

Evaluating CALL in Higher Education Institutions: What Should be in the Syllabus?

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Abstract

The goal of this research is to elaborate the implementation of CALL subject in English as a Foreign Language Instructions at a higher education level. As one of the four pillars of a university's development program, the use of ICT in teaching and learning process has gained a significant attention from higher education institution; thus, through this research, the integration of CALL subject in English education curriculum and instruction is designed. The design then offered to be implemented in English education program in higher education level. Studies in CALL field have considered important to be included in English Education curriculum. This research is targeting the mastery of technology by student teachers' literacy to prepare them for becoming English teachers who understand technology and able to use it in the instructions setting. This is important considering that the students are mostly expert users of technology. This paper discusses the implementation process of the CALL subject and the perspectives of EFL teachers and students towards the subject.

Key Words: Technology, CALL, English as a Foreign Language, EFL Curriculum

Introduction

Today's generation or *generation z*, who were born and raised in the digital era cannot be separated from the use of technology in their life. There are a certain number of evidence shows that today's generation, who were born after the year of 2000, are familiar with the use of technology. A recent study conducted by Machmud (2018) shows that more than 50% of 250 high school students spent more than 15 hours a day using their smartphone.

Integration of technology in educational setting is something that cannot be separated from the z generation's life. They need a different classroom setting that might be different from traditional classroom. Their way of thinking and socializing with their peer and teachers are different (Prensky, 2001). Therefore a special design of a 21st century classroom is essential for facilitation the students. The classroom should be able to facilitate their need for collaboration, creative thinking, sharing, create, and construct knowledge.

The classroom is not the only significant element in facilitating today's generation, but the materials, and method, and the curriculum in general are equally important. Thus the syllabus in teaching and learning process, including in teaching and learning EFL should be appropriately designed to be accurately address students' need. A study (Machmud, 2011) shows that even though teachers have access to technology proffered to not using it because of some reasons: the lack of knowledge of using technology tools/devices, the lack of motivation towards new changes, and the lack of allotted time devoted to learning lessons supported by technology.

The research recommended preparing the pre-service teacher to be equipped with technology literacy while they were in college; therefore, including technology literacy in EFL curriculum in higher education is significant, especially in English Department, to prepare the pre-service EFL teachers with adequate and appropriate level of technology literacy. The study is also suggested that in order to prepare English teachers who have technology literacy, the EFL Teacher Education Program should incorporate technology in language learning as one of the subjects in its curriculum (Machmud, 2011). □

This research aims to gain EFL teachers' perspectives toward the integration of technology in English education curriculum in English Education Department of UNG. This research also offers what should be included in CALL curriculum especially for student-teachers program; an example syllabus will also be presented in the following section of this paper. Finally, this paper will also elaborate the result from the investigation on the implementation of the integration of technology in EFL curriculum in English Department of UNG by asserting the strengths and weaknesses of the implementation of CALL subject in Higher Education Institution in Gorontalo, Indonesia.

Literature

Integrating CALL into EFL curriculum.

Teachers seems to have a wrong idea about how to integrate the use of computer in curriculum (Drenoyianni & Selwood,1998). They further argued that most of the teachers condescended the use of it because computers have always available in the classroom , and they though they just need to integrate it in their teaching and learning process in the classroom.

Integrating CALL (Computer Assisted Language Learning) in language instruction is not necessarily aimed at just developing students with computer skills, instead, the objective of integrating CALL in the curriculum of language teaching is “associated with self-contained, programmed applications such as tutorials, tools, simulations, instructional games, tests, and so on” (Kern and Warschauer, 2000, p. 1). Therefore, the pedagogical aspect of language acquisition through the use of computer is the main objective and the most significant aspect of integrating CALL in language curriculum.

Problems of integrating technology into EFL curriculum.

The availability of hardware and software is not the only important factor in integrating the use of technology in EFL instructions, but also the educational factor, which equally significant Yildiz (2007). He further the success of integrating technology into instructional interaction both technical as well as pedagogical ability. Unfortunately, teachers are mostly lack of motivation in gaining the knowledge of technical and pedagogical ability.

