THE INTEGRATION OF TECHNOLOGY IN LANGUAGE LEARNING

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Karmila Machmud

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CHAPTER 1:
INTRODUCTION

The goal of this research is to investigate and understand the issues and challenges surrounding teaching English as a Foreign Language (EFL) in Gorontalo, Indonesia. This investigation will lead to the integration of technology in EFL teaching, which is the key for enhancing the quality of EFL teaching in Gorontalo, which in turn will promote students' motivation and increase their achievement in learning English.

This chapter begins with the background of this study, including an overview of the Gorontalo province, and the important roles of the English language in the province's development. An overview of the evolution of the curriculum changes in Indonesia, and how these affect EFL instruction in less privileged areas in Indonesia, follows the overview of the province. A brief introduction of technology use in language learning then follows this section. Discussion of the problem statement is followed by a presentation of the research questions. The significance, limitations, and delimitations of this study are also presented in this

chapter. Finally, an explanation of the terms used throughout this dissertation ends this chapter.

Background of Study

Gorontalo is one of the newest provinces of Indonesia, and is located on the northern part of Sulawesi Island known as the Minahasa Peninsula. Gorontalo was established in December 2000 after splitting from North Sulawesi province.

Figure 1. Location of Gorontalo Province in Indonesia

The Province's area stretches almost horizontally on the map, with a total area of 12,215.44 km^2 (4,716.41 sq mi). The province borders North Sulawesi province on the eastern side, and with Central Sulawesi province on the western border. The Sulawesi Sea and the Gulf of Tomini are toward the northern and southern parts of the province, respectively. The Topography of the province is 0—40°, with an elevation ranging 0—2,400 m (7,874.02 ft) above sea level. The coastline length is

more than 590 km (366.61 mi). The total sea area of the province is more than 50,500 km^2 (19,498.16 sq mi). There are about 67 small islands that have been identified and named around the northern and the southern part of the province (Gorontalo-Provinsi Agropolitan, 2006).

The population of the Gorontalo province has grown from 840,000 in the 2000 census to 1,038,590 in the 2010 census. Nearly half of this population resides in Gorontalo City (Biro Pusat Statistik Gorontalo, 2010).

The need for mastering English as a foreign language in Gorontalo became significant due to the fast growing development of this new province. There are many opportunities opening in economics, politics, social and culture, tourism, and most importantly in the field of Education; all of which require the mastery of English.

The geographical position of Gorontalo is strategic from an economic point of view because it is located in the axis of a growth economic zone, between two integrated economic regions: The Batui region of the Central Sulawesi province including Manado and Bitung regions of the North Sulawesi province. This strategic position makes Gorontalo become the transit area of any commodities from and to those regions. The flows of trading goods between those regions have a positive impact on the economic growth in Gorontalo province. In addition, Gorontalo is located in the *mouth* of the Pacific Ocean facing Korea, Japan, and

South America. This advantageous geographical position brings good opportunities for the growth of trade in the Gorontalo province. Since becoming a new province, Gorontalo has also become a new attraction to foreign investors especially for agribusiness and fisheries. The learning and mastering of English is especially important in order to seize every opportunity offered by the investors for the sake of economic development in Gorontalo province.

Indonesia and foreign countries recently started to notice Gorontalo with its own unique characteristics in language, culture, and natural resources that are different from the North Sulawesi province, which Gorontalo used to be one of its regencies. To promote its culture and tourism destinations, the officials of Gorontalo often attended and were invited to international cultural fairs in foreign countries, such as Australia, Netherland, and the United States. This international involvement could not be accomplished without the mastery of English as the main communication tool.

In the field of education, there are plenty of opportunities to study abroad. Many scholarships are offered to study in developed countries, such as the Fulbright Foreign programs, the Ford Fellowship program, and the USaid program, to study in the United States; also, the Australian Development Scholarship to study in Australia, the Stunned Scholarship to study in the Netherlands; the D.A.A.D to study in Germany; and the Monbukagakuso to

study in Japan, just to mention a few. All of these scholarships, fellowships, and grants require a certain level of English proficiency to apply for them. With the fast development of information technology, the doors to study and work in an international environment are wide open. Moreover, much like the provinces located in the eastern part of Indonesia, students from Gorontalo have a privilege of having better chances to be awarded a scholarship, fellowship, or a research grant. Due to the inequality in access to education between the provinces in the western and eastern part of Indonesia, scholarship agents offer more opportunities to applicants from the eastern part of Indonesia. English, as the international language, is significantly needed in order to attain these opportunities. Thus, increasing the quality of English teaching in Gorontalo and Indonesia in general is undoubtedly necessitated and very important at this time.

The quality of English as a Foreign Language (EFL) teaching is important to increase students' mastery of the language. Thus, the curriculum design should support both students' needs as well as the local needs for English language use. Unfortunately, the frequent changes of the national curriculum in Indonesia have slowed the improvement of EFL teaching in Gorontalo.

The Decentralization of Education in Indonesia

Prior to the collapse of the New Order Government in Indonesia, the political system in Indonesia was highly centralized. All ministries exercised full authority in making policies based on the State Development Guidelines formulated by the people's general Assembly. Their subordinate offices in 27 provinces, including East Timor prior to their independence in 1999, implemented the guidelines under their supervision. In this case, the ministry of Education and Culture was no exception. As part of this system, the education management was also highly centralized, where all policies were made in Jakarta and the Regional Offices of Education were merely the policy implementers (Madya, et al., 2007). Since the educational needs vary from province to province due to environmental differences and socio-cultural diversity, many policies from the central government were difficult to implement effectively. Moreover, people were often disappointed due to the fact that their true needs were not fully taken into consideration by policy makers.

Following the release of the Regional Autonomy Laws, the Indonesian National Education Department also released a guideline for the implementation of a decentralization of education at the local school level (Yuwono, 2005). In the decentralized system, authority to provide early childhood, primary, and secondary education is

delegated to the districts/cities, while the provision of higher education remains under the direct supervision of the Ministry of National Education.

