

operate the computer well. Alshumaimeri (2008) supported that some factors which influenced the implementing of CALL are like students' age, teachers' age, and presence or absence of the teachers during training. In addition, the other problems that may happen are the imperfection of the programs and the computer cannot respond the unexpected problem immediately like the lecturers do.

Conclusion

This study is aimed to know EFL lecturers' perception toward the implementation of Computer Assisted Language Learning (CALL). EFL lecturers give positive response toward CALL. They said that CALL is very useful to be used in teaching and learning process. CALL makes the learners more enthusiastic while learning English and it makes the improvement of their English skill. Moreover, the implementation of CALL can improve their skill of using the computer for future career. CALL also provides lecturers to make group or forum discussion which can be accessed by students whenever and wherever they want.

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