There are two factors classified by Brickner (1995) that affect teachers' attempts to integrate technology in their classroom. They are extrinsic and intrinsic factors. The extrinsic factors such as the absent of access to technology devices, time limited, and insufficient support from the school administration; and the intrinsic factors include the teachers' beliefs about the benefits of computer for teaching and learning process, and their resistance toward new changes.

In some countries, teachers faced the challenge from the bureaucracy. It caused by the educational system in those countries. This makes the implementation of technology

in curriculum becomes more complicated. Yildiz (2007) also argues that the lack of institutional support affects teachers' perceptions of the integration of technology into EFL instructions. Teachers are often imposed to be doing school administration instead of preparing their lesson, not to mention to prepare the lesson with the integration of technology.

Methodology

Full-time EFL teachers were purposively selected. The list of the teachers' contact information is obtained from the National Education Department of Gorontalo Province. The investigator is also request permission from the head of National Education Department of Gorontalo province to conduct this study by using English teachers in Gorontalo province as the participants.

After a careful investigation and consideration and also based on their availability, there were 7 Middle school EFL teachers and 8 High School EFL teachers finally agreed to participate in this research. The data for this research are gained from Focus Group Discussion. The data are gained to know the teachers perspectives towards the integration of technology in EFL curriculum in Teacher Education Program.

The data in this research is collected by using interview (Focus Group), observation, and document analysis. The interview was used to gain data about the issues and problems the integration of technology in EFL curriculum and the design of the subject. The observation was used to observe the kind of technology implementation that has been provided in the place where the participants of this research teach English as Foreign Language. Documents such as teachers' lesson plans were also being analyzed as the supporting data for this research.

In this research, the first unit studied is the issues and problems around the integration of technology in Gorontalo province level. The second layer is the cases that might be emerged from the raw data gained in district level. The third layer is analysis on the individual cases of each participant. However, the second and the third layers of possible analysis are only be done if major variations occur in each unit studied. If such major variations is not emerge during the process, then the cross-analysis on the issues and problems on the integration of technology in EFL teaching in Gorontalo province level is be the only one analysis approach in this research.

Findings and Discussion

The results of this research consist of three major findings; first is the teachers' perspectives toward the integration technology in EFL Curriculum. This result is then used to design a model of technology integration in language learning to be implemented as one subject in English education curriculum in English Department of UNG; the design is based on the study around the implementation of Computer-Assisted Language Learning (CALL). Then its implementation is being evaluated and presented in this paper as the third result.

Teachers' perspectives toward the integration of technology into EFL Curriculum.

The availability of technology equipment is one of the requirements for integrating technology in EFL curriculum. When asked to overview their school's computer facilities, all participants mentioned that their school have language laboratory, but minus

computers, because computers were used only for administration purposes. The computers provided in school are not utilized for EFL instructions. Teachers are rarely used computer in teaching and learning process because the limited access to school's computer. In one school, one computer in language laboratory is shared with subjects other than English, they can only use it once in a month, in this case the teachers prepare to use their own laptop. One participant mentioned that even though the computers are provided in his school but it was not supported with a stable electricity supply.

The participant's familiarity with technology is explored by asking them with the kind of software they use in their teaching process and whether they use the Internet in the teaching and learning process. All participants stated that the software that they mostly used is power point and other Microsoft office. They often use video and games downloaded from the Internet. Due to the limited access to the Internet in schools, the teachers said that they are not using the Internet in the classroom. The Internet is used when they have an access outside school to prepare for their teaching materials. One participant mentioned that he encouraged his students to use their smart phones to help them with online dictionary. The teacher also said that he used social media, especially face book to help him teaching. He further explained that he used face book because almost a hundred percent of his students own a face book account. On the other hand, two other participants argued that they have never used the Internet in the classroom because the internet access is not provided in school while the use of cellphone is banned in school area. Another participant said that even the cellphone network is not available in her school's area, not to mention the Internet access.

Integrating technology into EFL curriculum requires analyzing the level of technology literacy of the students. In this research the participant are asked to discuss their students' technological literacy. What surprising us are the participants argued that most of their students have a minimum level of technological literacy due to the limited access of technological facilities in their school and in the students' homes. Students' technological literacy are varied depends on their access to technology. However, these students are basically able to send email, use social media, and browsing the Internet, and use their smart phone for online dictionary or Google translate. Only one participant said that her students have never seen or touch a computer, the anxiety was clearly seen when her students are introduced to use the computer.