The implication of the decentralization in education means wider autonomy was given to districts/cities to manage education based on their own potentials and needs. The heterogeneous conditions of Indonesian people, involving a plurality of cultures, customs, ethnicities, and language, results in different levels of readiness in each district/city in terms of implementing the decentralization in education. Problems have emerged from the lack of trust by the central government of district/city governments to manage their own curriculum, in consideration of their needs and substandard conditions (Hasbullah, 2006). This situation accelerates an increase in unemployment caused by the irrelevancies between the curriculum and the needs of each district/city.

At the beginning of 2004, to address the problem above, the government introduced a new curriculum called KTSP: *Kurikulum Tingkat Satuan Pendidikan* (School-based Level Curriculum). The implementation of this new curriculum started in 2006. KTSP is basically an improvement of the previous curriculum, *Kurikulum Berbasis Kompetensi* (KBK) or Competence-Based Curriculum, which was the pioneer of the decentralization of curriculum planning in Indonesia in 2004.

The differences between curriculum in a centralized education system and in a decentralized

education system can be viewed from three major aspects as shown in Table 1.1. They are as follows: the authority to design and develop the curriculum, the instructional approach, and the management of content (Zainuddin, 2008).

English as Foreign Language (EFL) Instruction in Indonesia

The decentralization of education significantly affects the curriculum area of English language instructions. This change creates some major challenges. The first challenge is that there are insufficient human resources in almost all schools. A major problem that contributes to the continuing problems of EFL teaching in Indonesia is that many teachers lack English proficiency (Dardjowidjojo, 2000). In a highly centralized curriculum setting, English teachers became accustomed to having all of the decisions made for them in terms of curriculum. Now, it is quite a challenge for teachers to design their own EFL curriculum. The second challenge is that there are less resources available in the under privileged areas of Indonesia. For example, there are fewer classrooms and teachers to teach English. English textbooks and additional educational facilities to support the EFL instruction are often not provided. This deficit poses another challenge for EFL teachers in designing new EFL curriculum. To further complicate matters, there is a lack of comprehensive understanding about the concept, design, and practice of a school-based curriculum.

Other distinctive problems in EFL teaching in Indonesia in both the old centralized and the new decentralized education systems are: first, there is only limited time allocated for teaching English. One hundred minutes, once a week, is just not enough to build students' language skills. Second, there is an imbalance of emphasis among the four language skills, listening, reading, speaking and writing. The EFL curriculum in Indonesia does not foster in students the acquisition of the four language skills equally because it is highly focused on grammar. Consequently, speaking and writing skills are often neglected. Third, there is a lack of available learning materials and opportunity for exposure to authentic tasks, which is exacerbated by little to no social interaction in English outside of the classroom (Musthafa, 2001). These problems are even worse in some of the less privileged areas of Indonesia, where English instruction is still far below the national education standard, particularly in isolated areas with resource-poor schools. These problems are the consequence of the unequal spread of development in Indonesia, which results in an inequality in opportunities for access to educational facilities and qualified teachers.

The implementation of the new curriculum requires teachers to design their own materials but they obviously need resources to be able to design them. Unfortunately, unequal access to educational resources and information has placed a heavy burden on the teachers in Gorontalo to achieve this

task. However, with the fast growth of the Internet use, these many challenges can possibly be addressed, yet, it requires EFL teachers to be literate in the new technologies. This new form of literacy has the potential to help minimize the challenges and alleviate some of the problems.

The Use of Technology in Language Learning

There is a tremendous amount of research on the use of technology in language learning. Most of the studies suggest that the use of technology can help to minimize the many 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).

The use of technology is a promising solution to the many challenges faced by EFL teachers. With the fast growing use of the Internet, there are sources for information now available covering virtually all aspects of life. This positive development will narrow the gaps in access to education, particularly between the educators in Gorontalo and in Java Island, which is the center of industrial development as well as the center of government, and who are responsible for keeping up with new information, especially with the implementation of the new curriculum.

To benefit from technology in an optimal way for educational practice, a number of aspects should be considered, including the technological

infrastructure and the teachers as the front liners in implementing new curriculum (Erkan, 2003). The use of technology, per se, is influenced by external environmental factors and teachers' characteristics (Teo, Chai, Hung, & Lee, 2008). These studies show that the limited use or absence of technology use in education is also affected by a lack of both knowledge and skills as well as by a lack of adequate and sufficient technological equipment (Chou, 2003).

The Indonesian government has gradually invested in a number of public schools by providing computers and Internet access during the implementation of the new curriculum. This is due to the fact that in recent years, providing technological equipment and access requires less financial resources compared to the past several years, thus the use of technology is spreading at a faster rate (Newhouse & Rennie, 2001). Unfortunately, in most schools in Gorontalo, the technology that has been provided is mainly used for school administrative work, and has not been used in an instructional context. Teachers, who have been the central agents in the utilization of any reform-based education including the curriculum and technology integration reforms, should ideally have a positive perspective towards any reformation in the educational system. Arslan (2003) further argues that a school with adequate technological access and equipment may not succeed in providing technology supported instruction, if teachers are not willing to use it and do not have a positive attitude toward the use of

technology in their teaching.

Since learning that technology can address the problems of EFL teaching, it remains unclear as to why EFL teachers in Gorontalo have not integrated technology into their teaching, considering that after the introduction of the new curriculum, the government has gradually invested in providing computers and Internet access in a number of public schools in Gorontalo. While the use of technology is believed to increase student achievement in the area of language skill acquisition, the question remains whether teachers are using new technology in classroom instructions, and whether they believe it will help them increase the quality of EFL instructions. Studies conducted on teacher characteristics including perceptions, beliefs, and attitudes indicate the understanding of what motivates teachers to integrate technology in their teaching (Arslan, 2003). Issues related to providing a sound technological infrastructure in school have faded out as the cost has become more affordable in recent years. The *teacher factor* is yet to be resolved, thus there is a pressing need for educational researchers, teachers, curriculum developers and stakeholders to promote this educational reform.

Problem Statement

Teaching English has always been a challenge for English teachers and English faculty members in Gorontalo. The limited access to information and educational facilities are among the challenges faced

by EFL teachers in Gorontalo when their aim is to increase the overall quality of English instruction in there. The frequent changes in the general curriculum that accompany each successive government exacerbate these challenges. Teachers in Gorontalo are facing a lack of understanding about the implementation of each new curriculum due to the fact that before one curriculum has been well established, it has already undergone a change to another curriculum. Confusion and frustration has been inevitable under these circumstances.

