

CALL IN READING CLASSROOM: HOW IS CALL IMPLEMENTED BY ESSENTIAL READING LECTURERS?

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The aims of this study were to determine the implementation of lecturers about CALL. This study uses a qualitative method with individual interview techniques. Three lecturers teach essential reading which are the samples of this research. There are two, namely: (1) introducing CALL to lecturers and trying to apply it in the reading learning process in class; (2) interviewing lecturers to find out their perception of CALL. Implementation of CALL is an application or computer software as a technology used in learning the context of a second language. The application of Computer Assisted Language Learning (CALL) is one way to develop language teaching practices. The study describes the degree of CALL implementation by Essential Reading Lectures. It applies descriptive qualitative research which is used to discover information on a certain phenomenon. In this research, multiple interviews with open-ended questions were conducted to collect data. Furthermore, the information was analyzed qualitatively by describing the findings supported by relevant theories. The conclusion CALL makes students more enthusiastic in learning English and improves their English skills, especially in terms of reading comprehension. In addition, the application of CALL can improve their skills in using computers for future careers. CALL also provides lecturers to create discussion groups or forums that can be accessed by students.

Keywords: CALL (Computer Assisted Language Learning, implementation, Essential Reading Lecturers

INTRODUCTION

Education is a basic aspect in shaping the development of a country. The development of a country or region can be seen from the education system implemented and the knowledge of the community. Through education, a country can create the nation's next generation that is able to solve every problem in every aspect of society. To maintain the quality of education, many aspects must be improved, such as stakeholders, materials, media, lesson plans, evaluation, etc. In the current situation, technology is used in every context especially in education. Computers have been used in the field of education to facilitate learning process in classroom. The application of computers in education has increased due to the process of globalization and the digital era. Most universities in Indonesia have provided projectors in every classroom and language laboratories to support the learning process. Students can improve their ability to use technology and lecturers can be assisted by technology in the teaching and learning process.

Reading is a learning process and currently the era of digitalization has penetrated education, so reading English texts is very difficult for students to experience. One of the solutions is set to managing reading problems is the media used plays an important role in making students understand the reading. Teachers must be able to choose the right media to make students more interested in learning, so it is hoped that teaching and learning objectives will be achieved. Computer-Assisted Language Learning (CALL) has provided a new way of using media in learning. In the last decade, research has illustrated how computer technology supports meaningful educational experiences. Although the idea of face-to-face classroom instruction is still very prevalent in many educational organizations, with increasing stability rather than decline, there is a rush and enthusiasm for computer-based learning. The global popularity of computers over the last decade has brought about the innovative use of computers in education and foreign language learning and teaching (Nesa and Esmaeili, 2011).

Applying computer technology in the classroom then, we can find so many people prefer screens (online) to read printed texts, including children and teenagers. Young people today are much more likely to read on a computer screen than a printed book or magazine (Coughlan, 2003).

The aims of this study are to provide a comprehensive online reading program, reading application which aims to describe, identify and direct essential reading students to the best reading strategies needed for more effective reading. It is a web-based reading program designed by researchers to offer three important aspects of reading support: (a) interactive reading materials that help students to read better and apply various reading strategies so that students will understand the content of the reading, (b) read two direction of practice that allows students to practice, apply reading strategies, and obtain appropriate feedback, (c) enrich reading materials that encourage students to further improve their reading comprehension.

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 use of an e-learning strategy where the computer is the technology that is used in a language learning context. There is concept in learning process such as traditional CALL and Modern CALL. 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. And modern CALL, it emphasizes 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 the computer for their future career.

METHODOLOGY

The study describes the degree of CALL implementation by Essential Reading Lectures. It applies descriptive qualitative research. In this research used multiple interviews with open-ended questions were conducted to collect data. Each case in this study (n = 3) focused on reading classroom and its strategy. Here are three steps carried out in this research:

the first stage is the subject who is screened, the second step is the interview of teachers and students. The last stage is screening involving 3 lecturers teaching essential reading courses. This process was carried out by applying a short interview in the introductory session to finally select three English teachers as the main subjects of the research. The results of short interviews were carried out directly and answered research problems, but there was already a framework for identifying the level of implementation of CALL lecturers that was useful for students.

Table 1. the Lecture-Subjects

Lecture	Sex/ Age	Edu-Background	Teaching Experience	Result of Implementation
AT	F (41)	Master of education	11 years	Medium
HDI	F (47)	Master of education	14 years	High
NF	F (43)	Master of education	14 years	Low

From Field Data, we collected data from the English education department of a university in Surabaya, namely: (1) oral protocol observations and make a report, (2) interviews for lecture-student, (3) documents, and (4) field notes. they read individually and independently only the lecturer gave an instruction so that the students did well. Content analysis will be obtained from field data which is explained in accordance with the reality in the field. The data obtained from the interviews were reduced to sharpen, sorted, and focused so that a detailed picture of the degree of CALL implementation could be drawn.

