PROSIDING SEMINAR NASIONAL

BADAN KERJASAMA PERGURUAN TINGGI NEGERI WILAYAH BARAT
BIDANG BAHASA, SASTRA, SENI, DAN PENGAJARAN

Editor
Didi Yulistio
Bustanuddin Lubis

FKIP Universitas Bengkulu, 26 - 27 September 2012

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STUDENTS' EXPOSURE TO CALL TECHNOLOGIES: A CASE STUDY

Eka Novita[1]

ABSTRACT

This study is a case study investigating the students' exposure to Computer Assisted Language Learning (CALL) technologies at the English Education Study Program of The Teachers Training Faculty, The University of Bengkulu, Indonesia. The study investigated students' device ownership, internet access, the frequency of CALL technologies use, students' perceived technology mastery, and the difference between female and male students in term of perceived technology mastery and frequency. A questionnaire was used as the data gathering methods; the questionnaire data was analyzed using descriptive statistics and t-test, The results suggested that 91% of the students have at least one device, most of the student have internet access at home, the students use the CALL technologies frequently, the students have high perceived technology mastery, there was significant difference between female and male students in the term of perceived technology mastery and there was no significant difference between male and female students in term of technology use frequency.

Key terms: Computer Assisted Language Learning (CALL), perceived mastery, device ownership, technology use frequency.

INTRODUCTION

The research area of this study is teachers training and Computer Assisted Language Learning (CALL). CALL is not a new phenomenon. It has been discussed, researched, implemented, and developed for years in some parts of the world. The process of discussing and researching CALL has been through several stages, starting from whether of not CALL benefits learners to the best way of using CALL technologies. The implementation and development of CALL also has been through stages, starting from calculator and simple electronic game devices, to sophisticated technologies such as internet and mobile devices. As for CALL in teachers training, the focus is no longer how to familiarize teachers with the CALL technology, but more to educating specialists: pronunciation specialists, distance education specialists, and classroom teaching specialists.

Those stages of CALL development and teachers training development might not be the case in my context: an English education study program of the teachers training faculty in Indonesia. Currently, there is no CALL course in our curriculum. However, I refuse to believe that it indicates zero CALL implementation in the department. This study is my effort to investigate CALL implementation in the department; the nature of students' exposure to CALL technologies. The information gathered from the investigation is expected to be the starting point of integrating CALL to the program curriculum.

AIM/JUSTIFICATION

Students are important stakeholders in implementing CALL. This study was intended to see the nature of students' exposure to CALL technologies. As mentioned in the introduction session, the long term goal is to put CALL into the program curriculum. Thus, the information gathered from this study is expected to contribute important insights to the curriculum revision and development in regard to integrating CALL. Further, putting students' familiarity with the technologies into consideration when selecting the technologies to be embedded in classroom activities, is very advantageous to reduce students' anxiety.

LITERATURE REVIEW

CALL technologies

There are three things that might come into our discourse when we talk about technologies in CALL. First is the importance of stakeholders' familiarity 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

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[1] *Eka Novita, Staf Pengajar Pendidikan Bahasa Inggris FKIP Universitas Bengkulu*

students' expectation and technology environment's expectation cause students frustration. Vogel et all (2006) suggest students' familiarity with technologies and their preferences over certain technologies are influence by gender. Students' familiarity to technology is address as their frequency interacting with CALL technologies and their skills as users of technology.

The second is that tools/ infrastructure plays role in CALL technologies 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. 'Tools' in Blin's study is translated into 'infrastructure in this study. Thus, this study investigates the available, not available, and plan to be available infrastructure for CALL implementation.

The third is the benefits that should be provided by CALL technologies. 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. He further claims that it provides rich source of activities for listening, reading, writing, and speaking skill. In his paper, he describes video technological requirements: creating a muted video, scenario creation, dialogue rehearsal, student video editing, video dubbing, and ends with saving a finished video, and pedagogical considerations of a video dubbing project. This study acknowledges video editor as one of the important CALL technologies. There are other technologies included in this study, and the followings are previous studies suggesting their benefits in CALL environment.

Madyarov (2009) evaluates a distance language learning instruction. He describes that companion CD-ROM via moodle, forum discussion and journal postings work well in distance learning instruction. The students performed well in the final exam.