With its advantageous geographical position that brings many opportunities in the fields of economy, culture, tourism, and education, Gorontalo still faces the fact that the levels of English proficiency in that province are below the national standard. Thus, the major challenge for EFL teachers in Gorontalo is to increase the quality of EFL teaching, even though the role of the national curriculum continues to significantly affect the EFL curriculum in a new ways. In a positive light, the development of the use of technology in English Language Learning maximizes the opportunities and alleviates some of the problems faced by EFL teachers.

With the above considerations, the research questions to be addressed in this study are is: What are the issues and challenges surrounding the integration of technology in EFL instruction in Gorontalo, Indonesia?

Significance of the Study

The findings in this study will provide new information concerning the issues and challenges faced by EFL teachers in the integration of technology in EFL instructions in Gorontalo. This information will be useful to EFL teachers, faculty members, school administrators, and government authorities. For EFL teachers, the result of this research will serve as a reflection and aid in understanding their own issues and challenges; they will also be provided with a clearer picture of the issues and challenges discussed by other participants in this research. The findings of this research can also be the means for teachers to have their voices heard by the school administrations and government authorities concerning the issues and challenges that need to be addressed in order to increase the quality of EFL teaching in Gorontalo.

The conclusions in this research will help to understand the complex issues and difficult challenges involved in the integration of technology in EFL instructions. By having a better understanding of these issues and challenges, basic solutions can be formulated to overcome the problems, which will inevitably enhance the quality of EFL teaching and learning in Gorontalo, Indonesia.

Limitation of the Study

Identifications of possible limitations in the study are provided in order to identify the potential

weaknesses of the study, even though it is often difficult to identify the weaknesses in a study before it has begun (Creswell, 2003). Nonetheless, it can be argued that the purposive sampling procedure used in this study reduces the generalizability of the findings. The findings in this study will not be generalizable to all EFL teachers in Indonesia. However, there is a potential for replication of this study in other settings. For instance, the same research questions might be adopted or adapted for use in other settings. Also the interview protocol and the approach for observing technology and technology use in classrooms may be replicated.

Another potential limitation of this research is the lack of representation of EFL teachers from remote areas in Gorontalo. Despite the fact that information from teachers in remote locations would be valuable in the finding of this research, it is extremely difficult to reach them in a reasonable amount of time. Furthermore, because financial compensation for participating in this research cannot be offered, it is almost impossible to ask them to meet at a central location for the interview, due to the costs for them to travel.

Delimitation of Study

In the field of educational research, delimitation is used to narrow the scope of a study (Creswell, 2003). This study will focus on the investigation of the issues and the challenges involved in the integration of technology in EFL

instructions in Gorontalo, Indonesia. Further, the methods used in this study will be limited to interviews with EFL teachers and other related participants, in order to observe the presence of technology in EFL instruction, examining both the availability of technology equipment and the use of technology in schools.

Geographically, Gorontalo province consists of one city and six regencies. Considering the allotted time and other relevant circumstances, this study was only conducted in one of the six parts of Gorontalo province, which encompasses the Gorontalo City.

Definition of Terms

1. BSNP: Badan Standar Nasional Pendidikan (National Education Standard Board). This is an independent and professional institution that aimes to develop, monitor, and evaluate the implementation of the national education standard.

2. CALL: Computer-Assisted Language Learning. CALL is "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p. 1).

3. CBC or KBK: Competence-Based Curriculum or Kurikulum Berbasis Kompetensi. KBK is the pilot program for shifting the educational system from being centralized to being decentralized. It was implemented between 2002-2004, before being improved and replaced with KTSP. The curriculum

was designed to emphasize the development of competencies.

4. DIKNAS: Departemen Pendidikan Nasional. It is the National Education Department of Indonesia. It is also nows as the Ministry of the National Education of Indonesia.

5. EFL: English as a Foreign Language. As a foreign language, English is taught and used in a classroom setting and is not widely spoken in the daily conversation outside the classroom setting.

6. ESL: English as a Second Language. Unlike EFL that is only spoken in a classroom setting, English as a second language is spoken both in and out classroom setting. This means that English is spoken in a daily life context in the surrounding environment.

7. KTSP: *Kurikulum Satuan Tingkat Pendidikan* (Schoold-Based Curriculum). KTSP is a recent curriculum being implemented in Indonesia. KTSP is an improvement of the previous curriculum, CBC (Competence-Based Curriculum). Both curriculums aim to shift from the centralized to the decentralized curriculum system in Indonesia.

8. Technology: Technology is a broad term that refers to the use of tools and machine systems to do tasks efficiently. This study limits the definition of technology to refer to computers and computer- related technologies.

9. Technology Integration: Technology integration is use of technological equipment in classroom teaching and learning by students and teachers

aimed at to facilitate, motivate and increase the understanding of lesson.

10. UNG: Universitas Negeri Gorontalo or State University of Gorontalo. University of Gorontalo is the only public university in the province of Gorontalo, Indonesia.

CHAPTER 2
LITERATURE REVIEW

This chapter begins with a general overview of the geographical and physical conditions of Indonesia, followed by its socio-cultural and political context and their impact on the recent changes of the educational system in Indonesia. This chapter will also provide a general overview of EFL teaching in Indonesia, and elaborate how the new curriculum is affecting EFL curriculum. In addition, this chapter presents general information about the integration of technology in education in Indonesia. It will also elaborate on the information about Computer Assisted Language Learning (CALL), which promises to provide solutions for the challenges in the integrating of technology in EFL teaching in Gorontalo, Indonesia.

The Geographical and Physical Conditions of Indonesia

This section is aimed to explain the geographical and physical conditions of Indonesia and their impact on the Indonesian Educational System. Indonesia is the biggest archipelago in the world located in a

tropical area. It consists of more than 17,000 islands, which spread across the seas along the equator for 5,111 kilometers (3,194 miles) east to west and 1,888 kilometers (1,118 miles) north to south. As can be seen in Figure 2, the sea area is considerably larger than the land area. In this archipelago, there are 60 active volcanoes out of a total of 200, and there are also many mountain ranges on the various islands. The geographical position of Indonesia creates conditions that make it difficult to reach isolated areas because they are separated from the rest of Indonesia and the world by dense forest, mountains, and seas (Madya, et al., 2007).

