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Manneke Budiman
Marti Fauziah
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Initiating Moodle implementation at the English Department of Education and Teachers Training Faculty of UNIB

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Computer Assisted Language Learning (CALL) has been a focus in language teacher education as language teachers are on demand. However, initiating CALL implementation might be tricky. In this paper, the author is sharing her experience in starting Moodle as a Course Management System (CMS) at the English Education Study Program of The University of Bengkulu. Moodle is a free online CMS platform whose features can serve language learning effectively. The Moodle project started with research on students' device ownership and technology mastery, faculty member's percentage of technology, and technology resources at the University. The project then continued with a pilot program that was putting three courses on Moodle for one semester. This pilot program was considered successful; thus the Moodle initiation was considered possible to implement. A small workshop and some assistance sessions for the faculty members were conducted to familiarize them with Moodle. At the same time, technical preparation took place; this included installing the Moodle, customizing it with the English Department's need, and creating students database.

Keywords: Computer Assisted Language Learning (CALL), Moodle, Language Teachers Education

CALL technologies and moodle

There are three things that might come into our discourse when we talk about Computer Assisted Language Learning (CALL) technologies. The first one is the importance of stakeholders familiar with the technologies implemented in CALL, as suggested by Chenoweth & Murday (2003). Chenoweth & Murday found that students' expectation will adjust as the campus community becomes familiar with the online language offering. They found that the gap between students' expectations and technology environment's expectation cause students frustration. Vogel et al. (2006) suggest students' familiarity with technologies and their preferences over certain technologies are influenced by gender. Students' familiarity to technology is addressed as their frequency interacting with CALL technologies and their skills as users of technology.

The second one is that tools/infrastructures play an important role in CALL technology implementation as suggested by Blin (2004). Blin studied the relationship between CALL and the development of learner autonomy from the point of view of cultural-historical theory. Blin acknowledges the importance of tools of tools: library, computer, books, etc. in a language learning system.

The third one is that CALL technologies provide benefits for language learning. Buston (2005) claims that video dubbing project brings range of pedagogical benefits as it can be taken at all linguistics levels, not too technology demanding, and can be conducted both in classroom or computer lab. Madyarov (2009) evaluated a distance language learning instruction. He describes that companions CD-ROM via Moodle, forum discussion and journal postings work well in distance learning.
instruction. Sotillo (2005) suggests that online chat can be used to work on error correction, indirect corrective feedback focusing on grammatical and lexical errors. He found that evidence of successful learner uptake on online chat sessions.

Now, let’s take a look at Moodle. Course Management System (CMS) is a dimension in CALL. One of the CMS platforms is Moodle. There are two other terms apart from CMS that are usually used to define Moodle: Learning Management System (LMS) and Virtual Learning Environment (VLE). And, there are two concepts around Moodle: open-source and internet-based courses. More technically speaking, Moodle basically consists of two main parts: ‘resources’ and ‘activities’. It enables teachers to upload video and audio files or links, to engage students in a discussion forum, guide real time discussion (chat), create quizzes, and create survey questions, create glossary, create assignments, assign students to collaborative group work.

Moodle is claimed to be accommodating toward Collaborative Learning and Problem Based Learning. Tiantong and Teemuangsai (2013) did an experiment examining collaborative learning using student team achievement division technique via Moodle. They found that the student team achievement division technique can be applied through the Moodle to enhance learning achievement successfully. Tosun and Taskesenligil (2011) found that the implementation of Problem Based Learning (PBL) method using Moodle has positive effects on students; the a high quality and interactive setting that were provided throughout the term on Moodle increased encouragement for participation.

Then, Is Moodle new in Indonesia? Not really. Many education institution use Moodle as their CMS. In fact Indonesia is one of the country with the big number of registered Moodle sites; there are 1803 sites registered on Moodle.org. Can Moodle be successfully implemented in Indonesia? It seems so. A study by Linawati, Sukadarmika, and Sasmita (2012) finds satisfying outcomes of Moodle implementation at Udayana Univeristy.

Where to start?
From this point, I will call the Moodle implementation initiative as Moodle project. So, if we want to start a Moodle project, where to start? I believe that the best way to start it is by finding information regarding CALL at the English Education Study Program that involves the students, the faculty members, and the University management. Starting the program from an accurate set of information about the current situation will save us a great deal of resources: time, money, and human resources. This stage of finding information can be considered as situation analysis or current state evaluation.

Specifically, what information to find in this stage? It is to find information about whether or not the students have access to devices, their frequency of using CALL technologies, their perceived technology mastery, the faculty members’ opinion on technology in general and implementing CALL in specific, the existing resources in the University.

In our particular Moodle project, a survey to students and interviews to faculty members and the university management were conducted on January-February 2012. The results of the survey show that 83% of the students own laptop, 57% own PC/desktop, 39% own smart phone, and only 1% own iPad/tablet. More than half of the students have access to internet at home. Most of those
who do not have internet access at home, can access it somewhere else. In other words, most of the students have access to at least one device, most of them have access to internet, they frequently use the CALL technologies. The survey also shows that the students have high of perceived mastery. In average, they responded ‘very well’ when they were asked how well they can operate some CALL technologies.