As an in-service teacher, the participants are encouraged to reflect their own technological literacy compared to their students'. Almost all participants admitted that their technological literacy are somewhat lower that their students. We asked each of them to tell us their experience. One participant said that he was inspired to use face book in his teaching because all his students have face book account, and they teach him how to establish a face book group for their class. Another participant said that he has one student who is excelled in computer programming whom he seek for help. Almost all students in this research know how to use one dictionary, while their teachers, the participants of this research, are still using manual dictionary.

Born as digital natives, it is not a surprising that these students can outsmart their teachers. When asked their feeling about this fact, the teachers said that they are very proud of their students, but most of the teachers wished that they have more or at least the same level as their students' knowledge of technology. They believe the importance of mastering technology can help them ease their teaching and learning process. It can help

them motivate their students to learn English. It can also help them increase their proficiency in English and in teaching English by the ability of accessing teaching materials online, keeping up with the latest development of curriculum, and helping them with the hustle of grading and assessing students' works.

The participants deplore the fact that it is a little bit late for them to learn technology literacy. All participants said that they have never learned how to use technology in teaching English, because it was not taught in undergraduate level; thus, integrating the technology subject in EFL curriculum in Undergraduate Program for English Education Program Study is significant.

Integrating technology in EFL curriculum can be done by designing one course to be taught in English Education department. The participants are asked to mention what should be taught in the course by designing a syllabus. The following lists are mentioned by the participants:

- How to teach text types using media □
- How to design a lesson plan with the integration of technology □
- Netiquette □
- Using smart phone in EFL teaching □
- How to use a multimedia Power point □
- How to access and evaluate teaching materials online □
- How to use some EFL related software □
- How to detect students' plagiarism □
- How to range a level of difficulties for students' reading, assignments, and □tests. □
- How to automatically assess students' assignment.

This list is used to design the technology course that will be integrated in EFL curriculum in Teachers Education Program of English Education Department of Universitas Negeri Gorontalo. □

The model of technology integration in language learning.

This list is important to use in designing the technology course especially the course materials to be included in lesson plan that will be integrated in EFL curriculum in Teachers Education Program of English Education Department of Universitas Negeri Gorontalo.

The topics recommended were then being translated into lesson plans to be used in the process of teaching and learning the technology course. Before translating those topics into lesson plans, we were trying to collect and analyze the list of course materials to meet the recommendation topics requirements. The following list is the course materials that are used in the implementation of the Technology into the EFL Curriculum:

The course materials based on the recommended topics

Meeting	Recommended Topic	Teaching Materials
1	How to design a lesson plan using technology	- Internet Browsing skill - Some useful EFL sites
2	How to teach text types using technology	- Comic strip maker - Story Maker - Digital biography - Breaking News English
3	Netiquette	- Avoiding Cyber Crime - Netiquette
4	Using smart phone in EFL teaching	- Using Phone apps - Social media - Online Reference tools - GoShopBox to teach Writing
5	How to use a multimedia Power point	- power point for students' autonomy learning - how to insert picture - how to insert sound - how to insert video - how to use hyperlink
6	How to access and evaluate teaching materials online	- Finding Useful Websites for ELT and EFL - Web Evaluation
7	How to use some EFL related software	- Blogs - Wiki - Podcast For ELT - Lyrics Training for Listening - Breaking News English - Natural Reader
8	How to detect students' plagiarism	- Using Google - Using Specific Software (Turnitin)
9	How to range a level of difficulties for students' reading, assignments, and tests	- Natural Reader - Bookboxink
10	How to automatically assess students' assignment	- Using Online Survey (Survey Monkey) - Using Microsoft Excel for grading - Intro to Automatic assessment in Moodle

Table 1.

The table shows the course materials that are planned to meet the recommended topics from the previous research. These course materials were taught in twelve meetings.

The implementation of this course is offered at the 3rd semester in an academic year. The participants of this research were participating in 12 meetings for the implementation, and also for one or two meetings for Focus Group Discussion and in-depth Interview. Series of observation were conducted in the process of the implementation of the course, while focus group discussion is used to gain the data about the strength and the weaknesses of the course in the terms of the materials, method, and other curriculum elements.

The implementation of CALL course in English Department.