FINDINGS AND DISCUSSIONS

FINDING

The use of the CALL application strategy is described below, there are five categories: (1) Lecturers must Access computer-based text, (2) Use of applications and program development, (3) Lecturers Make clear and accurate decisions, (4) Connections must be taken into account, (5) Participation (reading application). The explanation can be seen in table 2.

Table 2: The Categories of Computer-Based

Categories	Computer-based text reading strategies
1. Accessing CALL	Lecturers must access the web and learning media so that students feel more interested in the learning delivered supported by the use of references.
2. Using CALL Literacy	Lecturers must do scroll up - down and make to move back and to use the computer.
3. Making critical decisions	Lecturers must set goals, monitor evaluations to be read
4. Dialogic connection	lecturers make a connection, share information, and create dialogue
5. participation (reading application)	Lecturers must adjust reading forms and strategies, monitoring and evaluating texts are supported by predictions that must be confirmed.

The Teacher with a High Degree of CALL Implementation

HDI has been implementing CALL in its Reading class around three to four years. She stated that he used CALL to give assessment to students. Currently, he is fully implementing CALL in his reading class. She uses the app either to do assignments, submit assignments, or communicate with his students. She uses a learning application in his reading class. implementation, and reflection on the implementation of CALL, he explained several things as described in Table 3. HDI explained that she prepared the application very well before using the technology in the classroom to avoid misunderstanding or misuse of the application. From collecting assignments, assessing, and explaining about BCO.

Table 3. The high degree of CALL Implementation

Preparation	Implementation	Reflection	Challenges
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<ul style="list-style-type: none"> • Preparation the material and planning • Practice and student application 	<ul style="list-style-type: none"> • Translating and reading • Finding meaning • Taking pictures of the assignment • Submitting assignment 	<ul style="list-style-type: none"> • Willing to improve skill and knowledge 	<ul style="list-style-type: none"> • Implementing CALL equally to all students use application
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The Teacher with Medium Degree of CALL Implementation

AT has studied English while in college. He quite often attends seminars on reading. AT introduced CALL almost five years ago, but only implemented it since 2019. He explained that the regular application of CALL depends on the learning material. The activities starting from preparation, implementation, and reflection are described in Table 4.

Table 4. The Medium degree of CALL Implementation

Preparation	Implementation	Reflection	Challenges
<ul style="list-style-type: none"> • Preparation of the lesson and materials • Looking for references related to learning material 	<ul style="list-style-type: none"> • Translating and reading • Finding references 	<ul style="list-style-type: none"> • Willing to improve her skill and knowledge 	<ul style="list-style-type: none"> • Implementing CALL equality to all students • Monitoring students • Feeling unfamiliar

The Teacher with Low Degree of CALL Implementation

NF does not do activities outside of school because he admits that he does not understand CALL, let alone learning to read, so he rarely attends seminars. In learning CALL, in the last year he has implemented CALL in class. its activity in CALL can be described in table 5.

Table 5. The Low degree of CALL Implementation

Preparation	Implementation	Reflection	Challenges
<ul style="list-style-type: none"> • Preparation of the lesson and materials • Looking for references related to learning material 	<ul style="list-style-type: none"> • Translating and reading • Finding references 	<ul style="list-style-type: none"> • Willing to improve her skill and knowledge 	<ul style="list-style-type: none"> • Implementing CALL equality to all students • Monitoring students • Feeling unfamiliar

The lecturers gave a positive response to the reading learning that was integrated with the computer. They stated that the application of Computer Assisted Language Learning (CALL) helped them convey material in essential reading classes. CALL can be an alternative in the teaching and learning process because it is easy to access and use.

I feel that CALL will help in my learning to deliver material in essential reading class because the process is quite easy to access for both lecturers and students. We can also create interesting material designs by using computers to attract students' attention.

[AT_2021_YGW]

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. [NF_2021_YGW]

This is my first time using a computer because usually, the material I give is with the help of presentation students. CALL is a method that is quite interesting to use in the classroom. The material to be presented is very easy to make and can be communicative. I can put everything I need to share with my students. If there is not enough time in class, I can share all the materials to email or group media that can be accessed anytime and anywhere.

[HDI_2021_YGW]

Reading lecturers also confirm that CALL may help their learners improving their reading 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.

The use of computers in language learning can be useful for us to facilitate the learning process. Students seemed enthusiastic during the learning process when I used the CALL method in a class. so that it can improve their English skills. [AT_2021_YGW]

It really helps us to always be up-to-date in the digital era because most people in this world use technology such as computers in the teaching and learning process. I believe that the application of CALL can improve the English skills of students and lecturers as well as improve skills in using computers for future careers. [NF_2021_YGW]

integrating computers in language learning can increase their enthusiasm for the lessons given. So, I think students will benefit from the way they can access the material through computers and train themselves to learn when they are outside the classroom.
[HDI_2021_YGW]

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.