Figure 2. Map of Indonesia

Despite the hostile geographical and physical conditions, Indonesia has abundant natural

resources such as gold, silver, oil, and natural gas mines, rain forests with abundant biodiversity, seas as a source of a wide variety of sea creatures; and large tracts of fertile land to grow abundant varieties of plants and trees.

In urban and suburban areas, people have benefited from various types of development, while in rural and remote areas, many people are deprived of access to information and education. The less privileged-areas are not adequately equipped with textbooks, instructional laboratories and curriculum guidelines, or other types of educational access and equipment. Some schools in less privileged areas are seldomly visited by their supervisors due to their remoteness.

Implementation of the new curriculum (KTSP) in EFL Teaching

Foreign language education in Indonesia, particularly the teaching of English, has been problematic, before and after the decentralization era. The continually-revised curriculum does not take into serious consideration the important factors such as suitable qualifications for teachers, time availability, numbers of students, or available resources and facilities, nor does it provide strategies and alternative solutions for problems related to English language education. Furthermore, the curriculum guidelines do not address the needs of the less privileged schools especially those in remote areas.

The recent curriculum in English language education in Indonesia focuses only on the teaching of English at junior and high school levels since English is not compulsory at the elementary level. The new curriculum adopts communicative competence as its model of competence (Depdiknas, 2003c). Communicative competence is 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 (Beale, 2002; Celce-Murcia, Dornyei & Thurrell, 1995; Richards & Rodgers, 1986). 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 (Freeman, 2000; Richards & Rodgers, 1986). This implies that the tasks should include pair and group work, and those activities like role-plays, language games and problem-solving tasks are encouraged.

3. Students should be given enough opportunity 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 (Freeman, 2000; Richards & Rodgers, 1986;). It implies that the amount of teacher talking time should not be a barrier for students in using the target language (McDonough & Shaw, 1993).
5. The role of students' native language should be minimal (Freeman, 2000). English should be used the majority 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, and photos. Technical media include: tape recorder, CD/Video/DVD players, and overhead projectors.

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 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 meets the "ideals" as stated above, remains a real question. What is stated and

expected in the recent curriculum document might be implemented differently in an English classroom due to many unexpected factors, such as limited resources, facilities, and funding, and qualified teachers. The virtues behind communicative competence as recommended by Richards and Rodgers (1986), McDonough and Shaw (1993), Freeman (2000), and Brinton (2001) just to name a few, are difficult to implement 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 potentially worsen.

Technology Integration in Classroom 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 pepople are just starting to explore the real potential technology offers for teaching and learning. If it properly used, technology will 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).

Technology Integration in Language Learning

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 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).

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 will 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.

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, eventhough not crucial in determining learning results, affects teacher's willingness 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 will 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 will 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 will be motivated

to learn if their needs are addressed, which in turn will 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.

Hegelmeimer (2006) recognized the importance of confidence in using technology for language teachers. His study suggests that the more confident teachers are in using technology, the more likely they will apply it in innovative ways. In a similar vein, Kessler and Plakans (2008) examine the relationship between confidence and CALL, specifically the use of audio and video technology among language teachers. Their study not only demonstrated the importance of confidence in using technology for language teachers, but also identified that the teachers' level of confidence determines their willingness to use technology for instructional purposes. Based on the data analysis, they classified

the teachers as *less confident, contextually confident,* and *highly confident*. The study notes that the contextually confident and less confident teachers showed the highest levels of technology use in class. The authors mention that these two groups use technology for "assessment, self-assessment, and regular weekly practice both in classes and self-study and for diagnostic, formative and final evaluation". In contrast, the highly confident teachers showed lower level of use compared to contextually confident and less confident users. "They appeared not to have integrated it as much as the other two groups, if at all, for diagnostic, formative or final assessment or self-assessment" (p. 278). In conclusion, this study suggests that personal skill is not necessarily equal to the frequent use of technology used for instructional use.

Importance of Adequate Technology Preparation

Research indicates that preparation and training for language teachers in integrating technology is essential. Murday, Ushida & Chenoweth (2008) conducted a study on learners' and teachers' perspectives on learning and teaching language online. They found that from the instructors' perspective, the most critical aspect of teaching is a hybrid online language course used for training purposes.

Some studies have also been conducted on the importance of training and preparation for teachers using technology for language instruction.

Most of the studies showed that a lack of adequate teacher preparation for CALL results in the inappropriate use of CALL in the instructional process (Egbert, 1999). Therefore, teachers should be prepared adequately in implementing CALL in an instructional setting. Even for those who felt comfortable enough in using the new technology, the preparation is still needed. Galloway (1997) claims that teachers who are comfortable in using technology are not necessarily using their technical skill for the instructional purposes. Similarly, Kessler (2006) argues that presently a common approach to CALL in current language teacher education programs is to concentrate on the hardware and software issues rather than the pedagogy. Furthermore, Kessler argues that much of these instructional technology preparations in teacher training programs focus on digital literacy or a software specific orientation. These skills help teachers to use technology but do not prepare them to use technology for language teaching. Harrington (1991) also notes the importance of distinguishing between preparing teachers to use technology and preparing teachers to use technology for instruction.

The kind of preparation is also determined by the teachers' attitude toward technology. A study by Kessler (2007) noted that when teachers' attitudes toward technology are positive it is more a result of informal preparation than of formal preparation. Many teacher education institutions have attempted to prepare student teachers with computer literacy

courses, such as a CALL course. However, this preparation has little impact on their perspectives and attitudes toward transferring their knowledge into their own classroom activities (Kessler, 2005; Moore, Morales, & Carel, 1988).

The Integration of CALL in Curriculum

Technology has widely been recognized and integrated in the English curriculum throughout the world. In the United States of America, instructors and curriculum specialists began creating their programs in the 1980s and 1990s as alternatives to some of the monotonous tasks in English and foreign 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, using specific curriculum for beginner, intermediate, and advanced levels.

