

# COMPUTER-ASSISTED LANGUAGE LEARNING

## The English Education Program For Student-Teachers

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## ***PREFACE***

Conducting a research is not an easy work especially if the research is conducted in the language other than our native language. However, with the blessing and mercy of the Almighty Allah this research finally finished and ready to be one contribution for the development of English as a Foreign Language teaching and learning process in specific and for the development of education in Indonesia in general.

This research is a continuation of a previous research on the issues and problems surrounding the integration of technology in a decentralized curriculum setting, especially in the case of EFL instruction in Gorontalo. The research was a desertation research conducted by the leader researcher of this research. One of that research's recommendations is to integrate the use of technology in EFL curriculum in higher education, in this case, in State University of Gorontalo (UNG). Therefore, we proposed this research in order to gain and understand the EFL faculty members', students', and teachers' perspectives towards integrating technology in English Education Curriculum, and then to design a model of technology integration into the curriculum of English Education Department in UNG, and then to investigate the implementation of the model found in the previous research will be carried out as the continuation of this research.

The inspiration behind this research is the researcher concern on the EFL teachers' needs of keeping up with the new era. Considering

that they will be teaching digital natives who were born and raised in technology era, teacher should have a certain level of technology literacy in order to fulfil the digital natives' needs.

This book Consists of two major parts, the first part is the results of our first year research; and the second part is discussing the results of our second year research. The first part will discuss about teachers' perspectives of the integration of technology into EFL Curriculum in English Education Program of Universitas Negeri Gorontalo. The second parts will elaborate and reveal the design of technology integration into the EFL Curriculum, especially for teacher education program.

Our deepest gratitude goes to DIKTI, which provides us with a suitable amount of money to conduct this research. Our deep gratitude also goes to LPPM UNG, in which the people are helpful and accessible. We also thanks all lecturers and friends, and students as the researcher team who are restlessly help in the finishing this research. This research will not be such a great work without all participants in this research; thus, our deepest thank goes to each and every participant in this research. Not with standing, it is realized that there are some aspects that have not been covered and analyzed in this research, so further research in this field need to be conducted.

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# **CHAPTER I**

## **INTRODUCTION**

### **Background of Study**

The use of technology becomes an urgent issue to deal with considering that students nowadays are born in an era where technology becomes part of every aspects of human life including education. They are born as digital natives.

Digital natives are thinking, learning, and socializing in different ways. The way of thinking and socializing is influenced by the environment and culture in which they are raised (Prensky, 2001). Thus, a special classroom environment is crucial to support what constitute learning based on their way of thinking. The integration of technology in teaching and learning process is essential to support the digital natives. The classroom has to provide an environment and atmosphere that is allow students to create, construct their knowledge, share, and collaborate with their peers who are not only from their in-class group, but also with people from around the world.

The social constructivist perspective view classrooms as dynamic, evolving and a differentiated communication environment. The use of technology provides resources and facilities for learners to both construct and apply their knowledge. They are able to create, edit, and share contents. Most of all, with the use of technology in the

classroom, students are able to choose environment themes where they feel most comfortable to study. Students are always provided with both individual and group learning space. Providing individual and group learning space is a gateway to the behavioral tendency of human beings to be able to work as individual or a group.

Studies have been conducted on the integration of technology in learning. In the area of language learning, the integration of technology researches has been notified by tremendous amount of studies in the use Computer-Assisted Language Learning (CALL) in language instructions (Kessler, 2005, 2007; Warschauer & Healey, 1998; Fotos & Browne, 2004; Hegelmeimer, 2006).

The goal of this research is to investigate the EFL educators' perception toward the integration of technology in English as Foreign Language (EFL) curriculum in Gorontalo, Indonesia. The investigation is focus on EFL teachers, faculty members' and students perspectives toward the integration of technology in EFL curriculum in English Department, Universitas Negeri Gorontalo, Indonesia.

The use of technology can address problems in EFL teaching. There are tremendous amount of study on the use of technology in language learning. Most studies suggested that the use of technology can definitely minimize if not completely eliminate the problems faced by EFL teachers (Brinton, 2001; Drenoyianni & Selwood, 1998; Galloway, 1997; Egbert, Paulus, & Nakamichi, 2002, Kessler, 2005; Hegelheimer, V, 2006); O'Connor & Gatton, 2004).

Having learned that technology can address of the problems of EFL teaching, it still remains vague as to why technology in language learning subject has not been integrated into the EFL curriculum; thus, this research is gain as many information as possible to know and understand teachers, faculty members, and students' perspectives towards integrating it in English Education Curriculum in UNG.



## **Problem Statement**

A study shows that the EFL educators in Gorontalo are using to use technology in classroom even though in certain way they do not feel comfortable using it because of insufficient knowledge. The study also concluded that the availability of technology had not emerged as the main problem of integrating technology in instructional setting. The major problem is actually the lack of understanding and knowledge in using technology; therefore, preparing the pre-service teachers with technology is considered significant. The study is also suggested that in order to prepare English teachers who have technology literacy, the English Education Curriculum in Gorontalo should incorporate technology in language learning as one of the subjects (Machmud, 2011).

Thus, there are four targets to be achieved as the result of this research:

1. To gain a unification of opinion towards the integration of technology in English education curriculum in English Education Department of UNG.
2. 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).
3. To investigate the implementation of the integration of technology in EFL curriculum in English Department of UNG in order to find the strengths and weaknesses of the model course of technology found in the previous research.
4. To find a technology course that will perfectly address the needs of EFL teachers and students in Gorontalo province.

## **Significance of Study**

The Indonesian government has gradually invested in some public schools by providing computers and the Internet access as the consequences of the implementation of the new curriculum; however, most of the EFL educators in secondary and higher education institutions in Gorontalo rarely used technology in teaching and learning process due to the lack of knowledge in using technology in teaching and learning process. The technology that has been provided is mainly used for school administrative works, and has not been used in instructional context (Machmud, 2011). The problem emerged from the absence of technology subject in EFL curriculum; thus, this study is exploring every possibilities to integrate technology in EFL curriculum. By knowing the problems of the absence of technology integration in EFL curriculum, the basic solution can be made to overcome the problems and in return is enhance the quality of EFL teaching and learning in Gorontalo, Indonesia.

As the continuation of the first year research, the second part of this book will reveal the result of the research about the investigation the implementation of the model of technology course that will be implemented in English Department of UNG. The strenght and the weaknesses of this courses will also be investigated in order to improve the quality of the course.

## **The Limitation of Study**

Limitation of study is provided in order to identify the potential weaknesses of the study, (Creswell, 2003). Even though it is often difficult to identify the weaknesses in the study before it has begun (Creswell, 2003), it can be argued that the purposive sampling procedure used in this study reduces the generalizability of findings. This study is not be generalizable to all EFL educators in Indonesia. The course that have been designed as the technology subject to be

taught in third semester of English Department students is also based on the local need of the students and and EFL teachers. Therefore, it might not be applied to all EFL instructional context.

### **Delimitation of study**

Delimitation is used to narrow the scope of study (Creswell, 2003). This study is focus on exploring the absence of technology in EFL curriculum in Gorontalo as well as exploring the perspectives towards the integration of technology in English education curriculum in English Education department of UNG. This study is confined to interviewing the EFL teachers and other related participants in the province of Gorontalo, Indonesia.

### **Definition of Terms**

Technology= the definition of technology in this research is always associated with the use of computer and or the Internet.

CALL = Computer-Assisted Language Learning

EFL = English as Foreign Language. English is taught and used in classroom setting and is not widely spoken in the environment.

KTSP = Kurikulum Satuan Tingkat Pendidikan (School-Based management Curriculum). This is a recent curriculum in Indonesia as a result of the decentralization of education in Indonesia that have just been replaced with K13 or Curriculum 2013.

SCBD = School-Based Curriculum Design

UNG = Stands for UniversitasNegeri Gorontalo or State University of Gorontalo.

## **CHAPTER II**

### **LITERATURE REVIEW**

The goal of this chapter is to expose the relevant literature that reflects the content of the research questions. Researches on the problems surrounding the ideas of teaching in 21st century and the technology instructions, especially in the field of CALL (Computer-Assisted Language Learning) are addressed this chapter.

#### **The 21st Century Learner**

When my daughter was three years old, she asked me to buy her a laptop. For my generation, this sounds ridiculous; however, my daughter is what so called *millennial generation* or *digital natives*, who was born and raised in technology era. Devices such as Laptop, iPod, iPad, iPhone, and other technology are no longer categorized as strange tools for digital natives.

There are tremendous evidence shows that today's students, those who was born after 1982, have different relationship with information and learning due to the fast development of information and technology and better access to the Internet. One of the studies is conducted by Oblinger (2004). The study shows that by the age of 21, students, would have spent 10,000 hours playing video games, sent 200,000 emails, watched 20,000 hours of television, spent 10,000 hours on cell phone, but less than 5000 hours reading. The study also shows that based on the trend, children age 6 and under is spend

2.01 hours per day playing outside, but 1.58 hours using computers. They spend only 40 minutes reading daily or ask being read to. It also shows that 48% of these children have used a computer. Further, Oblinger suggested that the intense interaction between children and technology has significantly affected the way they learn and interact with their environment.

### **Teaching the 21st Century Learners**

The use of technology becomes an urgent issue considering that students nowadays are born in an era where technology becomes part of all aspects of human life especially education. Children nowadays are born as digital natives. As a digital native, children are thinking, learning, and socializing in different ways. Their way of thinking and socializing is influenced by the environment and culture in which they are raised (Prensky, 2001). Thus, a special classroom environment is crucial to support what constitutes learning based on their way of thinking (Weade, 1992).

The integration of technology in the teaching and learning process is essential to support the digital natives. The classroom needs to provide an environment and atmosphere that is allow students to create and construct their knowledge, share and collaborate with their peers who are not only from their in-class group, but also from around the world (Warschauer, 2003).

A social constructivist perspective views classrooms as dynamic, evolving, and as a differentiated communication environment (Prensky, 2001). The use of technology provides resources and facilities for learners to both construct as well apply their knowledge. They is be able to create, edit, and share content. With the use of technology in the classroom, students are able to choose environment themes where they feel most comfortable to study. Students should always be provided with both an individual and group learning

spaces. Providing both an individual and group learning space is a gateway to the behavioral tendency of human beings to be able to work as an individual or as a group (Prensky, 2001). In this research, the integration of technology in the classroom setting places an emphasis on computer use in language learning.

### **Technology Integration in Language Learning**

Technology exists everywhere, touching almost every part of our lives, our communities, and our homes. Unfortunately, most schools lag far behind when it comes to integrating technology into the instructional context. Many people are just starting to explore the real potential technology offers for teaching and learning. If it properly used, technology is help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy (Edutopia Staff, 2008).

Learning through projects while equipped with technology equipment allows students to be intellectually challenged while providing them with a realistic picture of what the modern office looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online. The numerous resources in the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts in the real world and provides numerous opportunities for expressing understanding through images, sound, and text. As an added benefit, with technology tools and a project-learning approach, students are more likely to stay engaged and on task, reducing behavioral problems in the classroom (Edutopia Staff, 2008).

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and

to assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. “Technology helps make teaching and learning more meaningful and fun” (Edutopia staff, 2008, para. 6).

Studies have been conducted on the integration of technology in learning. In the area of language learning, research into the integration of technology has benefitted from the tremendous amount of studies in the use of Computer-Assisted Language Learning (Kessler, 2005, 2007; Warschauer & Healey, 1998; Fotos & Browne, 2004; Hegelmeimer, 2006).