From those findings, it can be concluded that students in the department are ready for CALL implementation. In other words, we can predict that there will be minimum gap between the students’ expectation with the school technology expectation when CALL is embedded in the curriculum, which can minimize the students’ frustration as also suggested by Chenoweth & Mura (2003). Result also shows that search engines, Facebooks, MP3 players, word processor, mobile devices, online chat, Youtube, email, computer/online games, audio recording application/devices, and video recording application/devices were the technologies whose frequency means are above 2.40, which the highest score is 4.00. This suggests that the students are familiar with these technologies; using them will not be overwhelming for the students. Thus, it allows us to predict that using those technologies in the learning activities in the department is possible. It also allows us to assume that minimal to no training or workshop on using those technologies is needed. The results regarding students’ perceived mastery and technologies frequency use suggest that students mastered and are familiar with the basic features of Moodle. Browsers, audio applications, video applications, Youtube, and other CALL technologies which are claimed to be use frequently by the students, are the basic features of the platform.

The interview results also strengthen the conclusion that CALL and Moodle implementation is visible at the department. The interview results show that all faculty members felt technology could help students in their studies. This is in line with what research found that teachers generally approve embedding technology in their classroom practices (Albarini 2006; Bordbar 2010; Chai & Teo 2008; Hodge & Anderson 2007; Kim 2002; Valcke 2007). Younger faculty members are perceived to have more interests in implementing CALL, and that motivating them is more visible than motivating senior faculty members. It is also indicated that senior faculty members are perceived to have physical limitations that affect their willingness to be involved with technology implementation. One example mentioned was that it is more challenging for them to read on computer screen compared to reading on paper. The interview data further suggests that faculty members felt technology should not be too overwhelming for the students. This means despite of their assumption that technology beneficial for students’ learning, they know that technology can also cause distractions.

The result the interview with the University management indicates that there are sufficient infrastructures in the university to support CALL implementation. The technology support unit is one of the supports. Its existence ensures the availability and sustainability of maintenance and service regarding technology. Moreover, the Internet bandwidth, the servers, the website and e-learning, and the computer laboratories are some of the existing infrastructures which are great potentials to support CALL. The result also shows that the University management plans to improve and develop the existing infrastructures.
The pilot project
After collecting the information, I think a pilot project should be conducted before the real Moodle project. This pilot project will give practical information on what could be the challenge. In our particular Moodle project, a pilot project was conducted involving three courses in the odd semester 2012-2013. The three courses were Reading II, Listening II, and Writing II. This pilot program was considered successful as there were no significant technical obstacles. Thus the Moodle project was considered possible to implement at the English Education Study Program in the even semester 2012-2013. The results of the pilot project as well as the Moodle project blue print were informed to the faculty members in meetings and other informal occasions.

The Moodle project
I would suggest two kinds of workshops for the teachers before starting a Moodle project: technical workshops and pedagogical workshops. The technical workshops prepare the teachers to master the Moodle features, for example how to create a quiz assignment on Moodle; while the pedagogical workshops give the teachers ideas of classroom activities using the features, for example using glossary for group competition for learning vocabulary. I would also suggest regular round table discussions to share teachers’ experience using Moodle throughout the semester.

Unfortunately, in our particular Moodle project, we could only afford one workshop, due to time constraint. The workshop was conducted to introduce Moodle to the faculty members before the semester started. Most of the faculty members attended the workshop which can be assumed as the sign of their enthusiasm, even though only five faculty members, used Moodle for the course they teach that semester. The workshop provided information about what Moodle is, why Moodle is chosen as the CMS, where to start in working with Moodle. The workshop also gave technical information about Moodle features, how to upload resources and how to create activities. They were also given usernames and passwords. The address of our moodle is: ed.unib.ac.id/moodle. A manual handout containing screen shot pictures of step by step procedure was provided in the workshop.

Later, assistance and support were offered in informal individual consultation sessions, text messages, Facebook group and Facebook messages. Easy access to assistance and support seemed to be important to keep the enthusiasm among the faculty members. Individual sessions seemed to work better as they could ask question in a ‘less public’ setting.

Technical details are as important as other details. Without a solid and strategic plan, it can be really messy and time consuming. Here are the technical details: picking the credible web hosting, customizing the Moodle skin, Moodle installation, creating student database, creating the courses, and customizing the course setting. To me, a credible web hosting must have online customer service officers that can be reached 24 hours. Especially for a novice Moodle administrator like myself, assistance from the officers while working with the C-panel is really needed. We can also seek for technical supports and problem solutions from Moodle forum and community at https://moodle.org/support/.
Last but not least, to end this paper, I would like to give one tip. Keeping everyone updated is important to make any mission successful. I would suggest using Facebook group to spread information to the teachers involved in your Moodle project. I created one for the Moodle project, and I found it to be effective and efficient as all the faculty members use Facebook and frequently check their account. Also, Facebook group enables us keep the track of who have seen the posting and who have not, and this is very helpful to make sure that everyone is well informed.

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