Drenoyianni and Selwood (1998) assert in their study that teachers appear to have a false idea about the integration of computer use in curriculum. Most of them thought that integration was quite easy because the computer has always been in the classroom, and they only needed to integrate the use of the computer throughout the day. This approach reflects a limited view of the meaning of integration of computers in the curriculum. Besides finding that teachers have false ideas about the computer integration into curriculum, their study also found that teachers implement computer activities related

to some curriculum topics, only with the primary objective of building computer skills and not for actual academic learning.

Integrating CALL in language instruction is not aimed at just developing students with computer skills, instead, the objective of integrating CALL in the curriculum of language teaching is "associated with self-contained, programmed applications such as tutorials, tools, simulations, instructional games, tests, and so on" (Kern and Warschauer, 2000, p. 1). Therefore, most importantly, the pedagogical aspect of language acquisition through the use of technology is the main objective of integrating CALL in language curriculum.

It is essential for EFL and ESL teachers to consider using CALL effectively to enhance language learning by integrating it into curriculum. However, the availability of the technology devices is the first challenge of integrating CALL in language instruction. It is important to conduct a needs analysis before deciding to build a CALL lab (O'Connor & Gatton, 2004; Kessler, 2006). Kessler (2006) emphasizes the importance of conducting preliminary steps to evaluating the needs and then implementing 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 useful information. If determined appropriate and a CALL

lab can be provided, then it can be appropriately integrated into the 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, which includes computers, printers, scanners and other devices; lack of software, which includes operating systems, applications, and subject-specific software, such as packages for developing language skills; lack of resources for infrastructure, such as furniture, cabling, room arrangements, and sustainable maintenance and upgrading of systems; and no access to an Internet connection, or slow and unstable Internet connection due to geographic location. It is a reality that even in this era of wireless Internet connection, many schools around the world, especially those in 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 into the instructional activities.

The problem of integrating computer technology into the general education and language learning program 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 successful in incorporating computer technology into instructional activities requires both technical as well as pedagogical ability which

unfortunately, many teachers lack the motivation to gain this knowledge. This trend emerges mainly from their lack of training and preparation in this field and their beliefs towards the benefits of computer technology in the teaching context. Many teachers are not convinced of the value of using technology in teaching.

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

In some parts of the world, the problems of implementing computer technology in an institutional context are even more complicated. Teachers often face obstacles from the bureaucracy. A centralized and inflexible curriculum often becomes a barrier for teachers who are enthusiastic about integrating the use of technology in their teaching. In the countries where the curriculum is highly centralized, teachers have limited

opportunities to design their own curriculum to suit the students' needs. The government imposes a pre-set curriculum, which they must follow and cover. Unfortunately, this condition is made worse with the extremely limited budget and lack of staff training that is needed to fulfill the government demands. In an EFL context, the result is that even finding software and applications that fit the existing curriculum can be difficult tasks.

Another obstacle that affects teachers' perceptions of the integration of technology to instructions is the lack of institutional support (Yildiz, 2007). Teachers who are eager to incorporate technology in their teaching activities will have to deal with uncommitted administrators or colleagues and insufficient technical support. In some cases teachers are frequently mandated to be involved in administrative work that often prevents them from having more time to explore and improve their knowledge on the use of computer technology. Low appreciation from the administrators of teachers' attempts to explore a more creative approach in teaching also affects teachers' willingness to incorporate technology in the classroom context (Yildiz, 2007). Administrators are sometimes 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. In addition to this quandary, the lack of understanding of the use of technology and the lack of resources often create significant

barriers between administrators and the technology-literate teachers who are eager to use their knowledge in their classroom.

CHAPTER 3:
METHODOLOGY

The purpose in this chapter is to describe and elaborate on the methodological approaches chosen for this research. The research methods and procedures include a discussion of the participants, and the procedures selected for data collection and data analysis.

The Participants

The participants in this research are classified into 4 categories as shown in Table 3.1, including EFL teachers, school principals, EFL teaching faculties, and the head of the National Education Department of Gorontalo. After an initial series of recruitments, four EFL teachers, one school principal, three English teaching faculties, and the Head of National Education Department of Gorontalo city agreed to participate in this research.

Table 3.1

Interview Participants

Sample Categories	Number of Participants
EFL teachers	4
School Principal	1
English Department's Faculty Members	3
Head of National Education Department	1

Procedures

Recruitment of participants.

Gaining access and ethical issues are significant elements of a researchers' role (Creswell, 2006). Gaining access is a process. It includes obtaining consent from the setting, participants, and prior approval of consent documents and procedures related to the study (Glesne, 2006). If the research requires access to certain social or cultural settings or organizations, then it is important to build a good relationship with gatekeepers because they have the power to grant or deny the access needed (Glesne, 2006; Berg, 2007; Creswell, 2006). Seeking approval of "gatekeepers" might include providing a brief proposal prepared for their review. The proposal or the written letter should identify "the extent of time, the potential impact, and the outcomes for the research" (Creswell, 2006, p. 65). A Copy of approval from the Ohio University Institutional Review Board is provided in Appendix A.

The participants in this research were recruited by utilizing both purposive sampling and convenience sampling. Berg (2007) argues that developing a purposive sample needs specific knowledge about some group to select specific subjects who represent the population. Purposive sampling was used in this research because the target participants selected were judged to be adequate sources of data needed to answer the research questions. A convenience sample, on the other hand, relies on available subjects or those who

are close or easily accessible (Berg, 2007). After deciding the target prospective participants, the next step involved contacting the prospective participants who were close and had prior contact with the researcher.

Determining the EFL teachers who would participate in this research was based on the following considerations:

1. EFL teachers who teach in schools in the city of Gorontalo.

2. EFL teachers who graduated from English Department of Universitas Negeri Gorontalo. The rationale is that the teachers' EFL educational background should include experience in English teaching and proficiency. Since the goal of ths research is to understand EFL teachers' opinions about the problem surrounding EFL teaching in Gorontalo, it is important to limit the participants in this study to those who graduated from the public university chosen in this research, which is responsible for the quality of English teachers in Gorontalo, Indonesia. UNG was chosen since it was the only public university in Gorontalo province that offers English Teaching education. Sultan Amai Islamic college, which is also a public college, only began to offer English teaching courses in 2007. Therefore, at the time this research was conducted, there were no EFL teachers who had graduated from this college.