### **Computer-Assisted Language Learning (CALL) in EFL Instructions**

The language policy in some countries considers English as a foreign language, because English is not spoken outside the instructional setting. The teaching of English as a foreign language in non-English speaking countries is considered tougher compared to the teaching of English as a foreign language in English-speaking countries. Learning English in an English-speaking country, students benefit from the exposure to the surrounding environment where they can converse with native speakers of English and are forced to the basic use of the language to survive in the country. The engaging nature of CALL provides access to authentic tasks and audiences, which are the main obstacles faced by most EFL teachers in non-English speaking countries.

Once introduced to the uses of CALL, teachers in general can develop their own perception of how CALL can be used in language instruction. Their perception depends on what they think about the role of CALL in enhancing their teaching quality, their level

of confidence, the training/preparation they had in college, and their level of familiarity with the new technology. The availability of technological devices, even though not crucial in determining learning results, affects teacher's isingness to incorporate technology in an instructional context (Kessler, 2007). The educational outcomes are also affected the by teachers' perceptions of the use of CALL in Language instruction

### **Efficiency in Assessing Student Learning**

Teachers have various perceptions of CALL. The initial interest of teachers to the use of CALL was the, "promise of efficiency" (Kessler, 2005, p. 2). Early studies in CALL have predicted that the use of CALL can save teachers' time in the evaluation process, for example in correcting and grading students' work (Warschauer & Healey, 1998). CALL can also accelerate some of the tedious tasks in the evaluation process. It can also be used as a tool to create, apply and evaluate language lessons through specific tests of language. Teachers can easily create appropriate tests and compute the results and this is save them time and energy.

Additionally, many students find it fairer if the test is conducted using a computer-based test, since they believe the results are more accurate compared to the results of a paper-based test. Moreover, because the use of technology can automate the lengthy task of assessing students' work, students can get feedback in a timely manner (Kessler, 2005; 2006; 2007; Kessler &Plakans, 2008).

### **The Cost of Providing Course Materials**

Authentic materials in teaching English in an EFL setting are essential because they provide exposure to the target language. Spolsky (1989, p. 166) claims "the outcome of language learning depends in large measure on the amount and kind of exposure to the target language". Therefore, the availability of authentic tasks and



materials in the target language is important to determine the result of language learning. Unfortunately, providing authentic materials including textbooks sometimes costs more than budget allows, not to mention the time spent waiting on and the cost for those materials to reach the schools in order to be used. The use of technology can virtually eliminate these problems. Teachers have a wider opportunity to browse authentic materials online, which might better suit the students' needs. Besides saving a great deal of money in providing course materials, teachers can also save time which can be used to better prepare course materials. Moreover, the use of technology helps teachers to keep up with the latest development in language instruction materials as well as methods and approaches in teaching language.

### **Access To Interaction With Authentic Audience**

Studies show that interaction between learners and others determines the result of learning (Egbert, Hanson-Smith & Chao, 2007). Learning is a social process (Vygotsky, 1978). This concept is familiar in second language instruction. Therefore, the interaction between learners with an authentic audience is essential. Taking this into consideration, many countries that provide EFL instruction tend to provide their language institution with the availability of native speakers. However, bringing native speakers to teach into the language institutions is costly. The integration of technology can provide access to authentic audiences in more cost-effective ways. Students have more access to a wider range of exposure to the target language by interacting with native speakers through the use of technology. Some features such as email and chat rooms provide some level of comfort for students to interact with authentic audiences. The use of CALL can also facilitate the students' understanding and manipulating of the target language (Warschauer, 1996).

## **Promote Independent Learning**

The nature of language learning should equally address both competence and performance (Chomsky, 1985). English proficiency is not sufficiently acquired only in the classroom interaction; in other words, the more practice the better. The presence of a CALL lab accommodates students' self-study and enables them to drill their language skills. Fotos & Browne (2004) note a growing body of research that demonstrates CALL's effectiveness in promoting both fluency and accuracy in the target language as well as improving motivation and learner autonomy.

The use of technology not only supports learners' autonomy, which promotes the development of confidence and skills to learn independently in various contexts. This also leads to development of appropriate stress or anxiety levels in the learning environment. With technology, EFL learners can be relatively free from peer pressure and feel less anxiety than they might in a traditional EFL learning environment.

## **Facilitate Individual Differences**

Studies note that individual differences influence students' success in second language learning (Krashen, 1981; Shore, 1995; Hall & Verpaetsle, 2000). Teachers should understand the different needs of different students. This is not easy, especially if the class size is large. Students have different learning styles and learning preferences that are impossible to address all at the same time, thus requiring differentiated instruction. Students who chose not to participate in classroom interactions have an opportunity to explore and develop their skills through the use of a well-designed CALL program. Students are motivated to learn if their needs are addressed, which in turn is affect their success in learning the language (Fotos & Browne, 2004).

## **Level Of Confidence in Using Technology**

Research has recognized the importance of confidence and comfort in using technology for language students and teachers. Egbert, Paulus and Nakamichi (2002), report that many language teachers, including young teachers, feel discomfort at any given activity related to the use of a computer. Addressing by this concern, Kessler (2006) also identifies the importance of teachers' comfort in using CALL methods and materials. His study noted that teachers who have less comfort in using CALL materials are likely to ignore or ineffectively use CALL methods and materials.

## **Importance of an Adequate Technology Preparation**

Preparation or training to language teacher in integrating technology is essential. Murday, Ushida & Chenoweth (2008) conduct a study in learners' and teachers' perspective on learning and teaching language online. They found that from the instructors' perspective, the most critical aspect of teaching a hybrid online language course was training.

Some studies have also been conducted on the importance of training or preparation for teacher in using technology in language instruction. Most of the studies proved that lack of adequate teacher preparation of CALL results in inappropriateness in using CALL in instructional process (Egbert, 1999). Therefore, teachers should be prepared adequately in implementing CALL in instructional setting. Even for those who felt comfortable enough in using technology, the preparation is still needed. Galloway (1997) claims that teachers who are comfortable enough in using technology are not necessarily use their technical skill for the instructional purposes. In the same vein, Kessler (2006) argues that presently, a common approach to CALL in current language teacher education program is to concentrate on the hardware and software issues rather than the pedagogy. Furthermore,

Kessler argues that much of instructional technology preparation in teacher training program focuses on digital literacy or software specific orientation. These skills help teachers to use technology but do not prepare them to use technology for language teaching. Harrington (1991) also notifies the important of distinguishing between preparing teachers to use technology and preparing teachers to use technology for instruction.

The kind of preparation also determined teachers' attitude toward technology. A study by Kessler (2007) noted that teachers' attitude toward technology is positive resulted from an informal preparation compared to formal preparation. Many teacher education institutions have attempted to prepare student teachers with computer literacy courses, such as CALL course; however, this preparation has little impact on their perspectives and attitudes to transfer their knowledge into their own classroom activities (Kessler, 2005; Moore, Morales, & Carel, 1988).

### **EFL Teaching in Indonesia**

Foreign language education in Indonesia, particularly the teaching of English, seems to be always problematic, before and after the decentralization era. The continually-revised curriculum does not seem to take into serious considerations factors such as suitable qualifications for teachers, time availability, numbers of students, or available resources and facilities, nor does it provide strategies and alternatives should problems related to English language education occur. What really happens in English classrooms in the less-privileged schools nowadays, is not addressed either in the curriculum guidelines.

Recent curriculum in English language education in Indonesia focuses only on the teaching of English at junior and high school levels as English is not compulsory at elementary level. The

curriculum adopts so-called communicative competence as its model of competence (Depdiknas, 2003). Communicative competence itself can be summarized as skills needed for communication, which consists of four important components. Those components are: grammatical/linguistic competence, socio-cultural competence, discourse competence, and strategic competence (Richards & Rodgers, 1986; Celce-Murcia, Dornyei & Thurrell, 1995; Beale, 2002). In line with the concept of communicative competence, the following factors should therefore be present in an English language classroom:

1. Fluency and acceptable language is the primary goal (Richards & Rodgers, 1986). This implies that the teacher him/herself should be a fluent English speaker.
2. Students are expected to interact with other students in order to communicate in the target language (Richards & Rodgers, 1986; Freeman, 2000). This implies that the tasks should include pair and group work, and that activities like role-plays, language games and problem-solving tasks are encouraged.
3. Students should be given enough opportunities to get to know the authentic language (Freeman, 2000). Therefore, authentic materials are important in an English classroom.
4. The role of the teacher is that of a facilitator in communication (Richards & Rodgers, 1986; Freeman, 2000). It implies that the amount of teacher talking time should not be a barrier for students for using the target language (McDonough & Shaw, 1993).
5. The role of students' native language should be minimal (Freeman, 2000). English should be used most of the time.
6. Non-technical and technical media are important tools for language learning and teaching, particularly for carrying out language tasks (Brinton, 2001). Nontechnical media include: blackboards, posters, maps, pictures, or photos. Technical media

include: tape recorder, CD/Video/DVD player, or overhead projector.

With regard to English teachers, Ur (2002) adds that they should be professional in the sense that:

1. They should actively join conferences locally, nationally, and internationally.
2. They should have appropriate training and should be committed to their job.
3. They should be autonomous and be responsible for maintaining their professional standards.
4. They should not only be able to speak the language but should also be able explain how and why the language works the way it does.

Whether or not English teaching and English teachers in Indonesia have met the 'ideals' as stated above, remain a question. What is stated and expected in the recent curriculum document might be implemented differently in the real English classrooms due to many unexpected factors, such as limited resources, facilities, and funding, and unqualified teachers. The virtues behind so-called communicative competence as recommended by Richards and Rodgers (1986), McDonough and Shaw (1993), Freeman (2000), or Brinton (2001) to name a few, are still too difficult to be implemented in many English classrooms in Indonesia, let alone in less-privileged schools. In the era of educational decentralization in which schools are forced to be more autonomous and independent, the condition could be worse.

### **Integrating CALL in EFL Curriculum**

Technology has quickly being recognized and integrated in English curriculum throughout the world. In the United States of America, instructors and curriculum specialists began creating their

programs in 1980s and 1990s as the alternatives to some monotonous tasks in language instruction (Kessler, 2005, p. 17). The rapid change of curriculum required instructors and curriculum developers to address the students' needs through the development of courseware.

Drenoyianni and Selwood (1998) assert that it appears in their study, teachers have a false idea of what integration of computer use in curriculum is. Most of them thought that integration is quite easy because the computer has always been in the classroom, so what they do is integrating the use of computer throughout the day. This is what they think of what integration of computers used in the curriculum. Besides finding that teachers having a false idea about the integration, their study also found that teachers implement computer activities related to some curriculum topics, only with the primary objective is to build computer skills.

Integrating CALL in language instruction is not aimed to load students with the computer skill, instead, the objective of integrating CALL in the curriculum of language teaching is, as Kerns and Warschauer (2000) arguments of what they called traditional CALL, that "has been associated with self-contained, programmed applications such as tutorials, tools, simulations, instructional games, tests, and so on" (p. 1). Therefore, the pedagogical aspect of language acquisition through the use of technology is the main objective of integrating CALL in language curriculum.

It is essential to consider making CALL effectively used to enhance the language learning and integrate it into curriculum. However, the availability of the technology devices is the first step of integrating CALL in language instruction. A need analysis is important to conduct before deciding to build a CALL lab (O, Connor & Gatton, 2004; Kessler, 2002). Kessler (2002) emphasizes the importance of conducting preliminary steps to evaluate the needs and implement the most effective CALL solution. He points

out that in order to build a CALL lab we need to conduct a needs analysis; develop a better understanding of CALL; consider space, budget, and staffing; Select Appropriate Hardware and software; and finally consult online sources for information. Once CALL lab can be provided, CALL can be appropriately integrated in language curriculum and instruction.