Lee & Cheung (2009) studied writing in CALL environment. This experimental study investigated the effectiveness of web-based essay critiquing system developed by the authors in enhancing adult EFL students' writing. The subjects of this study were first and second year undergraduate students. 14 students were assigned to the experimental group who were briefed and allowed to use the web essay critiquing system. Feedback for this group was recorded by a computer. The other 13 students were assigned to the control group. Two raters scored the final submission of both groups. The finding revealed that there was no significant difference between those two groups.

Sotillo (2005) suggests that online chat can be used to work on error correction, indirect corrective feedback focusing in grammatical and lexical errors. He found that evidence of successful learner uptake on online chat sessions.

Vogel et all (2006) studied computer game. They attempted to find which technology results the highest cognitive gain: teaching method, games and interactive simulation, or traditional. The studies investigated in this meta-analysis study had hypotheses identifying cognitive gains or attitudinal changes and statistics reports on traditional versus computer or interactive simulation teaching. The result revealed that games and interactive simulation resulted highest cognitive gain. Further, the result indicated there were preference differences on the game and interactive simulation across variables: gender and whether or not the navigation through games and interactive simulation was controlled by teachers.

Students as stakeholders in CALL implementation

Students are important stakeholders in CALL implementation. As the based of this study, it is important to review how students perceive CALL implementation in their learning environment. It is important to listen to them, whether or not they think CALL implementation and CALL research is worth doing. It is crucial to pay attention on their concerns and put them into our consideration.

Research has suggested that students have positive attitude toward CALL implementation, as found by Akbulut (2008), Yang & Chen (2007), Yang (2001), Inoue (2000), Gao & Lehman (2003), Ayres(2002). Almekhlafe (2006). The students' acceptance toward CALL is based on their experience computers' potential to sustain independence, learning, collaboration, instrumental benefits, empowerment, comfort and communication that (Akbulut 2008). This idea of CALL supporting collaboration is also supported by Beatty & Nunan (2004). They studied behaviorist and constructivist model in computer- mediated learning and found that collaborative learning is greatly supported in the learning environment. Jeon- Ellis, Debski & Wigglesworth (2005) found that project- oriented CALL (PROCALL) promotes collaborative dialogues; however, the social context of the interactions is mediated by personal relationships, preferences and motivations.

Baturay & Daloğğlu (2010) support Akbulut's finding of CALL as beneficial instrument and reported that students admit the benefit and joy of keeping the e-portfolio. However, Yang & Chen (2007) indicate that students have different opinions about technology tools' benefits; not all agree that technology tools have benefits.

Technology difficulty was recorded as discouraging by Yang (2001), in whose study students reported a few negative responses as they were discouraged by the practical difficulties regarding the use of computers. In addition, students do not see computer mediated learning as the replacement of classroom based learning (Ayres 2002). Both Ayres (2002) and Yang (2001) suggest that there is no correlation between computer literacy and perceived usefulness of CALL Regardless those negative reports, both studies share findings of generally positive attitude of students towards computer mediated tools.

Gender is found to be a non-significant factor in students' acceptance of CALL implementation, as reported by Akbulut (2008) and Inoue (2000). Akbulut further reported that PC ownerhip, experience of using PC, and hours of using internet were found to be significant factorsof students' preference of CALL over traditional classroom.

Yang & Chen (2007) made a great advice that the first important step to make in implementing technology in language learning is making students aware that learning English through technology require new learning strategies and self- directed learning.

Research Questions:

1. What is the nature of students' exposure to CALL technologies?
   - 1.1 Do students own devices?
   - 1.2 Where do they access internet?
   - 1.3 How frequently do student use CALL technologies?
   - 1.4 How do students perceived their technology mastery?
2. Is there significant differences between female and male students in the term of technology mastery and frequency?

METHODOLOGY

This study is to respond to the research question addressing students' nature of exposure toward CALL technologies. It addresses device ownership, internet access, technologies use frequency, and students' perceived mastery. The results were put in percentage. Further, the data was analyzed to see if there was significant difference between female and male students in term of technology use frequency and perceived mastery.

Participants

The participants of this study were ninety eight students (67 females and 31 males). These students are pre-service English language teachers. Their ages range between 18 to 22.

Instrument and Data Collection

A questionnaire was used as the data gathering tool, investigating the nature of students' exposure to CALL technologies. The questionnaire consisted of four parts. The first part elicited the participants' personal information (gender, birth place, semester, parents' occupation). The second part elicited information of the participants' ownership of four technology devices: personal computer/ desktop, laptop, Ipad/ tablets, smartphone. This part also elicit information where the participants usually access the internet.