3. EFL teachers who have more than six years of teaching experience prior to the beginning of this

research. Those teachers were chosen because they have experienced the changes in the curriculum in Indonesia.

4. EFL teachers who had initial contact with the researcher prior to conducting the research in Indonesia. Due to the time limit in conducting the field trip to the research setting, a prior contact with the prospective participants was considered crucial to assure the research was conducted on time. Therefore, contacting the prospective participants before arriving at the setting would save time in the recruitment process.

Based on the above considerations, two participants were contacted. They agreed to participate on the date and place decided. The total number of EFL teachers who finally participated in this research was four, each from a different school in the city of Gorontalo, one middle school teacher and three high school teachers.

At the research settings, the school principals of each of the EFL teacher who participated in this research were first contacted. They were also asked about their availability to participate. Unfortunately, only one school principal agreed to be interviewed. The purpose of interviewing the school principals was to obtain information related to the curriculum policy, budget, and to confirm the data gained from the EFL teacher after the observation in the school.

The third category of participants was the English faculty members from the English Department of Universitas Negeri Gorontalo and

Sultan Amai Islamic College, Gorontalo, Indonesia. Three English faculty members, two from the UNG and one from the Sultan Amai Islamic College, agreed to participate. They were asked to participate in this research in order to gain information about the integration of technology in English teaching classes in a higher education setting. Considering that only these two higher institutions offer English Teaching Study, most EFL teachers in Gorontalo graduated and will graduate from these institutions. Thus, it is important to understand the integration of technology in curriculum and instruction in the English Departments of both UNG and the Islamic College.

Data collection.

Data collection in qualitative research requires a holistic approach. The process should be considered as an integration of different elements. Therefore, data collection does not only mean come, get, and go. Gaining access to the research setting, designing a well-thought-out question content and observation list, determining an approach for the interview, and setting up the interview are the integral parts that should be carefully and intensively planned before going into the field of research. The fundamental process is *planning, listening*, and *analyzing*. To reach this goal, it is significant to understand the qualitative school of thought from the beginning.

I contacted a number of teachers who are my friends on Facebook. I sent them a message asking whether they would be willing to participate in this research. Two teachers immediately responded. I followed up on their responses by calling them using an international phone connection. During the conversation, we decided upon an agreeable time and place to meet for the interviews and the observations.

Approach.

This research employs a qualitative approach. Qualitative research has gained acknowledgement in all fields of study, even in the social sciences that highly values quantitative method. Glesne (2006) describes, "Learning to do qualitative research is like learning to paint" (p. 3). First you must study the masters. Next, learn the techniques and methods and practice them faithfully and finally adapt those techniques and methods to your own understanding when you have gained sufficient knowledge to describe the work of those who have influenced you.

It is important to know what qualitative data and findings look like, and also the criteria for judging the quality of qualitative data. Once the researcher has developed a question and has decided a setting in which the research will be conducted, the participant and the period of time to undertake the study, he or she should decide what data collection strategy(s) are best related to the

goal of the research. Researchers should have sufficient understanding regarding the approach in relation to qualitative research.

"Qualitative research has left its mark conceptually and theoretically in social science, the field in which quantitative research receives the greatest acknowledgements" (Berg, 2007, pp. 2-3). However, qualitative research practices are sometimes criticized for being nonscientific and invalid. These critics abandon the notion that some qualitative research projects might have simply been poorly conducted. However, it does not necessarily mean the entire theory should be dismissed because of inadequately applied method strategies while conducting qualitative research (Berg, 2007). Therefore, to avoid misinterpretation of the qualitative research school of thought, one should attempt to delve deeper into the understanding before criticizing the technique.

Qualitative study designs are generally focused on "in-depth, long term interactions with relevant people in one or several sites" (Glesne, 2006, p. 5). Therefore, qualitative researchers should seek to understand and interpret how the various participants in social settings construct the world around them. Furthermore, to make a trustworthy interpretation "researchers must gain access to the multiple perspectives of the participants" (Glesne, 2006, pp. 4-5).

Creswell (2006, p. 181), who based his opinions on the thoughts of Rosman and Rallis (1998),

mentions that qualitative research takes places in a natural setting. The qualitative researcher often goes to the site of the participant to conduct the research. This enables researchers to be more detailed about the individual or setting and to be more engaged in the participants' actual experiences.

When it comes to methodology used in qualitative research, some authors agree that multiple methods can be used. Denzin (1978) claims, "the multiple-methods approach is the generic form of the qualitative approach". Generally, qualitative research uses "multiple methods that are interactive and humanistic" (Creswell, 2006, p. 181).

Berg (2007, p. 5) argues that every method used in qualitative research is a "different line of sight" which points toward the same direction, observing social culture and its symbolic reality. The use of multiple lines of sight is frequently called *triangulations*. Researchers will obtain a more substantive picture of reality and develop sounder theoretical concepts by combining several lines of sights. It can also be a means to verify those elements (Berg, 2007). Triangulation actually represents a variety of data, investigators, theories, and methods. Denzin (1978) summarizes these four categories as follows:

> "(1) Data triangulation has three subtypes: (a) time, (b) space, and (c) person. Person analysis, in turn, has three levels: (a) aggregate, (b) interactive, (c) collective. (2) An investigator's triangulation consists of using multiple rather than single observations of the same object. (3)

Theory triangulation consists of using multiple rather than simple perspectives in relation to the same set of objects. (4) Methodological triangulation can entail within-method triangulation and between-method triangulation" (p. 295).

Patton (2002) is also in agreement that triangulation strengthens a study by combining methods. It is the ideal, but it requires a great deal of time and a large amount of money. Thus, the amount of the research budget will affect the amount of triangulation. Patton (2002) further argues, "triangulation within qualitative inquiry strategy can be attained by combining interviewing and observations" (p. 247). Triangulation allows researchers to offer varied perspectives other than their own. Additionally, it can potentially lead to a better understanding of organizational theory (Borman, LeCompte, & Goetz, 1986; LeCompte & Praissle, 1993; Berg, 2007). Denzin (1978) concluded that:

No single method will ever meet the requirements of interaction theory. While participant observation permits the careful recording of situations and selves, it does not offer direct data on the wider spheres of influence acting on those observed. Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed. This is termed Triangulation (p. 28).