When it comes to the attempt to integrate technology into the curriculum, the first obstacles are mainly physical such as lack of hardware, it includes computers, printers, scanners and other devices; lack of software, this includes operating systems, applications, subject-specific software, such as packages for language skills; Lack of resources for infrastructure, such as furniture, cabling, room arrangements, and sustainable maintenance and upgrading of systems; No access to the Internet connection, or slow and unstable Internet connection. It is an ironic reality that even in this era of wireless Internet connection, many schools around the world -especially those in the developing countries- still have no access to the internet. The condition of the schools' building makes it difficult to build an infrastructure to support the integration of technology in the instructional activities.

The problem of integrating computer technology into curriculum is not merely physical, educational factors also appear to be the problem even when computer hardware and software are available for teachers to use. Yildiz (2007) argues that to be success in incorporating computer technology into instructional activities requires ability both technical and pedagogical; unfortunately, many teachers are not motivated to gain this knowledge. The reasons are mainly emerged from their lack of training and preparation in this field and their beliefs towards the benefits of computer technology in teaching context. Many teachers are not convinced of the values of using technology in teaching.



Brickner (1995 cited in Yildiz, 2007) classified two factors that affect teachers' attempt to implement computer technology in their classroom activities: Extrinsic factor that includes limited access to physical aspects of technology such as technology devices, lack of time in planning, and insufficient support; and intrinsic factor such as the teachers' belief about computers' benefit in their teaching, and the "unwillingness to change". Brickner furthermore claims that intrinsic problem is more challenging compared to extrinsic problem because it requires teacher to change their "belief systems and institutionalized routines". Extrinsic barrier can be simply addressed by providing more resources (p. xvii).

In some parts of the world, the problems of implementing computer technology in institutional context are even more complicated. Teachers often faced obstacles from the bureaucracy. The centralized and inflexible curriculum often becomes a barrier for teachers who are enthusiastic to integrate the use of technology in their teaching. In the countries where the curriculum is highly centralized, teachers have limited opportunity to design their own curriculum to suit the students' needs. They are mainly imposed to cover a pre-set curriculum by the government. Unfortunately, this condition is even worse with the extremely limited budget and staff training to fulfill the government demands. In EFL context, finding software and application that fit the existing curriculum can be difficult tasks.

Another obstacle that affects teachers' perception of the technology integration in instructional context is the lack of institutional support (Yildiz, 2007). Teachers who are eager to incorporate technology in their teaching activities sometimes have to deal with uncommitted administrators or colleagues and insufficient technical support. In some cases teachers are frequently mandated to involve in administrative works that often prevent them from

having more time to explore and improve their knowledge on the use of computer technology. Low appreciation from the administrators on teachers' attempts to explore more creative approach in teaching is also affect teachers' willingness to incorporate technology in the classroom context. Administrators sometimes are even reluctant to encourage teachers to explore new approaches because of the fear of not fulfilling the government's demands on the implementation of the pre-set curriculum. The lack of understanding of the use of technology and the lack of resources often create the main barriers between administrators and the technology-literate teachers who are eager to use their knowledge in their classroom.

## **Conclusion**

Many teachers around the world work in a condition where the availability of computer technology is fall short of the expectation. Lack of hardware, software, infrastructure, and the access to internet are factors affect their perception towards the value of the integration of technology in the instructional setting.

Teachers who have been prepared with the CALL aspect sometimes give up with the situation and condition they faced in their institutional setting. It is regrettable for some CALL skilled teachers when their knowledge becomes futile because of the unavailability of computer technology in their work setting. In some countries, the problem is even worsened with unavailability of access or unstable access to the internet.

Even though the availability of computers is a major requirement for a successful integration of computers in language instruction, it is not essential to improve learning. It appears that what seems more important is the use of technology instead of the availability of it.

Most studies have also been conducted in looking at teachers' perspective towards the implementation of CALL in teaching and

learning language are using participants who have experience or at least have been introduced to CALL aspects. With The use of technology that has gradually believed to increase the study achievement in learning language, the question that still remains is whether some of the teachers who have never been introduced formally to CALL is have the same perspective to those who have sufficient preparation and knowledge towards the integration of CALL in teaching and learning English as Foreign language. Do they have different perspectives of the use of CALL in language learning? Is it significant to integrate CALL in EFL curriculum?

## **CHAPTER III**

### **THE OBJECTIVES AND SIGNIFICANCE OF RESEARCH**

This chapter is presents the objectives of this research which consist of two objectives. This chapter is alsoelaborating the significance of conducting this research.

#### **Objectives of Study**

Thus, there are two targets to be achieved as the result of this research:

1. The gain EFL teachers' perspectives toward the integration of technology in English education curriculum in English Education Department of UNG.
2. 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).
3. To investigate the implementation of the integration of technology in EFL curriculum in English Department of UNG in order to find the strengths and weaknesses of the model course of technology found in the previous research.

4. To find a technology course that will perfectly addresses the needs of EFL teachers and students in Gorontalo province.

Thus, adequate and accurate teaching materials can be composed as a result of this research.

### **Significance of Study**

The Indonesian government has gradually invested in some public schools by providing computers and the Internet access as the consequences of the implementation of the new curriculum; however, most of the EFL educators in secondary and higher education institutions in Gorontalo rarely used technology in teaching and learning process due to the lack of knowledge in using technology in teaching and learning process. The technology that has been provided is mainly used for school administrative works, and has not been used in instructional context (Machmud, 2011). The problem emerged from the absence of technology subject in EFL curriculum; thus, this study isto explore every possibility to integrate technology in EFL curriculum. By knowing the problems of the absence of technology integration in EFL curriculum, the basic solution can be made to overcome the problems and in return is enhance the quality of EFL teaching and learning in Gorontalo, Indonesia.

**CHAPTER IV**

**EFL TEACHERS' PERSPECTIVES OF THE  
TECHNOLOGY INTEGRATION INTO THE  
ENGLISH EDUCATION CURRICULUM**

The purpose of this chapter is to present the average 50% to 70% accomplished results. This chapter begins with a summary of the participants' backgrounds and professional roles. The findings begin with the presentation of data from the focus group discussion which are related to the integration of technology in EFL teaching in Gorontalo City include the participants' responses on the topic questions surrounding the integration of technology in EFL Instruction and curriculum and their perspectives towards the future use of technology in EFL teaching.

**Participants' Background and Professional Roles**

Understanding participants' backgrounds is important in analyzing and reporting data (Patton, 2003; Berg, 2007; Creswell, 2003). In the entire qualitative research process, researchers must stay focused on learning what the participants know about the problem or issue, and not the meaning that the researcher brings to the research or writers from the literature (Creswell, 2007). In this research, understanding the participants' backgrounds and professional roles helped to determine and understand the meaning of the participants' answers to the questions asked during the research process.

For the sake of confidentiality, pseudonyms were used to replace the participants' names in this research. A digital copy of the codes of the pseudonyms was stored on an External Hard Drive that was password protected. Pseudonyms were assigned on the basis of professional roles, position and/or primary places of work, and in the order of their responses to the participants' recruitment. The EFL teacher participants are referred to as Middle School Teacher (MDT) 1, to MD 7 and High School Teacher (HST) 1 to HST 8. The complete summary of the participants' background and professional roles is presented in Table 1.

Table 1. Summary of Participants' Background and Professional Roles

<b>Pseudonym</b>	<b>Gender</b>	<b>School/Work Place</b>	<b>Position</b>	<b>Education</b>	<b>Experience</b>
MDT 1	M	SMP 2 Kwandang	EFL teacher	B.Ed in English Teaching currently enrolled in master's program	2 years
MDT 2	M	SMP 1 Anggrek	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	5 years
MDT 3	F	SMP 3 Dulupi Satu Atap	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	4 years
MDT 4	M	MTs Hubulo 4	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	4 years
MDT 5	M	SMP 1 Batudaa	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	4 years
MDT 6	M	SMP 1 Tilamuta	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	4 years

MDT7	v	SMP 2 Limboto Barat	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	8 years
HST 1	F	SMA 3 Gorontalo	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	
HST2	F	SMA 1 Tapa	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	8 years
HST 3	F	SMA 3 Kwandang	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	
HST 4	F	SMA 1 Toili Barat	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	
HST 5	M	SMA 1 Tapa	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	
HST 6	M	SMK 1 Wonosari	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	
HST 7	M	M.A. Alhuda		Bachelor in English Teaching (currently enrolled in master's program)	
HST 8	M	SMA Tibawa		Bachelor in English Teaching (currently enrolled in master's program)	

The first EFL teacher that agreed to participate in this research is hereinafter referred to as MST 1. He is a middle school teacher, and has been teaching English for 2 years. He earned his bachelor's degree in English Teaching from the Teacher and Education College



of Gorontalo and currently enrolled in master's program in English Education. Teacher 1 found that teaching English was fascinating and said that he did not find any significant problems with teaching English. After the interview process, Teacher 1 suggested to me that I interview another EFL teacher. This teacher, hereinafter is referred to as MST 4, has a Bachelor's degree in English Teaching and a Master's degree in education and currently enrolled in master's program in English Education, and has been teaching English for about four years. He has experience teaching in a middle school, high school and vocational school, and has recently been appointed as an EFL teacher in MTs Hubulo. The school is an Islamic Boarding School.

Another middle school EFL teacher that responded to the participant recruitment was MST 2. He has been teaching English for about two years in one of the public high schools in Gorontalo. He holds a bachelor's degree in English teaching and currently enrolled in master's program in English Education. At the initial contact with him, she had recommended another EFL teacher to be interviewed in this research, because this teacher was the leader of the EFL teachers' network in the city of Gorontalo, whom she thought could give valuable information related to my research. The teacher is hereinafter referred to as MST 3. She has been teaching English for five years. She has a Bachelor's degree in English teaching and currently enrolled in master's program in English Education.

Other participants that responded on the recruitment process are three males and one female. All of them are middle school teacher with four to five years teaching experience. All of them are also currently enrolled in master's program in English Education. These participants are called MST 5, MST 6, and MST 7.

The second group of Focus group discussion is the high school EFL Teachers, unlike the middle school teachers; most of the high school teachers' participants have longer teaching experience. The

experience range from 3, 4, 5, 7 to 10, 16 years. The participant who responded first until the last is named HST 1 to HST 8 respectively.

### **The Interview Setting and Context**

The plan to use individual interview cannot be done because of the budget reduction. The research team was finally decided to conduct a focus group discussion to minimize the cost and energy lost due to the work load of interviewing process. After a series of confirmations, all Middle Schools participants agree to meet for the FGD on 21 July 2014; while the other group of participants, the high school EFL teachers is agreed upon 22 July to participate in the FGD.

The location chosen for FGD was the meeting room of PIU IDB 7 in 1 UNG. This place is chosen based on the level of comfort of the room and the completeness of the facilities and tools that will support the process of the Focus Group Discussion.

The FGDs are conducted in Indonesia language in order to avoid misinterpretation of the questions and to minimize the level reluctance of the teachers in conveying their ideas and response to the interview questions. Their answers are being translated into English to be presented in this research report.

### **The Result from the Interview**

The data found from the interview is displayed in this session. We are presenting the data by starting it with the data found from the first Focus Group Discussion then followed by the presentation of the data found in the second Focus Group Discussion. The data and figures from students' questionnaires are also displayed in this part of this research. The presentation of the data from both FGDs and the questionnaires figures will be in the order of the question posted in both FGDs and the questionnaires.

We purposefully select the full-time EFL teachers and faculty members in Gorontalo province. 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.

The participants of this research consist of 7 Middle school EFL teachers; 8 High School EFL teachers. This research also involved about 60% of English Department faculty members who attended a Departments' meeting for curriculum workshop on 12-14 June 2014. 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 Use of Technology (Computer) in EFL Instruction**

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 schools of the participants are mostly 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. When asked whether the teacher used computer in EFL instruction, one of participants states,

“No. Because only one computer provided. Sometimes the lab is used of English teaching once in a month” (MDT 7).

