

## TEACHER'S BELIEFS ON THE IMPLEMENTATION OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) APPROACH FOR HIGHER EDUCATION STUDENTS

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**Abstract:** Computer Assisted Language Learning (CALL) has been developed for almost sixty years. However, other than the CALL activities, which are done in the classroom practices, the teacher's beliefs are the reflection of it. What teachers do reflects what they believe. In implementing CALL, teacher's beliefs are fundamental. It can be guidelines for language teachers to adapt their classroom practices. This study investigates what teacher's beliefs on the implementation of CALL approach for higher education. This is a qualitative research using case study design. Data obtained in this study are from interview and documentation from one English lecturer. The result shows that, to him CALL means an activity where students learning a language using computers in the presence of a teacher. His beliefs of the roles the computer taking in language learning are as a tool, a surrogate teacher, a useful provider of mechanical language practice, a manager of tasks, and an aid to communication. The significance of this study is as a reflection for English language educators teaching CALL as a subject in higher education, whether it follows the theories of CALL or not, so that, they can get further CALL training or any programs for better implementation.

**Keywords:** CALL, Teacher's Beliefs, EFL, Higher Education

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### INTRODUCTION

Papadima-Sophocleous (2012, p. 174) states that "Computer assisted language learning (CALL) is a field which has been constantly evolving since the early 60s, in terms of both pedagogical changes and technological advances". Computer assisted language learning (CALL) means "the search for and study of applications on the computer in language teaching and learning" (Levy, 1997, p.1). Hashemi and Aziznezhad (2011, p. 833) propose that "CALL offers modern English language teachers many facilities and novel techniques for teaching and learning". Several advantages of CALL have been investigated such as "(1) it helps to generate autonomous learners who will experience freedom of choice, and (2) it gives a new role to teaching materials. Moreover, as explained by Ghasemi and Hashemi (2011, p. 3100), for language learning purposes, "it provides text in authentic language, unlike the contrived language usually found in books".

Although CALL has several advantages, the implementation of CALL in the classroom depends on teacher's beliefs toward CALL approach. This is because "what teachers do reflects what they believe" (Fauziati, 2015, p. 53). There are many different terms and conceptualizations to refer to teacher's beliefs, such as attitudes, values, perspectives, cognition, BAK (beliefs, assumptions and knowledge), etc. Most definitions of teacher's belief propose that "beliefs dispose or guide people's thinking and action" (Fauziati, 2015, p. 53). These beliefs are important for understanding and improving teaching and learning process. They can be used as guidelines for language teachers to adopt their classroom practices and to cope with daily language teaching

problems. Teacher's beliefs also influence teacher's teaching attitudes, teaching methods and teaching policy.

Several studies on how teacher's beliefs toward CALL have been investigated. Lim & Chai (2008) examine how teachers' pedagogical beliefs affect the planning and conduct of the computer-mediated lessons and the literature review. It is a case study. Closer examination reveals that the underlying orientation of the lessons is inclined towards information acquisition and regurgitation. Five out of the six teachers we interviewed were reportedly inclined towards constructivist notion of teaching. The teachers accounted for the inconsistency between their espoused beliefs and the teacher-centric teaching practice as due to contextual constraints. The teachers expressed that the need to complete the syllabi according to stipulated schedules so as to get the students ready for examination was the main barriers that prevented them from engaging in more constructivist teaching. This case study therefore highlights that although it is necessary for teachers to hold pedagogical beliefs that are compatible with the constructivist notion of teaching and learning, this is an insufficient condition to shift traditional teaching practice. Changes in assessment systems and substantial professional development are further conditions that have to be addressed.

A previous study by Kim & Rissel (2003) claims that the case study explored the way in which three language instructors' beliefs about language teaching and learning, affected their use of computers in teaching in a postsecondary context. The findings suggest that the instructors' beliefs about interaction affect their use of computers significantly more than their technological expertise, and imply that, for computers to be used more widely, teacher preparation needs to take into consideration instructors' beliefs and approaches to language teaching. On the other hand, Prestridge (2011) explores teacher beliefs that influence the ways Information and Communications Technologies (ICT) are used in learning contexts in Australia. Data are collected through surveys, interviews, and document analysis. The result shows certain relation between ICT beliefs and practices. It is in line with digital pedagogies change. It gives information about the practices of ICT and asks for ICT professional development for teachers.

Previous studies have proved that there is a relation between beliefs and practice, and that the teachers' beliefs affect how teacher uses ICT in the classroom. Further, there are several discrepancies between teacher's beliefs and practices in the classroom. Meanwhile, teacher's beliefs on the implementation of CALL approach for higher education in the context of Indonesia has not been explored yet. This present study seeks to find the answer to the research question: what are teacher's beliefs on the implementation of CALL approach for higher education?

## **METHOD**

Stakes (1995) states that case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances. In the case study, the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. Fauziati (2016) states that a case study focuses on the case and searches for an understanding, paying attention on the uniqueness of individual case in its idiosyncrasy and its complexity. This study focuses on teacher's beliefs on the implementation of CALL approach for higher education.

The setting of the study was one of Islamic State University in Indonesia. It was in the teaching and learning process in English Education Department, Faculty of Education and Teacher Training. Computer Assisted Language Learning was an elective course for 6th semester students.