Based on the foregoing conclusion, the novice researchers are instructed in the use of research strategies in one study/investigation. Therefore, the use of multiple research design strategies and theories increases the depth of understanding that the investigation can produce (Berg, 2007).

Data collection instruments.

Denzin and Lincoln (2000) state that the strategy used for data collection can be a combination of observation, interview, and document analysis. Likewise, Patton (2002) also states that data collection in qualitative research may consist of in-depth open-ended interviews, direct observation, and analysis of written documents. Creswell (2006), indicates that data collection procedures of qualitative research involves not only observations, interviews, and documents, but also includes audio and visual material as a part of the qualitative data collection.

Data in this research was collected using interview, observation, and analysis of documentary materials. The interviews were used to gain data about the educators' perspectives toward the application of school-based curriculum and the integration of technology in EFL teaching. Observations were used to assess the types of technology available to schools where the

participants teach, and the kind of technology used in the EFL teaching process.

Interview

Interviewing is a process (Glesnee, 2006; Patton, 2002; Berg, 2007). Interviewing is not merely the process of asking questions and hearing answers between interviewer and interviewee. Instead, interviewing is the integration of a whole process including the preparation, setting up the interview, and the data recording. These related elements affect the truthfulness of data gained in an interview process. It begins with a preparation stage which consists of determining the approach to be used, and developing the content of the questions, followed by setting up the interview where agreement is reached as to where, when, how long, and how often the interviews will be held, and finally deciding what kind of notes will be used in recording the data. The whole interview process influences the outcome of the interview and the research.

Interviews in this research were conducted in each participant's school or work place, over a period of 4 weeks. The interviews were recorded by using a Sony digital audio recorder and Flip Mino digital camcorder because these devices are technically reliable to assure the accuracy of the data recorded. To avoid distractions, the audio device was located discretely on a table, and the video device was attached to a tripod and located at a reasonable distance that would not distract the participant's

attention during the interview process. If the participants agreed, both devices were used. All participants agreed to be audio-recorded. However, some declined to be video-recorded during their interview.

Berg (2007) identified three major categories of interview structures: the *standardized interview*, the *un-standardized* interview, and *the semi standardized interview*. A standardized interview uses "a formally structured of an interview schedule" (p. 92); the questions are usually created by researchers before beginning the interview and they remain unchanged during the interview process. Glesne (2006) refers to this as structured interviewing, and then goes on to characterize the un-standardized interview as the opposite of standardized interviews.

Berg (2007) suggested that in an un-standardized interview, the interviewer begin with the basic assumption that they have no information in advance of the necessary questions to ask; they are merely "located on the imaginary continuum" in the mind of the researcher (P. 94). On the other hand, the questions might also emerge during the interview process; they might add or replace the pre-designed ones. In a semi-standardized interview, researchers are not bound by the pre-established questions. The questions can be adjusted based on the course of the interview. Glesne (2006) argues that a semi-standardized "process of question

formation is the more likely and the more ideal one in qualitative inquiry" (p. 79).

Patton (2002), similarly, mentions three basic approaches in interviewing: the informal conversational interview, the general interview guide approach, and the standardized open-ended interview. The first approach relies on the spontaneous and natural flow of the interaction. In the second approach, the checklist of an outline of issues is provided in order to make sure that all topics needed are covered. In contrast from the first and second approach, the standardized open-ended interview consists of a set of questions that have been designed carefully, especially in wording, because in this approach it is important to minimize any variation. The intention of this approach is to ask questions of different participants using "essentially the same words" (p. 342).

This research employed a semi-standardized interview structure (Berg, 2007) with a *general interview guide approach* (Patton, 2002). The interview questions were designed in the form of a list of topic questions. The topic questions were designed for each of the target levels of participants: EFL teachers, school principals, English faculties, and the Head of the National Education Department of Gorontalo Province (see Appendix B for the list of topic questions of the interview). As questions emerge during the interview process, the researcher may add or replace the pre-designed ones. Researchers are not tied to pre-established

questions, even though the topic questions can be helpful in guiding the flow of the interview. Likewise, the order of the topic questions could be adjusted based on the course of the interview.

Observation

Understanding the research questions is important before deciding to use observation as a data collection method. In other words, the research questions will determine whether using methods of observation is the best way of collecting the data to answer the questions (Denzin & Lincoln, 2005; Glesne, 2006; Patton, 2002). The decision to use observation is followed by the analysis of the kind of data needed from the observations. The understanding of the needs will lead researchers to decide the focus of the observation.

The aim of this research is to understand the perspectives of the educators in Gorontalo concerning current efforts to integrate technology in EFL teaching in Gorontalo, Indonesia. Direct observation was needed to obtain the information about the availability of technology in schools in Gorontalo city, Indonesia.

An observation checklist was designed to inventory the kind of technology provided in the school, and the use of technology in the EFL classroom (see appendix C for the observation checklist). Seven categories of items were observed:

1. The availability of technology in the school, which includes both hardware and software.

2. The availability of Internet access, and whether the speed is slow, medium, or fast.
3. The availability of technicians (Information Technology people) separate from teachers experienced with technology.
4. The availability of the budget money to provide technological equipment.
5. The management of the technology used. This means an investigation as to whether the uses of technology equipment in the school were managed well, for example, whether the schedule provided to use the equipment was managed well.
6. The list of technology used in the school.
7. The list of technology used in EFL classroom.

The observations were conducted at the time when the researcher visited each school to interview the participants. The interviewees served as tour guides when the researcher observed the school's available technology. A discussion and detailed description accompanied each of the observation. The interviewees also helped to facilitate any communication with other teachers (non EFL teacher) who are responsible for the school's equipment. After conducting the whole-building observations, the interviewee then lead the researcher to his/her classroom. The following was observed in each classroom: the availability of technology, whether the teacher used the technology, and what kind of technology he/she

used. Only three of the four interviewees agreed to be observed while teaching.