In this kind of case the teachers are usually prepare to use their own laptop. However, this is not addressing the problem right away, another problem emerges from a participant when asked whether technology is used in EFL instruction, he complains,

“Sometimes I use it...because even though the computers are provided in my school but it was not supported with a stable electricity supply” (MDT 2).

Thus, using technology in an instructional setting should be supported with an adequate infrastructure such as electricity supply, because the use of technology equipment, especially computers, requires a stable electricity supply. In this case, a need analysis in planning the use of technology in an instructional setting is highly recommended (Kessler, 2002).

### **The Use of the Internet in EFL Classrooms**

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.

### **Students' Technological Literacy Level**

Integrating technology into EFL curriculum requires an analysis of the students' level of technology literacy. In this research the participants 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.

The participants further argued that their 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.

### **Teachers Reflection Toward Their Own Technology Literacy Compared To Their Students'**

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.

“I was inspired to use facebook in teaching EFL because most of his students have facebook accounts. The students even teach him to use a SMS translation application that I have never understood” (MDT 2).

Another participant said that he has one student who is excelled in computer programming whom he seek for help.

“One of my students has a programming ability. I mostly ask help from this student when it comes to the secret codes of computer programming. This student has a collection ofbooks about hacking and other computer programming stuff” (MDT 3).

One participant admitted that almost all of his students know how to use online dictionary, while their teachers, the participant and some of his EFL teachers counterparts,are still using manual dictionary.

“My students’ has already used google translation using their smart phone while I am still using a manual dictionary, because my cellphone is not connected to the internet” (MDT 5).

### **Teachers’ Feeling About Being Technological Outsmarted by Their Students**

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. One of the participants clearly mentioned it.

“We try to learn from them... to learn to be as smart as them as or more than them” (MDT 2).

We asked the participants whether they are being offended by their students' technological literacy which is higher than theirs. All participants are in one voice, stated "NO". This means that the arguments that stated most teachers are being offended by the digital natives, in terms of the mastery of technology use, are not affected by the participants in this research.

### **The Importance of Technology Mastery by EFL Teachers**

All participants believe the importance of mastering technology. It 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.

"Using Technology in teaching EFL makes the teaching process easier" (MDT 1; MDT 2).

Further, MDT 4 asserts, "It is very important because of the high speed progress in technological era, we have to have the knowledge".

One of the participants believes there is a strong connection between EFL and technology use/ He argues:

"Yes. Teacher should have technology literacy because there is a close relation between learning English and technology. For example, all features in a cellphone are using English" (MDT 5)

An interesting argument about the importance of the technology mastery by EFL teachers is coming from the only woman participant in this session. She argues:

"The teaching of English will be easier. Having technology literacy will make teachers more independent. Because

asking help from IT man takes lots of time and energy” (MDT 7).

### **The Advantage of Having Technology Literacy**

The participants are giving the question about the advantage of having technology literacy. Three participants’ claims are as follow:

“It can facilitate the teaching and learning process by using power point” (MDT 2).

This participant based his argument on his own knowledge of technology, which is the use of power point. The teachers as participants of this research stated that power point is the strongest and the most frequent technology software being used in their teaching and learning process. Another participant pinpointed the advantage of having technology literacy from the easiness of attracting and motivating his students to learn English. His statement is as follow:

“It is easier for me to attract students’ attention and motivate them to learn English” (MDT 3).

In contrast to the above claims, one participant see a negative effect of using technology in teaching and learning process.

“ yes it help us accessing more new and updated materials online...but, it can also attract students attention, because unfortunately... sometimes they are more distracted because of the animation presented in the power point for instance” (MDT 4).

His argument is correct as far as this experience is also being mentioned by some other participants. However, this problem can be minimized if teachers have adequate technology literacy in determining the kind of technology in the classroom, to be more specific, the use of power point. Teachers should have the knowledge on how to create an accurate and adequate power point that can



minimize distractions. This is the whole reason why teachers should have a certain level of technology literacy.

### **Teachers' Experience in Learning Technology in Their Undergraduate Program**

All 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. All participants wish that they had had the experience learning to use technology in instructional setting while they are in college. Thus, all participants considers that integrating the technology subject in EFL curriculum in Undergraduate Program for English Education Program Study is significant and will be very helpful to prepare the EFL pre-service teacher to integrate the use of technology in their teaching and learning process.

### **Integrating Technology in EFL Curriculum**

Integrating technology in EFL curriculum can be done by designing one course to be taught in English Education department. The second research question is aimed to have a model of technology subject that will be integrated in EFL curriculum. To answer this question, the participants are asked to mention what should be taught in the course and to explain why it should be taught in the course. This information is important in designing the syllabus. The following statements are the participants' suggestions:

“I always want to learn how to teach text types using media... and how to design a lesson plan with the integration of technology” (MDT 1).

“I think we need to know the ethics of using the Internet (Netiquette)... and also the use of smart phones in EFL

teaching... and like MDT 1 said we need to know how to design the instructional media” (MDT 2).

“I know how to use power point, but I want to learn to use a more advantage power point in my teaching... I think teachers should also know how to access and evaluate teaching materials online...and using some useful EFL related teaching materials online” (MDT 3).

“We need to learn a program to detect plagiarism...because sometimes we did not know whether the students are just doing copy and paste to write their assignment... I also want to learn how to analyze questions for students’ practice... I mean software that can range readings from easy to difficult... something like that” (MDT 5).

“I think what I need the most is the use of EFL related software in a computer.”(MDT 6).

“What teachers need the most is how to evaluate/grading students’ work by using technology, because grading students’ works needs a great deal of time and energy.” (MDT 7).

To sum up, the participants suggestions on what should be taught in the designing the course are based on their experience, what they actually need in supporting their instructional setting. Their consideration is important because what they suggesting is some useful ideas and knowledge that pre-service teachers need to learn in advance. The following list is the participants’ suggestions that can be considered in designing the course.

- How to design a lesson plan with the integration of technology
- 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 important to use in designing the technology course that will be integrated in EFL curriculum in Teachers Education Program of English Education Department of Universitas Negeri Gorontalo.

### **Data from Students' Questionnaire**

There are two major things to investigate in this research: first, the EFL teachers' perspective toward the integration of technology in EFL Curriculum, and second, the model of the course design to integrate in EFL curriculum in English Department of Universitas Negeri Gorontalo.

Conducting a need analysis is significant in designing a technology course to be implemented in EFL curriculum. One of the main information is to find a general description of the students' technological background and their level of technology literacy. To gain this information and data about this matter, the research team has designed 14 questions to ask using online questionnaire.

The questionnaire is started by asking the age of the participant. The participants who participated in answering this questionnaire are ranged from 15 to 17 years old. There are two participants aged 8 and 23 which are outside the age range proposed by this research; however, their responses are still counted as the data of this research.

Table 2. The Respondents' Age

		Respondents' Age				
		Total				
18	23	8	14	16	15	17
		respondent				
Number of respondent:		1	1	5	2	24
1	1	35				

The data from the students' responses on the questionnaire can be seen from the figures presented below. The data are presented based on the order of the questions in the questionnaire.

### **The Kind of Technology Used by The Respondents**

The respondents are asked to write the kind of technology they are able to use. The answer to this question is presented on the following table.

Table 3. The Kind of Technology Used by Respondents

Kind of technology	Number of respondent

- a. Handphone/Cellphone/Smartphone/Android  
11
  - b. Computer (Desktop/PC/laptop/tablet)  
21
  - c. All of the above  
2
  - d. None/Nothing  
1
- 
- 

The table shows that from 35 respondents, it is only one respondent who have never used technology in his response. The other eleven respondents show that they have used and have experience in using cellphone or smartphone and computers. The largest number of participants (21) answer that they know how to use computers, laptop and tablet. There are two respondents who specifically mentioned that they used all kinds of technology including smartphones, computers, and the Internet.

### **Students’ Access to Technological Equipment and Network At Home**

There are three questions given in the questionnaires to gain information about the respondents’ background and their access to technology equipment and network at home. The following figures and tables show the responses.

Table 4. Computer availability at the respondent’s home

Apakah keluargamu mempunyai komputer di rumah?		
Answer Options	Response Percent	Response Count
Ya	79.4%	27
Tidak	20.6%	7
<i>answered question</i>		<b>34</b>
<i>skipped question</i>		<b>1</b>



Figure 2. Computer availability at the respondent's home

The table and the figure above show the response of the students to the question whether they, or their family have computer at home. The figure shows that the majority number of the respondents own computer at their home. The table shows that 76.4% from the total respondents own computer at home.

This data is important to know because some EFL teachers who participate in this research mentioned that the level of the students' technology mastery depend on the availability of the computer or other technological equipment at their own home.

Table 5. The Respondents' Access to Computer at Home

Jikakeluargamumempunyaikomputer di rumah, seberapasingandamenggunakannya?		
Answer Options	Response Percent	Response Count
TidakPernah	9.7%	3
Sekaliataudua kali dalamsetahun	3.2%	1
SetiapBulan	12.9%	4
SetiapMinggu	25.8%	8
Hampirsetiaphari	48.4%	15
<b>answered question</b>		<b>31</b>
<b>skipped question</b>		<b>4</b>



Figure 3. *The Respondents' access to computer at home*

Figure 2 shows that almost 50% of the total respondent stated that they have an access to computer at their home almost every day. Unfortunately, there is also 9.7% respondent stated that they have never used computer at home. This number perhaps emerged from the students who came from family that do not own computer at home.

The following table shows the length of time of each participant in using computers at home. The answers from the respondents are important to know the students' access to technology while they are not at school or at home. The question required them to answer how long they have used computers at home. Their answers are shown in the following table.

The students are asked the length of time they have been using computers at home. The following table shows their answers:

Table 6. The Length of Time Students Have Been Using Computer at Home

Number	Response Text
1	6 tahun
2	sekitar 6 tahunan
3	sudahhampir 1 tahunlebih
4	6 tahun

5	1 tahun
6	8 tahun
7	9 tahun
8	7 tahun
9	10 tahun
10	3 tahun
11	3tahun
12	3 tahun
13	5 tahun
14	2
15	1 Bulan
16	3 bulan
17	7tahun
18	1 tahun
19	5 bulan
20	5 tahun
21	tidakada
22	6 tahun
23	
24	3thn
25	4 tahun 6 bulan
26	2 Bulan
27	5 Bulan

Table 7. The Summary of the Length of Time the Students Use Computer at Home.

No	Length of Time	Number of Respondent
1	... < 1 year	7
2	1 – 3 years	8
3	3 < .....	12

The Summary table shows that most respondents have more than 3 years to use computer at home. There is even some students who have been using computers for 5 to 10 years. This means that more students have access and definitely higher technological literacy.



## Students' Access to Technological Equipment and Network At School

Along with the government's program to provide computers at school, students nowadays have more access to computers. Students' access to computers is important to investigate because it will determine the kind of technology integrated materials and assignment to give to students. The following tables show students'/ respondents' access to computer or computer laboratories at school.