The third part elicited how frequently they use CALL technologies. There are thirteen technologies addressed in this part: word processor, email, chat, mp3 players, audio recorder applications/ devices, video recorder application/devices, video editor, audio editor, search engine, Youtube, Facebook, mobile devices, and computer/ online games. Their responses are categorized using the following rating scale: 4= quite often, 3= sometimes, 2= seldom, 1= never.

The fourth part evaluates the participants' basic competence as users of technology. There were 35 items in this part. Their responses are categorized using the following scale: very well, adequate, not so well, not at all, NA.

RESULTS

Device Ownership and Internet Access

Descriptive statistics was used to describe the questionnaire data. The result shows that 91% of the participants have at least one device. Table 1.1 shows the frequency of device ownership. 24% of the participants have only 1 device, 45% owns two devices, 20% owns 3 devices, and only 1% owns all four devices.

Table 1

Device_owership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	9	9.1	9.1	9.1
	1.00	24	24.2	24.2	33.3
	2.00	45	45.5	45.5	78.8
	3.00	20	20.2	20.2	99.0
	4.00	1	1.0	1.0	100.0
	Total	99	100.0	100.0	

The result further shows that 83% own laptop, 57% own PC/ desktop, 39% own smart phone, and only 1% own Ipad/ tablet (table 2).

Table 2

		Persona Computer/ Desktop	Laptop	Ipad/Tablet	Smart Ohone
Valid	no	43.4	16.2	98.0	58.6
	yes	56.6	82.8	1.0	39.4
	Total	100.0	99.0	99.0	98.0
Missing	System		1.0	1.0	2.0
	Total		100.0	100.0	100.0

Technologies Use Frequency

More than half of the participants have access to internet at home, Most of those who do not have internet access at home, can access it somewhere else (table 3).

Table 3

Internet Access

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		59	59.6	59.6	59.6
	Internet cafe	12	12.1	12.1	71.7
	Internet cafe school	17	17.2	17.2	88.9
	phone internet cafe	1	1.0	1.0	89.9
	school	9	9.1	9.1	99.0
	school cell phone	1	1.0	1.0	100.0
	Total	99	100.0	100.0	

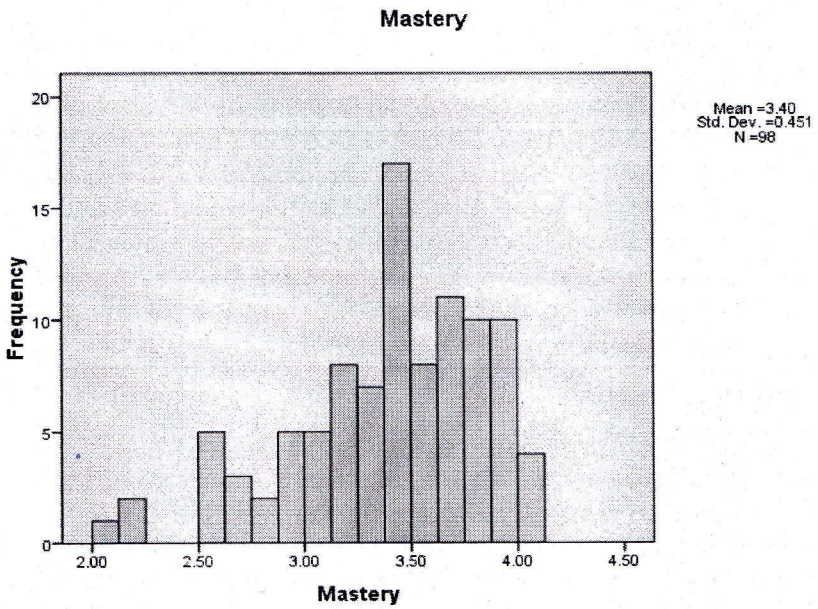
The result suggests that students use the 13 technologies frequently; this is suggested by the mean that reach 3.06 from the highest scale 4.00.

The rank of the technologies according to their frequency means is as the following:

Techonogy	Mean
Browsers (firefox, Chrome, Explorer, etc)	3.86
Facebook	3.81
MP3 player	3.69
Word processor	3.60
Mobile devices (mobile phone, smart phone)	3.35
Online Chat	3.27
Youtube	3.15
Email	3.06
Computer/Online game	2.78
Audio recording application/devices	2.60
Video recording application/ devices	2.46
Audio editor	2.07
Video editor	2.03

Mastery

Students have relatively high perceived mastery on basic technologies, as suggested by the mean that reached 3.40 compared to the highest scale 4.00.