After the 12 meetings of implementation and observation, the participant then gathered in a focused group interview to investigate their perception toward each topic given during the implementation process.

The participants are asked the questions surrounding their perception towards the strengths and the weaknesses of the implementation of the course. The participants are also encouraged to give their opinion about each topic given in the implementation process. The following are the results from the focus group discussion.

In the beginning of the FGD, the participants are given the chance to think about the topic of the course they have just received before. We want to know whether they still remember the topics they have learned, and what topic that come first in their mind when asked about what topic they are mostly remember. To our surprised, they said that the topic about using Microsoft word in teaching EFL learning is the most interesting topic they have learned, because at first they were a little bit skeptical about learning something that they thought they have mastered. The material about using developer or forms in word made them realized that they have not mastered word processor, as they thought before, even though they used it almost everyday.

The strengths of the course.

The participants and the instructors (including the researcher) are asked to mention what they considered the strength of this course. The following list is the participants' answers from the Focus Group Discussion. Their answers are concluded and formulated in the following list:

- This course teach them how to use internet in English as a Foreign Language in the classroom
- This course helps them finding more sources other than books. Teachers were so depended on books; unfortunately, English books are difficult to find; thus, teaching them to find materials and other resource using Internet help them finding resources they need in facilitating their reading.
- Some participants mentioned that enrolling in the course motivate them to learn to use technology more because it made them realized that their students will be more expert than them, so learning using technology while they are still in college is important.
- The implementation of this course promoted a collaborative learning. The teaching and learning process allow them to share and collaborate, where the students who are novice in working on the assigned tasks were helped and assisted by the more advance students.

- The results of their assignment such as multimedia power points is used several times in several occasions and they received many compliments from friends, and teachers which made them proud.
- This gives them opportunity to be a producer of technology items because before enrolling in this class they are only able to become the user or the consumer of the technology products.
- They said that, to a teacher, having certain knowledge of technology would help them find materials and strategy to motivate their students to learn English.
- The participants also mentioned that the knowledge they acquired in this course would help a teacher in administration.

The team teaching of this research consists of the researchers and two additional instructors. The instructors were interviewed separately from the participants. We ask the instructor about the strength and the weaknesses of the course and their general feeling towards their experience teaching the class to confirm with our own perception and feeling while implementing the course. This results in the following conclusion:

- Most of the knowledge and skills are new for the students. This motivated them to learn, and in return it help them to understand better.
- The relationship between the teacher and the students helped the students to feel comfortable. The approach used by the teacher in giving one on one attention especially to those who need it, help to build students confidence in finishing each assignment given in-class and outside classroom.
- Students admitted that almost all material given in the class is useful for them in term of helping them teaching EFL as well as in term for increasing their English and technology proficiency.

The weaknesses of the course.

When asked to identify the weaknesses of the course both participants and the instructors shared the same opinion. Their answers about the weaknesses of the course are concluded and formulated as follow:

- It is always not enough time wise. The time seems flying every meeting. Students sometimes frustrated because they cannot finish their assignment in-class, while they need more attention from the teachers in the classroom.
- The various level of technology literacy of each participant are also affected the way the class being conducted. Students who have technology background knowledge tend to feel bored when the teacher gave one on one attention to their novice classmate.
- The availability of a decent Internet access and the power black out that often occurred are the other flaws of the implementation of this course.

Besides conducting observation on the implementation and a focus group discussion about the implementation of the course, the participants are gathered again. This time, the participants are given a document for them to comment based on their experience. The document was the list of topics given during the implementation. On the document, we asked them to give their opinion about the importance of the topics and their suggestion in improving the implementation of each topic. Their comments then become the basic data for designing a lesson plan. The design then presented to two validators.

After analyzing the participants and the validators' comments, opinions, and suggestion, we are finally have a final design of the syllabus as presented as the attachment of this paper.

There should be a pre-requisite course for this course. This means that students who enrolled in this class should know their level of technology literacy, and teacher should also have a way in determining the level of technology of each student in his/her class.

There might be more recommendation listed in this study as more studies conducted in this field of research. The recommendation is important to address in order to improve and to find a perfect design for a technology course in Higher Education Institutions, especially in English Department of Universitas Negeri Gorontalo. Considering the time limitation in conducting this research, a further and more complete research is suggested to be conducted in the future.

Conclusion

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