Table 8. Respondents' Access to Computer at School

Apakah anda memiliki akses komputer atau laboratorium komputer di sekolah?		
Answer Options	Response Percent	Response Count
Ya	90.9%	30
Tidak	9.1%	3
<b>answered question</b>		<b>33</b>
<b>skipped question</b>		<b>2</b>

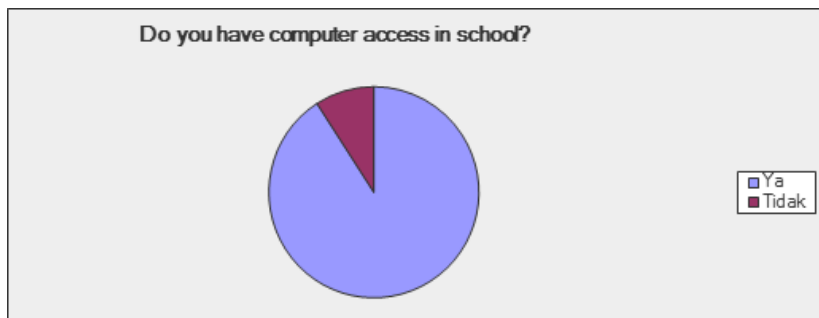


Figure 4. Respondents' Access to Computer at School

Students should have an equal access to computer equipment at school. To find out the amount of access to computer and other technological equipment at school, the students are asked the way of accessing computer at school. Table 5.7 shows the answers.

Table 9. How Students' Access The Computer at School

How do you access the computer at school?		
Answer Options	Response Percent	Response Count
Individually	93.9%	31
Classically	12.1%	4
Small group	24.2%	8
In pairs	51.5%	17
<i>answered question</i>		<b>33</b>
<i>skipped question</i>		<b>2</b>

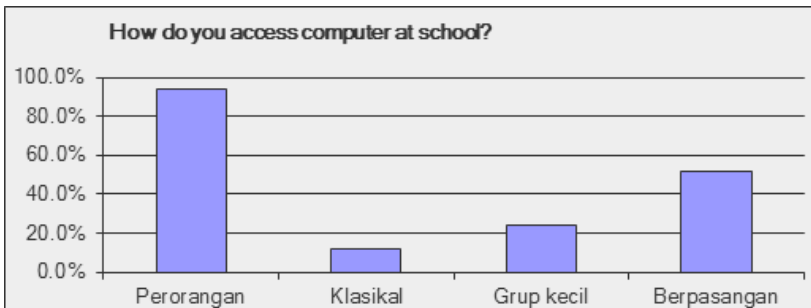


Figure 5. How the students access computer at school

The table and the figure show that students are mostly use the computer at school individually. The respondents who answer that they have access to computer individually are 93.9%. This means that students have more autonomy in using computers at school.

The following table and figure shows the frequency of the students' use of computer at school. The smallest percentage (12.1%) shows the fact that students' access computer at school classically due to the unavailability of computer access at their schools.

Table 10. The Frequency of Computer Used by the Students at School

How often the students use computer at school?		
Answer Options	Response Percent	Response Count
Never	2.9%	1
Once or twice a year	0.0%	0
Every month	5.9%	2
Every week	82.4%	28
Every day	8.8%	3
<i>answered question</i>		<b>34</b>
<i>skipped question</i>		<b>1</b>

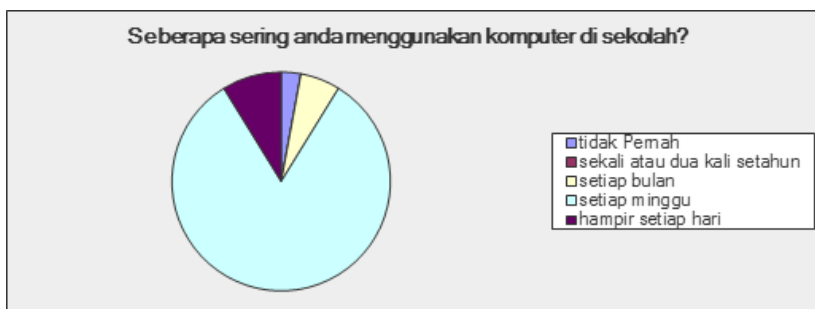


Figure 6. *The Frequency of Computer Used by the Students at School*

The table and the figure shows that students have their access to computer at school, unfortunately, due to the limited number of computers at school, the students can only have access to computer once a week. This facet can be seen from the number of respondents who answer that they only have access once a week to computer at school.

### The Respondents' Use of Technology

The previous results have shown that a majority number of students have been using computers at home and at school. This research is also investigating what do the students do with computer.

The students are asked how often they use computer for doing their homework, and also how often they use computer for several tasks. The following tables (table 11 and table 12) show the results.

Table 11. Respondents' Use of Computer for Doing Homework

Anda memutuskan untuk menggunakan komputer untuk tugas kelas dan pekerjaan rumah.		
Answer Options	Response Percent	Response Count
Selalu	38.2%	13
Sering	35.3%	12
Kadang-Kadang	23.5%	8
Jarang	0.0%	0
TidakPernah	2.9%	1
<b><i>answered question</i></b>		<b>34</b>
<b><i>skipped question</i></b>		<b>1</b>

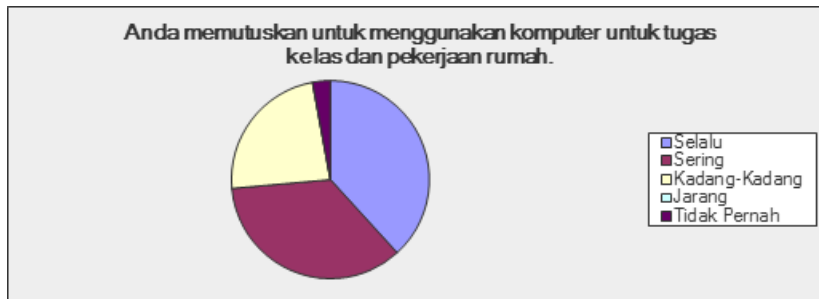


Figure 7. Respondents' Use of Computer for Doing Homework

Tabel 12. The Frequency of Using Computer to Several Task

Answer Options	tidak pernah	sekali atau dua kali setahun	setiap bulan	setiap minggu	hampir setiap hari	Rating Average	Response Count
Bermain Game	6	1	6	12	8	3.45	33
Mengerjakan tugas sekolah	0	1	0	14	18	4.48	33
Melakukan perhitungan dengan menggunakan excell	6	6	7	13	2	2.97	34
Mem buat presentasi	4	4	6	15	5	3.38	34
Mem buat data base	12	5	5	10	1	2.48	33
Word processor	7	1	3	15	7	3.42	33
Mem produksi proyek multimedia	18	3	3	3	7	2.35	34
Mem produksi proyek multimedia	17	4	2	3	7	2.36	33
Menggunakan Internet	2	0	1	4	27	4.59	34
Mencari informasi di website	2	0	2	5	25	4.50	34
Berkomunikasi lewat email	4	1	9	11	7	3.50	32
Menggunakan Tutorial	12	2	9	4	7	2.76	34
mengerjakan grafik dan gambar	6	2	10	9	6	3.21	33
<i>answered question</i>							<b>34</b>
<i>skipped question</i>							<b>1</b>

Table 13. Respondents' Use of Software

Ketika menggunakan software-software berikut, pilihlah pernyataan yang paling akurat menggambarkan seberapa banyak pertolongan yang anda butuhkan							
Answer Options	Saya selalu membutuhkan bantuan	Saya kadang-kadang membutuhkan bantuan	Saya jarang membutuhkan bantuan	Saya tidak pernah membutuhkan bantuan	Saya bisa membantu orang lain. Saya ahli.	Rating Average	Response Count
Games	3	14	9	4	4	2.76	34
Word	7	14	9	2	0	2.19	32
Processing							
Excell	9	16	6	1	1	2.06	33
Power Point	6	14	9	2	2	2.39	33
Computer	11	15	6	1	0	1.91	33
Programming							
Databases	11	15	2	4	0	1.97	32
Multimedia	6	8	6	7	3	2.77	30
Internet	6	5	8	6	7	3.09	32
E-mail	6	10	5	6	5	2.81	32
Tutorial/ drill/practice software	14	10	3	5	1	2.06	33
Graphics and Pictures	11	13	2	6	1	2.18	33

The table shows the students' ability in using some software. They were offered 13 software, and then they were asked to rate their ability in using the software from how much need they need from the teacher. The highest rate means that they can help others because

they are expert. The lowest score means that they always need help in using the software.

The table shows that the highest rating is the Internet, this means that students are able to use the Internet and they even expert in using it. The lowest rating is programming, this means that students need more help in programming. The table also shows that using email and games are the second and the third highest rating respectively.

Table 14. Respondents' Responses toward the Use of Technology

Silahkan pilih respon yang paling akurat untuk menggambarkan setuju atau tidak setuju pada pernyataan di bawah ini.							
Answer Options	Sangat tidak setuju	Tidak setuju	Netral	Setuju	Sangat Setuju	Rating Average	Response Count
Komputer membuat tugas sekolah lebih mudah dikerjakan	1	0	4	7	22	4.44	34
Saya lebih memilih menggunakan computer dibanding dengan menggunakan pensil dan kertas	1	3	6	13	11	3.88	34
Menggunakan computer untuk menggunakan tugas sekolah juga ada ruginya	3	18	8	3	2	2.50	34
Komputer membuat tugas sekolah lebih menarik dan menyenangkan	1	0	3	12	18	4.35	34
Komputer menolongku Untuk menyempurnakan Kualitas tugas sekolah saya	2	1	3	13	14	4.09	33

Komputer menolong saya untuk lebih mengerti pelajaran dalam kelas.	2	2	6	15	9	3.79	34
Saya selalu menunggu penggunaan laptop di kelas saya	3	6	7	6	12	3.53	34
Saya perlu mempelajari banyak keahlian baru untuk menggunakan computer untuk mengerjakan tugas sekolah	1	2	5	12	14	4.06	34
Dibandingkan dengan teman yang lain, saya lebih menikmati berada di ruang kelas	2	5	11	12	4	3.32	34
Banyak teman saya yang lebih mengerti menggunakan komputer dibanding saya	1	5	11	12	5	3.44	34
Saya ingin belajar lebih tentang computer	2	0	2	8	21	4.39	33
Saya saat ini tengah belajar lebih dalam tentang computer	2	1	10	10	10	3.76	33
Memiliki komputer di kelas adalah suatu keuntungan belajar	2	1	1	10	20	4.32	34
Saya sangat menyukai tugas sekolah	2	1	10	13	8	3.71	34

Saya pikir kemampuan saya menggunakan komputer akan mempengaruhi nilai saya	3	5	7	8	11	3.56	34
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Table 14 shows the students' responses towards the use of technology. We are asking the students to rate from strongly disagree, disagree, neutral, agree, and strongly agree. The answer options 'computer makes school works easy to do' has the highest rate. This means that students are mostly agree that the use of computer makes them easy to work on their school works. The second highest rating goes to the answer option 'I want to learn more about computer'. The third highest rating shows that the answer option 'computer makes school works more interesting and fun'. These answers mean that students are hoping to get more assignment using computers, because they are willing to work on their school work that they consider more interesting and fun.

Table 15. Students' Experience with The Exposure to Technology in Classroom

Bayangkan ruang kelasmu, dan nilai pernyataan di bawah ini.							
Answer Options	hampir selalu	sering	kadang-kadang	jarang	tidak pernah	Rating Average	Response Count
Guru memberikan instruksi dan demonstrasi	4	17	9	4	0	2.38	34
Siswa bekerja dengan buku teks	10	17	6	1	0	1.94	34
Siswa bekerja berdasarkan aktifitas yang disiapkan guru	16	16	1	1	0	1.62	34



Siswa belajar dalam kelompok	8	17	8	1	0	2.06	34
Siswa mengerjakan tugas sendiri-sendiri	8	16	9	1	0	2.09	34
Siswa mengerjakan tugas berkelompok	9	17	7	1	0	2.00	34
Guru mengarahkan diskusi kelas	9	13	11	1	0	2.12	34
Guru menggunakan media, seperti video atau tape	5	7	6	13	3	3.06	34
Ketika saya di rumah mengerjakan tugas sekolah, saya melakukan hal yang melebihi yang di minta oleh guru saya	4	9	10	4	7	3.03	34
<b><i>answered question</i></b>							<b>34</b>
<b><i>skipped question</i></b>							<b>1</b>

Table 15 shows some interesting fact about the use of technology by teachers according to the students. From the data presented on table 15, it can be concluded that students are mostly work with textbook, and they work based on what the teacher prepare for them to do. These three options had the highest score on ‘almost always’ and ‘often’. This means that teachers are still using traditional non-technology integrated approach in teaching. Another finding shows that students are studying in groups and working on their tasks in groups.