Problems that usually arise in old lecturers. Some old lecturers who cannot operate computers will face great difficulties. They need extra training on CALL and need more time.
[NF_2021_YGW]

Learning activities in class must be balanced with the material to be used through CALL. Computers are not like humans. If a student has a problem with the computer or they have some questions at a distance, the computer will not immediately respond to such unexpected problems. [HDI_2021_YGW]

In the learning process, CALL is very well used. I think an example is a program related to the material to be delivered. This will result in the sound of words or sentences being monotonous because they do not have pronunciation stress or intonation. So, existing programs have to be developed and make perfect. [AT_2021_YGW]

DISCUSSIONS

The findings show that lecturers give positive response toward the implementation of Computer Assisted Language Learning (CALL) in reading learning process. CALL supports the lecturers to deliver the materials. The lecturers stated that utilizing CALL helps them in reading 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, New concepts of teaching are important to consider as the educational environment changes dynamically. Technological improvement must be beneficial for lecturers and students. In addition to using technology alone, teachers need to develop pedagogical understanding when they want to integrate technology in their teaching to benefit students, so that they can integrate pedagogically, the content of their teaching, and the technology that will be developed through them. experience in using technology (Koehler & Mishra, 2005). The application of CALL allows Reading lecturers to integrate their technology, pedagogy, content, and knowledge. The integration of these components can help them improve their professionalism. Teaching without following technological developments can cause lecturers to be left behind by their students. In terms of problems or weaknesses, while using CALL, the findings show that the learning process in the classroom gets a problem that usually occurs in lecturers with the introduction of features in computer applications due to program imperfections and the computer cannot immediately respond to unexpected problems. Alshumaimeri (2008) supports that several factors influence the implementation of CALL such as student age, teacherage, and the presence or absence of teachers during training.

The preparation stage, all lecturers mentioned that they searched for and registered some materials or websites that could be accessed by students, so that in the process of learning activities, particularly finding and sharing information, downloading and uploading something from the internet via mobile devices could be recognized as Basic Skills. According to Miglani & Hanum, (2017) states that the skills we have must be developed in accordance with the era and must master a technological skill.

Digital literacy, the use of applications is very important and has great potential for the learning process. (Hinze et al., 2017). Implementing all stages through CALL, especially those that allow the transformation of conventional learning using mobile devices can develop literacy in classroom learning. (Hockly, 2013). The findings indicate a number of lecturers' familiarity with mobile devices which can be referred to as 'mobile literacy' (Hockly, 2013). Teaching web literacy in the CALL program is as important as teaching basic literacy because it can be predicted that in the future students will rely more on software or applications. Therefore, it is very important for lecturers to teach them to use technology effectively.

All the students interviewed stated that they expected more learning activities with the application suggested by the lecturer. This shows that students have a strong perception and motivation towards CALL. It was revealed that students were more motivated to practice more using applications because they had positive perceptions about using software for the learning process (Hwang, Huang, Shadiev, Wu, & Chen, 2014). Sato, Murase, & Burden, (2015) stated that it was also found that language learning can be more effective because of students' motivation to use mobile devices for learning.

In addition, obstacles are also related to internet connectivity and student monitoring. Coupled with the lecturers, most of the students interviewed said that they did have problems with connectivity for their devices. Connectivity is one of the characteristics of CALL. If students and teachers do not have supportive connectivity, the learning process will not be able to run ideally.

CONCLUSIONS

In this study, the use of the student reading CALL program was explored to find out how it was used in facilitating reading and understanding of English. They all have a good perception of CALL and they hope to have more activities using computer programs in the classroom. It was also revealed that teachers with high, medium, and low levels of CALL implementation realized the potential and possibility of using computer programs for language learning. The analysis shows that the college finds the program effective in influencing their learning. After the process runs, they begin to feel comfortable, enjoy, and like the program.

In learning essential reading courses, it is very good to use an application that is very supportive of the material to be given. Students will be able to receive shared material and an explanation. Students will feel comfortable, enthusiastic, and enthusiastic to read a reading text given by the lecturer. The advantage of the CALL application is that students will quickly understand the material and can do it independently. This can be supported also with a network that is strong enough. The CALL application is a facility for lecturers and students to interact. From the field data, it can be concluded to determine the perception of reading lecturers on teaching process use CALL. The reading lecturer gave a positive response to CALL because it was very helpful in terms of learning in class. They say that CALL is very useful and important to use in the teaching and learning process. CALL makes students more enthusiastic in learning English and improves their English skills, especially in terms of reading comprehension. In addition, the application of CALL can improve their skills in using computers for future careers. CALL also provides lecturers to create discussion groups or forums that can be accessed by students.

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