Is there a significant difference between female and male students?

The two groups: female students (M= 3.3, SD=0.5) and male students (M= 3.6, SD= 0.37) significantly differ in the term of their perceived mastery (conditions; t (96)= 3.10, p=0.002).

There is no significant difference between male students (M=3.1, SD=.0. 47) and female students (M=3.0, SD=0.3) in the term of their technology use frequency (condition; t(45)= 1.60,p=0.17).

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Mastery	Male	31	3.5957	.36851	.06619
	Female	67	3.3039	.45799	.05595
Frequency	Male	32	3.1476	.47445	.08387
	Female	67	3.0170	.32452	.03965

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Mastery	Equal variances assumed	1.520	.221	3.109	96
	Equal variances not assumed			3.367	71.583
Frequency	Equal variances assumed	7.455	.008	1.604	97
	Equal variances not assumed			1.408	45.338

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Mastery	Equal variances assumed	.002	.29180	.0938
	Equal variances not assumed	.001	.29180	.0866
Frequency	Equal variances assumed	.112	.13060	.0814
	Equal variances not assumed	.166	.13060	.0927

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Mastery	Equal variances assumed	.10552	.47808
	Equal variances not assumed	.11901	.46458
Frequency	Equal variances assumed	-.03101	.29221
	Equal variances not assumed	-.05621	.31741

DISCUSSION

The result suggests that most students have access to at least one device, most of them have access to internet, they frequently use the CALL technologies and they have high level of perceived mastery. As access to resource is very important to claim whether or not we are ready for an implementation, then this findings allows us to conclude that students are ready for CALL implementation.

Result showed 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 are the technologies whose means are above 2.40. This suggests that the students are familiar with those 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 fact that students frequently use with Facebook (M= 3.81), Online chat (3.27) and email (3.06) seems to make them good potentials of communication means between teacher and the students. Potential here refers the assumption that they can utilize the technologies features , eg. file attachment, word editing etc. It also refers to the assumption that the information spread is fast as they often access their Facebook and email accounts. This 'often-accessing' their account is also supported by their easy access to internet either at home or outside home. In addition, efficient student-teacher communication outside the classroom is crucial to help students meeting the expected performance. Those technologies could benefit students who have problem in communicating with the teacher in person. On other words the technology provides students with alternatives in communicating with the teacher. In order this to be an effective option, responsiveness of the

teacher is needed. The agenda should eventually be convincing the teachers that providing students with alternative means of communicating with them is indeed helpful for them.

Using audio and video files does not seem to be a challenge, since the participants claim using MP3 frequently (M= 3.69), Youtube (M=3.15), Audio recording application/ devices(M=2.60), and video recording application/devices (M=2.46). This fact is definitely a major advantage as so many benefits are offered by audio and video files in language learning. Audio and video files are a rich source of input due to their ability to record spoken language use. This ability also benefits us in documenting students' oral production.

Even if the T-test shows a significant difference between females and males students in the term of their perceived mastery, the means of both groups are high. This fact should eliminate any concerns that female students will be challenged in performing in CALL based activities. In other words, we might expect difference performance but we could expect both females and males students can use CALL technologies well. Also, even if the T-test shows that there is a significant difference between females and males students in the term of technology use frequency, the means of frequency use of both groups are high, so that it can be assumed that both groups are familiar with the technologies. Thus, none of the groups would find it challenging using the technologies.

The second conclusion that can be made here is that students' self access is plausible as the students have device and internet access. The self access here is referring to online sources provided for the students that can be accessed outside the class meeting. The sources can be additional materials, links to sites, or additional exercises. The students can self-select the materials, or exercise they wish to explore on their own time. Again, having a device and internet access makes it possible for them to access and explore them on their own time, with their own pace and style.

The third conclusion is course management system, such as Claroline and Moodle is possible to implement. The result from the perceived mastery and technologies frequency use suggests that students master and are familiar with the basic features of both Claroline and 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 both platforms. Further, students' claim that they can perform basic functions on digital devices, and browsers, is crucially beneficial in concluding that Claroline and Moodle are visible to utilize. This discussion particularly addresses Claroline since Claroline is the platform that is currently used as the course management system, called e-learning. In addition, Moodle is addressed here as it has many useful features for language learning and it is an open source platform.

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