To sum up, all findings from the interview and from the questionnaires are used to design syllabus completed with the teaching media and material to be integrated in English as a Foreign Language Curriculum in English Education Study Program Department, Faculty of Letters and Culture, Universitas Negeri Gorontalo.

## **CHAPTER V**

### **IMPLEMENTING CALL INTO EFL CURRICULUM OF THE ENGLISH EDUCATION PROGRAM**

The goal of this chapter is to present the results of the second part of this research. The results presented in this chapter are composed based on the in-class observation on the implementation of the technology course, and from the in-depth interview and focus group discussion with the participant of this research. This chapter will also present the rough draft of course materials as a result of observation on the implementation of the course as well as from the in-depth interview and Focus Group Discussion.

#### **The Implementation of the Instructional Technology Course**

- The previous research has recommended ten aspects or topics that should be taught in the course. These topics are those elements that mostly needed by the English as Foreign Language (EFL) teachers and learners to enhance their teaching and learning process by using technology (Machmud and Basalama, 2014). Those recommended topics are:
  - How to design a lesson plan with the integration of technology
  - How to teach text types using media
  - 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 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:

Table 1. The Course Materials based on the Recommended Topics

<b>Meeting</b>	<b>Recommended Topic</b>	<b>Teaching Materials</b>
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	<ul style="list-style-type: none"> <li>- Using Phone apps</li> <li>- Social media</li> <li>- Online Reference tools</li> <li>- GoShopBox to teach Writing</li> </ul>
5	How to use a multimedia Power point	<ul style="list-style-type: none"> <li>- power point for students' autonomy learning</li> <li>- how to insert picture</li> <li>- how to insert sound</li> <li>- how to insert video</li> <li>- how to use hyperlink</li> </ul>
6	How to access and evaluate teaching materials online	<ul style="list-style-type: none"> <li>- Finding Useful Websites for ELT and EFL</li> <li>- Web Evaluation</li> </ul>
7	How to use some EFL related software	<ul style="list-style-type: none"> <li>- Blogs</li> <li>- Wiki</li> <li>- Podcast For ELT</li> <li>- Lyrics Training for Listening</li> <li>- Breaking News English</li> <li>- Natural Reader</li> </ul>
8	How to detect students' plagiarism	<ul style="list-style-type: none"> <li>- Using Google</li> <li>- Using Specific Software (Turnitin)</li> </ul>
9	How to range a level of difficulties for students' reading, assignments, and tests	<ul style="list-style-type: none"> <li>- Natural Reader</li> <li>- Bookboxink</li> </ul>

10	How to automatically assess students' assignment	<ul style="list-style-type: none"> <li>- Using Online Survey (Survey Monkey)</li> <li>- Using Microsoft Excel for grading</li> <li>- Intro to Automatic assessment in Moodle</li> </ul>
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The table shows the course materials that are planned to meet the recommended topics from the previous research. These course materials are taught in twelve meetings.

The implementation of this course was not done at semester 3 undergraduate students as planned before. The problem emerged from the fact that Computer Assisted Language Learning (CALL) Course was not offered until next semester. However, the same course was also offered to the first semester students of graduate EFL study year 2014/2015. Thus, this research is using that semester to implement this subject with the list of topic above.

The participants of this research are finally agreed to participate 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 Results from the Observation**

The following data were collected from twelve meetings at the time the course were being implemented. One of the researchers was teaching the class as the instructor to conduct the teaching and learning process, while the member of the research team was observing the whole process. In each meeting, the research team was

also accompanied by a research assistant who recorded all process with camera and audio recording devices.

Even though all aspects of curriculum are being observed, the contents materials or the course outline is the major aspect that being observed focused heavily. Other aspects that have also been observed are the method used in teaching, the class atmosphere, the time allotment, media, and the students' ability and achievement are also the part of the items to be observed.

The result from the observation is formulated by presenting the data on the method, materials, media, and classroom environment. We present the data from the observation on each meeting.

### **Meeting 1**

At the first meeting, the participants are given some information about how the implementation of the course will be conducted. The participants and the instructor were discussing the syllabus of the course. The first meeting is also used for the introduction towards technology. In this meeting, the students are also being observed on their level of technology literacy.

In this meeting, students show their excitement in responding each item that would be taught during the next twelve meetings. They asked many questions about the items and express their though about them.

“I think I will enjoy this class!” (Participant 3)

“Wow! There are so many things I did not know, but I am sure I will love learning it” (Participants 10).

Some other participant express excitements as well as anxiety in responding on the syllabus by asking questions nervously.

“What is netiquette, mam? Is it difficult?” (participant 19).

The respond from the instructor were to make them believe that they will learn each of the materials on their own pace and speed. They were also asked to prepare for next meeting, to bring their own laptop.

## **Meeting 2**

The meeting is held in Computer lab of UNG. Students are taught two materials in this meeting.

- The Internet Browsing Skill
- Finding some useful EFL Websites.

At the beginning of the class, the instructor asked the participants to sit in front of each computer unit, one student one unit of computer. At this point, the participants are looking so excited to choose the computer unit.

The teaching of the materials was started by giving the participants a basic browsing skill, which is by typing the keywords in the search engine on google.com or yahoo.com. The observation shows that all students have already had the skill of using google.com and other searching engines; however, their searching was still wide and not focuses. After giving some explanation of how to limit their search, students were asked to do the searching themselves. Some students were still facing some difficulties in finding accurate keywords but others look comfortable and familiar with Google search engine.

The instructor way in explaining how to browse is clear, however, some students are always behind, and they got nervous easily when they were behind the other students. The teachers are patiently walked through the process to help one or two students; however, other students who have gained the knowledge were distracted to do something else in the classroom, such as chat or reading their Facebook page.

### **Meeting 3**

In the meeting 3 of the implementation of the course, the participants are given a recommended topic ‘How to teach text types using Technology’. The materials given in this meeting is about how to teach text types by using technology. The materials are about composing a narration text by using “comic strip makers’ that available from british council website. Besides that they are also taught about how using comic strip maker in teaching or composing the other text types.

In this meeting the instructor is also giving information about certain authentic link which they can use to find the text types and to teach the text types in their classroom. The hindrance found in the implementation of this meeting is that the time is not enough to finish the whole materials; thus, it is recommended that the materials should be taught in at least two meetings.

### **Meeting 4**

Day 4 of the implementation, the students are given materials about “Netiquette”. With this materials the students are taught about the ethical code of of using internet. What they can do and what they need to avoid if using internet is discussed in this meeting. The materials are also covers the materials of how to avoid plagiarism and cyber crimes.

The participants are looking so excited in this meeting because they said they earn the important knowledge that can prevent them from cyber crimes and plagiarism when using the internet.

### **Meeting 5**

In this meeting, the students are taught the topic about “using smart phones in EFL Teaching”. Based on this topic, the students are



given a materials about ‘using some phone apps in teaching English” and “ Social Media in Mobile Technology to teach Englis.

Some smart phone applications which can be downloaded for free from the apps store in their smart phones such as dictionary are taught so that they can use it in their teaching and learning process. In this meeting, the students were asked to bring their smart phones in the classroom. Some steps are done in the teaching and learning process process:

1. Students are prompted to download some free application from their apps story depends on their smart phones. They can use the wifi connection provided in the computer lab. This is done to save the students data package or as the solution for the students who do not have data package in their smart phones.
2. After the application being dowloaded, the teachers show them how to use those application and let them know about the function of each app in increasing the four language elements: Listening, Speaking, Reading, and Writing. The students, after that, are sked to use the application and present their plan of how to use it in their own classroom.
3. Students are asked to log in to their social media using their smart phones. Then, the students discuss the functions that can be used in increasing the students’ English Proficiency.

The students were so anthusiastic, in general, especially those students whose very sophisticated smart phones such as iPhone and Android Phones and tab but they did not know how to use it in the teaching and learning process.

In this meeting the students are also introduced to the knowledge of how using LCD projectors for a presentation by using their smart phone. Students mostly stated that this is very sophisticated, they are mostly stunned with this application; on the other hand, they are also pesimistic because using this applications needs a strong

internet connection, whereas in their schools, internet access can not be considered decent.

### **Meeting 6**

In meeting 6, students are given the topic Multimedia Power Point. The materials is about how to use power point not only as a presentation media but also as teaching materials or supplement materials that can support students' autonomy learning.

At the beginning of this meeting, the teaching shows the students the example of the multimedia power point, then the students will be asked to make the same thing.

After showing the examples, the teacher, then teaching them how to insert pictures and shapes; how to insert sound and vide; and also teaching them to use the hyperlink to connect the one slide to the other slides.

At the beginning of the class the students were so enthusiastic; however after a while some of them who are slow to respond were beginning to give up, they were behind in following the steps. The instructors needs to repeat the instructions several times in order for them to be able to keep up. Because the students were so slow, the materials could not be finished that day. This is a lesson learned for the researchers, the materials multimedia power points needs more time, perhaps it can be given in two meetings and should be accompanied by more than one instructors.

### **Meeting 7**

The impementation in meeting 7 discussed the topic "How to access and evaluate teaching materials online'. With this topick the students were taught how to find useful websites forn English Language Teaching and English as a Foreign Language. It is about how to find websites that useful to teach English as a Foreign Language.

In this meeting, the students were also taught on how to evaluate a good websites that can be used for teaching and learning process and for increasing the students English proficiency. Students were given two websited to be evaluated, they were give a web evaluation form or rubric where they can fill it with the scores to decide whether the website is good or bad to use in English language teaching and english as a foreign language teaching.

This topic was given only in one meeting because the web evaluation form can be used several times as a template to evaluate the websites. They can evaluate any websites at their own convenience by using the forms.

### **Meeting 8**

In the day 8 of the implementation process, the students were taught the topic “How to use some EFL related software”. In this meeting, students were introduced to blogs, wiki, podcast, lyrics training, breakig news English, Natural reader, and other open source websited that they can use in their teaching and learning process.

The problem faced in this meeting emerged from the time constrain. The is only enough to introduce all being mentioned above, whereas all students expected that they can be taught to have their own blog, wiki, and podcast. Therefore, the recommendation for the researcher based in this problem that teaching all this open sources needs at least three meetings, so that they can have their own blog, wiki, and podcast and use them in their teaching and learning process.

### **Meeting 9**

Implementation day 9 is used to teach the topic “How to detect students’ plagiarism”. They were taught how to detect plagiarism on

their students' work by using a simple google search engine and a special software to detect plagiarism called Turnitin.

The students were to excited to learn, they said this topic helped them a lot to not be cheated anymore by their students. They say it feels like they have a power to detect the students' work and assignment, whether they have just copied and pasted it right form the Internet.

### **Meeting 10**

The implementation and observation day 10 dicusses about the topic "how to range a level of difficulties for students' reading, assignments, and tests". To facilitate the students with this topic, the researcher/instructor are teaching them to use two open source websites to be used for this matter. They were taught to use 'natural reader' and 'bookboxink'. Through these two open source, the students can choose the level of reading difficulties based on their students' level of reading proficiency and needs.