The participants of this research are an English lecturer and students who join the classes. As for the teacher, he is a male, 29 years old. He had his MA degree from The English and Foreign Languages (EFLU) University, India. He has become participant and facilitator/trainer in several technology related programs such as Teacher Education Conference by British Council (participant), 15 Days Training on Skills for Presentation and Discussion (trainer), Indonesian Massive Open Online Course (participant then facilitator at iMOOC 2nd iteration), International Conference on English, Language, Linguistics and Education (ICELL): ‘Digital Literacy as A Means of Publication’ (presenter), etc. As for the students, they were 68 students, 25 male and 43 female. They were in 6th semester.

The data were collected by using interview, observation, and document analysis. The interview questions were adapted from Jaafar & Allahverdi (2014). This research used purposive sampling to find the lecturer who was teaching using Computer Assisted Language Learning. To analyze the data, the researchers used interactive model data analysis proposed by Miles and Hubberman (1994) including data reduction, data display and conclusion drawing/verification.

## **FINDINGS AND DISCUSSION**

Computer Assisted Language Learning (CALL) means to him (the lecturer) as students learning a language using computer in the presence of a teacher. According to the syllabus, before mid-term test, students would have materials about CALL theories. Therefore, in the practice, students got assignment in group to review application or website in the 3rd meeting. Students had to collaborate in reviewing the application or website. Then, they had to present it in front of the class. These activities would last until mid-term test.

There are 8 applications/websites selected by the lecturer: (1) Duolingo, (2) FluentU, (3) BBC Learning English, (4) Canva, (5) ABCYa.com, (6) Manythings.org, (7) British Council, and (8) Storynory. Students were divided into eight groups for each app/site. There were 3-5 students in each group. They had to review the app/site according to the sheet given by the lecturer. The sheet consisted of general information (Name of app/site, Founder/developer, Country, Year found, Website address), features and affordances of the apps or sites, and example of classroom activities using the apps or sites.

After mid-term test, students were free to choose applications/websites to design the classroom activities. They also could make it in accordance with the Junior High and Senior High syllabus. Later, students were needed to have simulation about the apps/sites to other friends in the classroom for the final project. There were two groups’ presentations and simulations for each meeting. The lecturer called these presentations and simulations as workshop. Each workshop was 30 minutes long. This workshop consisted of 3 parts: App introduction; Tour on the app; and Classroom learning demonstration using the app. The evaluation criteria were comprehension, interactivity, and confidence. So, basically in this subject, students were prepared to have insight and ability to teach English using technology.

Based on the interview, the researchers found out teacher’s beliefs toward the role of computer. The role of computer in implementing CALL for higher education are described and discussed as follows.

### **Computer as a tool**

The lecturer confessed that the computer is the primary tool. Without a computer tool, 80% of the activities could not be done. Because the lesson was CALL-based, 75%-80% of the

activities should use computer media. Moreover, the use of computer was not only in the classroom, but also outside the class. In this case, 80% of all the activities using computer was done in the classroom, and the 20% was outside the classroom. In doing the final project, students had to make a lesson plan. It was done outside the classroom, for example browsing and exploring applications for teaching. So in this case, computer is the primary tool. It is in line with the simple view of technology as a tool (Davis and Falba 2002).

### **Computer as surrogate teacher**

The teacher could leave (the students?) working with the computers in the classroom by themselves, for example by giving assignment in online platform, Padlet or else. Teacher only needed to give instruction, then students did the task by themselves. However, the teacher said that doing CALL without teacher had minimum potential to succeed. Although there was a teacher in the class, students still opened social media, Facebook, YouTube, etc. This would be even worse if there was no teacher. He confessed that, actually, he had been absent in class before, but in case he could attend the class, he would. Leaving students had several risks. Once, he could not attend the class, and he had the class off. This finding gives more explanation to the role of computer as surrogate teacher proposed by Jaafar & Allahverdi (2014).

### **Computer as useful provider of mechanical language practice**

The lecturer said that it is true that computer is as useful provider of mechanical language practice, because there are a lot of online applications set by the features in each application. There are a lot of resources for mechanical language practice. This finding gives more explanation to the role of computer as a useful provider of mechanical language practice as proposed by Jaafar & Allahverdi (2014).

### **Computer as manager of tasks**

The lecturer explained that he did not make use of this role optimally. It was because most of the managerial task was delivered in the classroom. It was the students' first class in using Computer Assisted Language Learning, so he could not take any risk. He said that the autonomous learning is set up primarily by accessible online applications. This role could be done but was merely not maximized yet. This finding gives more explanation to the role of computer as manager of tasks proposed by Jaafar & Allahverdi (2014).

### **Computer as aid of communication**

This role (WHAT role?) has not quite worked. This is because the need of communication between lecturer and students outside the classroom was infrequent just like other classes of non ICT-based. There was little communication outside the class. Because the need was low, there was no facility for computer-based communication. The teacher said "we have not used certain computer-based platform to facilitate it . Actually it can be done using online platform such as Canvas, but it is not used yet". This finding does not support research done by Kim and Rissel (2003, p. 64) that "using computer-mediated communication as a tool for facilitating reflective output (time delay in asynchronous discussion) and meaning constructing processes (negotiation in asynchronous discussion), as well as promoting dialogic interaction (communication strategies in chat)".

## CONCLUSIONS

The implementation of Computer Assisted Language Learning (CALL) for higher education is quite complex. While the implementation of CALL in the classroom for preparing future English teachers are creative and students centered. The teacher's beliefs toward the role of computer itself are quite varied based on the activities and students' responses toward them. The significance of this study is as a reflection for English language educators in teaching CALL as a subject in higher education, whether it follows the theories of CALL or not. Reflecting on this, they can get further CALL training or any programs for better implementation.

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