To use this two open sourc websited required a strong internet connection, because it used video and sound files. In the middle of teaching and learning process, the server down for about half an hour, but the problem can be resolved as soon as possible by the technician. This is another lesson learned for the researchers, that the internet connection should be one of the consideration to chose the materials that will be taught to the students, so that the materials can be taught as a whole and will not be interrupted by a slow internet connection. The teachers should be wise and creative enough to chose a materials than can be flexible due to the internet connection and speed.

## **Meeting 11**

Meeting 11 is the last day to teach the students based on the recommended topics. This meeting discusses the topic “how to automatically assess students’ assignment”. To teach this topic, the researchers/instructors were fully aware that the students level of technology literacy will face a great challenge, therefore, there researcher/instructor decided to not using moodle for automatic assessments, instead, the students are taught to use survey online to make/ compose as well as to grade their students’ assignments automatically.

In this meeting, the students were also taught to use microsoft excel in grading. To our surprise, almost 75% of the participants did not know how to use the formula in excel that will help them easen the grading process and grades calculation. Fortunately, the other 25% students were happy to help other students by mentoring their friends, this made the meeting effective and all materials can be finished in only one day.

## **Meeting 12**

Meeting 12 is the last meeting of the implementation and observation process. This meeting is done to evaluate all weakesses which occured in the implementation process. In this meeting the students were asked to convey their opinion about the 12 days instructional process.

Most of the students mentioned that this course is interesting, important, and they learned about a lot of things they have never learned before. They said that this course helped them to be more confident n teaching their 21st century students who are the expert in using technology.

## **Results from the Focus Group Discussion**

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 mentioned 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 them to find more sources other than books. So far teachers are so depended on books, while English books are difficult to find; thus, teaching them to find materials and other resource using internet help them to ease them finding resource 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 one additional instructor. The instructor is 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.

## **Results from the Document Analysis**

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 verifiers.

After analyzing the participants and the verifiers' comments, opinions, and suggestion, we are finally have a final design of the syllabus as presented bellow:

## **COURSE SYLLABUS**

### **A. Course Identity**

Course Name	: <b>Computer Assisted Language Learning</b>
Course Code	: 321423352
Semester	: III
Prerequisite	: None

### **Team Teaching**

The team teaching in this class consists of two faculty members in each class. Both can be contacted for inquiries and consultation related to the class materials and other circumstances.

## **B. Course Description**

This course is design to prepare the students to be English teachers with the certain level of technology literacy. The students will be loaded with the knowledge and practice on how to use technology in English as a Foreign Language Instructions. This course aims to enable the students as the candidate of EFL teachers to have the technology literacy that will be very useful for them in teaching the digital natives.

## **C. Objectives**

The objectives of this course are listed below:

- To understand how to design a lesson plan with the integration of technology
- To understand how to teach text types using media
- To understand how to design a lesson plan with the integration of technology
- To understand the netiquette
- To understand how to use a multimedia Power point
- To understand how to access and evaluate teaching materials online
- To understand how to use some EFL related software
- To understand how to detect students' plagiarism
- To understand how to range a level of difficulties for students' reading, assignments, and tests
- To understand how to automatically assess students' assignment

## **D. Learning Indicators**

The learning indicators for this course are listed below:

1. Students are able to explain the function of technology in the Classroom
2. Students are able to use Microsoft Office to Enhance EFL Learning
3. Students are able to evaluate a useful websites
4. Students are able to use Social Media in EFL Learning
5. Students are able to use Smart Phone in English Language Teaching
6. Students are able to use Internet – Based Apps to teach four language skills
7. Students are able to able to avoid Plagiarism in EFL Assignments
8. Students are able to design their Own Open Source Learning Platform
9. Students are able to design a 21<sup>st</sup> Century Classroom

### E. Course Plan

Meeting	Topic/ Sub Topic	Sub Topic	Reference
Week 1	Learning Contract	N/A	Syllabus and the course outline
Week 2	Technology in the Classroom	Teachers and Students' Attitudes to Technology Technology in English Language Learning Implementing ICT in the EFL Classroom Getting Started	Dudeney, G. & Hockly, N. (2007). <i>How to teach English with technology</i> . England: Pearson Education Limited

Week 3	Using Microsoft Office to Enhance EFL Learning	Using words Processor Using excel for grading	Dudeny, G. & Hockly, N. (2007). <i>How to teach English with technology</i> . England: Pearson Education Limited
Week 4	Using Microsoft Office to Enhance EFL Learning	Multimedia Power Point	TBA
Week 5	Web Evaluation	Internet Browsing Skill Finding useful websites in the classroom Evaluating EFL websites Planning a lesson using Internet Netiquettes	Dudeny, G. & Hockly, N. (2007). <i>How to teach English with technology</i> . England: Pearson Education Limited
Week 6	Using Social Media in EFL Learning	Chat in language learning Facebook Twitter Blog Youtube Podcast	TBA
Week 7	Using Smart Phone in English Language Teaching	Mobile Technology Online Reference Tools Some useful smart phones Application GoShopBox to teach writing	
Week 8	MID TEST		

Week 9	Internet – Based Apps to teach four language skills	Esldgamesplus Manythings.org	TBA
Week 10	Internet – Based Apps to teach four language skills	Comic Strip Maker Story Maker	British Council Web
Week 11	Internet – Based Apps to teach four language skills	Bookboxink Lyrics training Breaking news English Natural reader	Open Source Web
Week 12	Avoiding Plagiarism in EFL Assignments	The problems of plagiarism Using Google Using Specific Software	
Week 13	Designing Your Own Open Source Learning Platform	Moodle.com Coursite.com Shutterfly.com	TBA
Week 14	Designing a 21 <sup>st</sup> Century Classroom	The 21 <sup>st</sup> century literacy The Learning Environment	
Week 15	Technology Project Design	Off Class	Project guidelines
Week 16	Project Presentation		

## F. Course Requirements and Assessment

1. **Attendance** – it is required that students are present at all lectures. Any unexcused absences will result in a lower grade.
  - To be excused a student must consult the lecturer before the day of the class with the reason for non-attendance
  - In the case of sickness, the lecturer must be contacted the day of the missed class.

Due to the nature of this particular course, it is impossible to assess the level of a student's skill if the student does not attend class, therefore a total of four absences will result in a fail. Lateness to class by more than 15 minutes will constitute an absence.

2. **Participation** – Students are expected to participate in all class activities. Students are required to be prepared for any presentations that are scheduled for that class. Non-preparedness will be counted as a fail for that assignment.
3. **Assignments/Examinations** – Students are expected to adequately prepare for class. In-class presentation will take the place of examinations. As such they constitute the total marks possible for this course.

### Grading

Attendance/Participation	10%
In-Class mini Project	20%
Mid	30%
Final/Long Project Presentation	20%
<hr/>	
TOTAL	100%

### **Quality standards for grading:**

The marks for each assignment are aggregated and the final results are standardized as a grade:

85 – 100 = A Exceptional work (student exceeds expectations)

70 – 84 = B Very good work; above average

65 – 69 = C Average work; at grade level (student meets expectations)

55 – 64 = D Below average

< 45 = E Work fails to meet minimum standards

### **F. Media**

The media used in this class are varied from simple technology such as different kinds of stationary, papers, models, manuscript, to computerized technology such as computer, LCD, and the Internet.

### **G. References**

Dudeney, G. & Hockly, N. (2007). *How to teach English with technology*. England: Pearson Education Limited

Jonassen, D., Howland, J., Marra, R.M., & Crismond, D. (2008). *Meaningful learning with technology*. Columbus: Pearson.

This syllabus is the official syllabus used in Computer Assisted language learning which is taught in semester 3 English Department Faculty of Letters and Culture. Beside designing a fixed syllabus for CALL course, we are also able to a textbook draft for the course. The book draft is as follow

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#### **The Text Book Draft**

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#### **Technology in English Language Teaching and Learning**

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Title Page

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Preface

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## Table of Content

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### Chapter 1: Technology in the Classroom

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- Teachers and Students' Attitudes to Technology
  - Technology in English Language Learning
  - Implementing ICT in the EFL Classroom
  - Getting Started
- 

### Chapter 2: Using Microsoft Office to Enhance EFL Learning

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- Using words Processor
  - Using excel for grading
  - Using Power Point
- 

### Chapter 3: Web Evaluation

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- Internet Browsing Skill
  - Finding useful websites in the classroom
  - Evaluating EFL websites
  - Planning a lesson using Internet
  - Netiquettes
- 

### Chapter 4: Using Social Media in EFL Learning

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- Chat in language learning
  - Facebook
  - Twitter
  - Blog
-



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- Youtube
- 

- Podcast
- 

## Chapter 5: Using Smart Phone in English Language Teaching

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- Mobile Technology
- 

- Online Reference Tools
- 

- Dictionaries and Thesaurus
- 

- Translators
- 

- Some useful smart phones Application
- 

- GoShopBox to teach writing
- 

- Dictionaries
- 

## Chapter 6: Internet – Based Apps to teach four language skills

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- Comic Strip Maker
- 

- Story Maker
- 

- Bookboxink
- 

- Lyrics training
- 

- Breaking news English
- 

- Natural reader
- 

- Eslgamesplus
- 

- Zooburst
- 

- Bookbox
- 

- Education.skype.com
-

- 
- [Digital biography](#)
- 

- [Englishrep.com](#)
- 

#### Chapter 7: Avoiding Plagiarism in EFL Assignments

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- The problems of plagiarism
  - Using Google
  - Using Specific Software
- 

#### Chapter 8: Designing Your Own Open Source Learning Platform

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- [Moodle.com](#)
  - [Coursite.com](#)
  - [Shutterfly.com](#)
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#### Chapter 9: Designing a 21<sup>st</sup> Century Classroom

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- The 21<sup>st</sup> century literacy
  - The Learning Environment
- 

#### Chapter 10: Conclusion

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The results from the expert opinion and the survey will be the main data to re-design or to improve the syllabus for the course integration of technology that is being integrated in English as Foreign Language Curriculum in English Department, Faculty of Letters and Culture, Universitas Negeri Gorontalo.

## **CHAPTER VI**

### **CONCLUSION**

This chapter presents the conclusion which drawn from the previous chapters. This chapter is also presenting the recommendation based on the results of this research

#### **Conclusion**

There are some important conclusion can be withdrawn from the progress of the research. The following conclusion and recommendation are withdrawn from the results of the observation on the implementation of the technology course and from the results of interview and focus group interview.

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 than 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

These lists will be 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.

This research also find the strengths and weaknesses of CALL Course. The following are those strengths and weaknesses.

Based on the temporary findings, it can be concluded that the course strength are:

- 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
- Apart from the strength, the data also show some major weaknesses, they are:
- 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 participants are also affected the way the class being conducted. Students who have technology background knowledge were tent to feel bored when the teacher gave one on one attention to their novice classmate.

## **Recommendation and Implication**

The integration of technology in the teaching and learning process is essential to support the digital natives. The classroom needs to provide an environment and atmosphere that will allow students to create and construct their knowledge, share and collaborate with their peers who are not only from their in-class group, but also from around the world (Warschauer, 2003).

Thus, if in the teaching and learning process, teachers can only provide the students with content, fact, formulas, theories, stories, and information, then, the role of teachers is obsolete, because students nowadays can find those information themselves on Google, blog, face book, twitter, you tube, pod cast, and Smartphone. This means that teachers are no longer the main source of knowledge, instead,

teacher is a filter by helping students to find a relevant and adequate sources based on the curriculum under focus.

Teachers are not necessarily forced to be a technology savvy, but they should have a certain level of technology literacy in order to be able to teach the digital natives, and Higher education institution plays an important role to design the model of technology integration into EFL curriculum in teachers education program to prepare teachers to teach in 21<sup>st</sup> century.

In term of overcoming the shortage of time availability, the materials can be spread into several meetings. For example if in one meeting students should learn four softwares then in the upcoming plan, the software should be taught in two meetings.

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 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.



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# **CURRICULUM VITAE**

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## RIWAYAT PENDIDIKAN PERGURUAN TINGGI

Tahun Lulus	Program Pendidikan (diploma, sarjana, magister, spesialis, dan doktor)	Perguruan Tinggi	Jurusan/ Bidang Studi	Judul Tugas Akhir/ Skripsi/ Tesis/ Disertasi
2011	Doktor (Ph.D)	Ohio University, USA	Curriculum and Instruction	The Integration of Technology in A Decentralized Curriculum Setting: The Case from EFL Instruction in Gorontalo, Indonesia
2002	Master of Arts in Applied Linguistics	The University of Sydney, Australia	Applied Linguistics	The Specific Address Forms in Gorontalo Language
1998	Sarjana Pendidikan	STKIP Gorontalo	Pendidikan Bahasa Inggris	The Use of Audiovisual Aid in Increasing Students' Achievement in Listening Comprehension

## PELATIHAN PROFESIONAL

Tahun	Jenis Pelatihan (Dalam/Luar Negeri)	Penyelenggara	Jangka Waktu
2012	English as A Second Language (ESL) Materials and Methods	University of Illinois, USA and UNM, Makasar	3 Minggu
27-30 September 2012	Active Learning in School (ALIS)	LP3 UNG	42 hours
3 – 4 oktober 2012	Active Learning in Higher Education (ALIHE)	LP3 UNG	36 hours

## PRODUK BAHAN AJAR

Mata Kuliah	Program Pendidikan	Jenis Bahan Ajar (cetak dan non cetak)	Sem/Tahun Akademik
Curriculum and Text Book	S1	Cetak	2011
Research on Language	S1	Cetak	2012
Methodology of Research	S2	Cetak	2013
Instructional Technology in ELT	S2	Cetak	2015
Public Speaking	S2	Cetak	2016

## PENGALAMAN PENELITIAN

Tahun	Judul Penelitian	Ketua/ Anggota Tim	Sumber Dana
2012	Study on Understanding Plagiarism Exercise and Finding ways and Strategies in Diminishing Plagiarism Practice	Anggota	BOPTN
2013	Teachers' perspectives toward the integration of technology in English s foreign language (ELF) instruction	Ketua	PNBP/Pasca
2014	Teaching Various Text Types by Using Genre-Based Approach to Middle School Students	Ketua	PNBP/BLU
2014	Teaching in 21 <sup>st</sup> Century: A Study on The Integration of Technology in EFL Curriculum	Ketua	DP2M Dikti
2014	Peran Role Model Dalam Pembelajaran Bahasa Inggris Pada Konteks 'foreign language : Suatu Penelitian Kualitatif Tentang Identitas & Budaya Dalam Pembangunan Karakter Bangsa	Anggota	DP2M Dikti
2015	Teaching in 21 <sup>st</sup> Century: A Study on The Integration of Technology in EFL Curriculum (Year 2)	Ketua	DP2M Dikti



2015	Peran Role Model Dalam Pembelajaran Bahasa Inggris Pada Konteks 'foreign language : Suatu Penelitian Kualitatif Tentang Identitas & Budaya Dalam Pembangunan Karakter Bangsa (Year 2)	Anggota	DP2M Dikti
2016	Peran Role Model Dalam Pembelajaran Bahasa Inggris Pada Konteks 'foreign language : Suatu Penelitian Kualitatif Tentang Identitas & Budaya Dalam Pembangunan Karakter Bangsa (Year 3)	Anggota	DP2M Dikti

## KARYA ILMIAH

### A. Buku/Bab/Jurnal

Tahun	Judul	Penerbit/Jurnal
2011	The Integration of Technology in a Decentralized Curriculum Setting: The Case from EFL instruction in Gorontalo, Indonesia	Proquest/UMI
2012	The Decentralization of Curriculum in Indonesia	Jurnal Penelitian dan Pendidikan
2012	The Integration of Technology in Language Learning	IDEAS Publishing
2013	21 <sup>st</sup> Century Teaching: Understanding The Needs of The Digital Natives (a book chapter in Cakrawala Perubahan)	UNG Press
2015	Re-Inventing Teachers' Competence at Early Childhood Education in Building Characters Needed for Global Competition	Al-Ulum Journal Vol.15. No 2, pp. 387-402
2017	"Technology-Integrated ESP (English for Specific Purposes) Instructions: The Engineering Students' Perspectives"	Asian EFL Journal, March 2017 Edition Vol. 8 halaman 67-72
2017	"The Influence of Role Model Affects Teacher Identity Development in English as a Foreign Language Teaching Context"	Asian EFL Journal, March 2017 Edition Vol. 9 halaman 50-72

## B. Makalah/Poster

Tahun	Judul	Penyelenggara
2013	Solidarity and Politeness in Gorontalo: A Study on the Specific Address Forms in Gorontalo Language	ITB, Leeds University dan British Council
2014	Integrating Technology into EFL Curriculum	Vietnam National University – Hochiminh City. University of Social Science & Humanities
2014	The Reggio Emilia Approach in Teaching EFL to Young Learners in Indonesia	Korea TESOL
2014	Integrating Technology in EFL Curriculum: Determining EFL Teachers' Level of Technology Literacy	Universitas Negeri Solo
2015	Media Literacy in 21 <sup>st</sup> Century Classroom: A Challenge to EFL Teachers to Teach the Digital Natives	Hongkong Baptist University
2015	A Touch of Technology in Genre-Based Approach to Teach English for Engineering Students	IDP Cambodia
2015	Designing a 21 <sup>st</sup> Century Classroom to Teach the Digital Natives: A Challenge to EFL Teachers	Universitas Udayana, Bali
2016	Technology-Integrated ESP (English for Specific Purposes) Instructions: The Engineering Students' Perspectives	TESOL Indonesia/Asian EFL Journal

### C. Penyunting/Editor/Reviewer

Tahun	Judul	Penerbit/Jurnal
2013	English for University Student (Editor)	Ideas Publishing, Gorontalo
2014	KOREA TESOL (Reviewer)	KOREA TESOL
2015	Educon International Conference (Reviewer)	Universitas Jambi
2015	Genre-Based Approach in Teaching Islamic History Genre (Editor)	IAIN Sultan Amai Press

### KONFERENSI/SEMINAR/LOKAKARYA/SIMPOSIUM

Tahun	Judul Kegiatan	Penyelenggara	Lokal/ Nasional/ Internasional	Panitia/ Peserta/ Pembicara
2012	KONASPI	Universitas Negeri Yogyakarta	Nasional	Pembicara
Juni 2013	The Ninth International Conference on Language and Identity	ITB Bandung and Leeds University, UK, and British Council	Internasional	Pembicara
2013	60 <sup>th</sup> TEFLIN International Conference	Universitas Indonesia	Internasional	Pembicara
3-4 September 2013	International Seminar and Workshop on Quality Assurance and ICT	Universitas Negeri Gorontalo	Internasional	Pembicara
2014	The 10 <sup>th</sup> International Conference on Language and Curriculum and Assessment	ITB Bandung and Leeds University, UK, and British Council	International	Pembicara

4-5 Oktober 2014	KOTESOL International Conference	Korea TESOL	Internasional	Pembicara
7-9 Oktober 2014	61 <sup>nd</sup> TEFLIN International Conferece	Universitas Negeri Solo	Internasional	Pembicara
24-25 Oktober 2014	International Conference on English Language Teaching	Vietnam National University – Hochiminh City. University of Social Science & Humanities	Internasional	Pembicara
28 Feb-2 March 2015	CamTESOL International Conference	IDP Cambodia	Internasional	Pembicara
14-16 September 2015	62 <sup>nd</sup> TEFLIN International Conference	Universitas Udayana, Bali	Internasional	Pembicara
17 Oktober 2015	The National Seminar on Teaching English “Trend and Issues in 21 <sup>st</sup> Century”	Universitas Negeri Gorontalo	Nasional	Pembicara
November 2015	International Conference on Media Literacy	Hongkong Baptist University	Internasional	Pembicara
February 2016	12 <sup>th</sup> Annual CamTESOL	IDP Cambodia	Iternasional	Pembicara
11-13 Agustus 2016	TESOL Indonesia	Asian EFL Journal	Internasional	Pembicara

## KEGIATAN PROFESIONAL/PENGABDIAN KEPADA MASYARAKAT

Tahun	Jenis/ Nama Kegiatan	Tempat
16-17 Mei 2014	Pengabdian Terpadu kepada Masyarakat, Building Students and Teachers Awareness in English Language Teaching	Desa Lolak Kabupaten Bolaang Mongondow

2014	Pengabdian Terpadu Program Pasca Sarjana UNG	Ponelo, Kwandang
2015	Pengabdian Terpadu :Developing Teachers' Professionalism in Teaching The 21 <sup>st</sup> Century Learners	SMA N. 1 Telaga

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.



(Karmila Machmud, S.Pd., M.A., Ph.D)

## CURRICULUM VITAE

### Personal Details:

Name : **Dra. Nonny Basalama, MA., Ph.D**  
Address : Jl. Taman Surya, Dembe Raya  
Kota Gorontalo Provinsi Gorontalo  
Mobile : +62 81389105603  
E-mail : nonny.basalama@live.vu.edu.au  
Sex : Female  
Place & Date of Birth : Ternate, 10 Maret 1968  
Nationality : Indonesian  
Interests : Teaching, Reading, Arts,

### Academic Qualification:

2010	Award of Doctor of Philosophy (Ph.D) Victoria University, Melbourne, Australia.
2008	Submitted Ph.D Dissertasion Victoria University, Melbourne, Australia.
2001	Master of Art Applied Linguistic La Trobe University, Melbourne, Australia.
1997	TOEFL Training Course for 6 months In Malang University, Indonesia.
1992	Degree in Language and Art, Education & Teacher Training College ( FKIP Gorontalo), Samratulangi University Gorontalo State University

## Work History:

2008 – 2009	The Head of International Affairs BKPI Gorontalo State University
2009 – 2010	The Head of Postgraduate Studies in Language Education Gorontalo State University
2010– Today	Vice Dean in Academic Affairs Faculty of Letter and Culture Gorontalo State University

## Responsibility in Teaching (Subject)

1. Listening
2. Speaking
3. Reading
4. Writing
5. Pronunciation Practice
6. Translation
7. Cross-Cultural Understanding
8. Research in Language Teaching
9. Seminar on Language Teaching

## Result of Research:

2001 – 2002	A Comparison of Two Books; “You Just Don’t Understand” by Debora Tannen and “Language and Women’s Place” by Robin Lakoff. Does Gender Bias as Describe by Lakoff Occur in Indonesia?  Gorontalo State University
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2000 – 2001	A Study of English Role in Indonesia (A Library Research Gorontalo State University
2000	An Analysis of Tense Marking of Indonesian Speakers of English; A Filled Research at English Department IKIP Gorontalo Gorontalo State University
2000	A Case Study of English Occurance of Interruption in the Conversation of Indonesian Muslim and Non-Muslim Couples
1999	The Implementation of Communicative Language Teaching in Indonesian Classroom
1997 – 1998	The Influence of Career Women to Their Children Achievement at School in SMA III
1996	Syllabus Design of English Pronunciation Practice Based on Contrastive Analysis; A Case Study of English and Gorontaloese Segmental Phonemes Member
1995	Kajian Pragmalinguistic Dalam Budaya Berkomunikasi Melalui Analisis Kontrastif Antara Bahasa Indonesia dan Bahasa Inggris Member
1995	Testing of English Skills for English Learning in Gorontalo
1994 – 1995	Relevansi Pengajaran Bahasa Inggris dengan Kurikulum SMA