Document analysis

Qualitative research methodology requires researchers to indicate the type of data to be collected during data collection procedures. Documentation is one of the data types besides observation, interview and audio/visual materials. The document can be public documents such as newspapers, minutes of meetings or official reports. Private documents would include for example personal journals and diaries, letters and e-mails (Creswell, 2003).

Lincoln and Guba (1985) differentiate documents and records on the basis of preparedness to verify some formal transaction. They argue that records include marriage certificates, driving licenses, building contracts, and banking statements. On the other hand, documents created for personal rather than official reasons include diaries, memos, letters, field notes and other personal documents. Furthermore, eventhough both records and documents are used interchangeably, it is still important to be concerned with the distinction between them. They argues that in relevance to a qualitative research, researchers are most likely to gain access to documents rather than to records, because "records may be restricted by laws regarding privacy, confidentiality, and anonymity." (p. 704).

While Lincoln and Guba (1985) make a distinction between documents and records, Patton (2002) used all the characteristics of a record to define a document. He states that document could be "written materials and other documents from organizational, clinical, or programs records; memoranda and correspondence; official publications and reports; personal diaries, letters, artistic works, photographs, and memorabilia; and written responses to open-ended surveys." (p. 4).

On the other hand, Glesne (2006) classifies some potentially useful current written documents for qualitative research. They are diaries, letters, memoranda, graffiti, notes, memorials on tombstones, scrapbooks, membership lists, newsletters, newspapers, and computer-accessed bulletin boards. Glesne (2006) also includes historical documents such as letters, memoirs and wills and even goes so far as to include photographs and artifacts.

A study of social phenomena involves the use of historical documents and written records of the past, including diaries, letters, newspapers, census tract data, novels and other popular literature, and cultural documents. All of these are considered historical documents (Denzin & Lincoln, 2000). By the same token, Glesne (2006) suggests that in order to understand a phenomenon, we need to know the history behind it. A historical research can be a qualitative research project in itself, particularly when we talk with people who participated in some

historical events and get their own oral histories (Glesne 2006).

Data Analysis

The data analysis process for this study employed a case study approach. Berg (2007, p. 283) defines case study as a "method involving systematically gathering of enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how the subject operates or functions". With a case study approach "the researcher explores in depth a program, an event, an activity, a process, or one or more individuals" (Creswell, 2003, p. 15). Yin (2003) also defines case study as a method of choice when the phenomenon under study may be a project or evaluation of study. Thus, because this research aims to explore and gain information and understanding of the EFL teaching process through the curriculum and the use of technology, the case study method was chosen as the preferred approach for data analysis. The approach taken in this research will describe the case of teaching English as a Foreign Language (EFL) from the integration of technology in the classroom.

Yin (2003) argues that a case study can be based on single or multiple cases. Whether single or multiple, the case study method can be exploratory, descriptive, or explanatory (causal). The exploratory method is aimed at defining the questions and hypotheses of a subsequent study although not

necessarily as a case study, or at determining the feasibility of the desired research procedures. A descriptive case study presents complete descriptions of a phenomenon within its context. An explanatory case study presents data bearing on cause and effect relationships or explaining how events happened.

Case studies are also particulararistic, descriptive, and heuristic (Merriam, 1998). They are particulararistic in that they center on "a particular situation, event, program, or phenomenon" (p. 29). A case study is descriptive because the result of a case study is a very detailed and a thorough description of the item under study.

The cases in this study will be constructed using a step-wise design described by Patton (2002). The process consists of three steps:

Step 1: Assemble the raw case.

These data consist of the information collected about the person, program, organization, or setting for which a case is to be written.

Step 2: Construct the case record.

This step is optional, depending on the complexity of data and the case. This is a condensation of the raw case data organized, classified, and edited into a manageable and accessible file.

Step 3: Write a final case study narrative.

The case study is a readable, descriptive picture of or story about a person, program,

organization, and so forth, making accessible to the reader all information necessary to understand the case in all its uniqueness. The case story can be told chronologically or presented thematically and sometimes both. The case study offers a holistic portrayal, presented with any context necessary for understanding the case. (p. 450).

Once the raw case data has been accumulated, the researcher writes the case record. The case record classifies and organizes the huge amount of data into a comprehensive primary data package. The case record is then used to construct the case study that can be shared with the intended audience (Patton, 2002).

Assemble the raw case

The raw data is classified into three groups. The data gained from the interview, from the observations, and from the document analysis. In the process, the interviews are transcribed to get the print version of the interview. Considering that the interviews are mostly conducted in Indonesian, translation into English was also required for the convenience of the English-speaking advisor and the dissertation committee members.

The data from the interviews, observations, and documents are re-read and interpreted to decide the codes to classify the answers from each participant. The codes are mostly rooted to the topic

questions asked during the interview process. This study employs a case study analysis.

The data from the observations are classified into two categories, one is the availability of technology in each school, and second is the use of technology in classroom interactions. The types of technology used during classrooms interactions were also observed and recorded.

Construct the case report.

The raw data at this stage was organized, classified, and edited into a manageable and accessible file. During this stage, the answers from each participant to the questions asked in the interviews were grouped together into a certain classification. The classifications listed are based on the topic questions and their content. This approach means that several questions can be asked in order to gather information on one particular topic question. After re-reading all the participants' answers, 10 topic questions were used to classify data in the integration of technology in EFL teaching.

Write a final case study narrative.

At this stage, the condensation of the raw data is turned into a case report, and later is described, illustrated, and explained chronologically for the sake of the understanding of the cases presented in this research.

CHAPTER:
FINDINGS AND DISCUSSIONS

The purpose in this chapter is to present the findings in this research. This chapter begins with a summary of the participants' backgrounds and professional roles. The findings begin with the presentation of data on EFL teachers' opinion towards the changes in the curriculum in Indonesia, and the problems surrounding the implementation of the new curriculum.

Findings 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 Indonesia 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 Teacher 1, 2, 3, and 4. The faculty members are referred to as Faculty 1, Faculty 2, and Faculty 3. The school principal is referred as Head 1, and the head of the National Education Department of Gorontalo City is referred as Head 2. The complete summary of the participants' background and professional roles is presented in Table 4.1.

Table 4.1
Summary of Participants' Background and Professional Roles

Pseudonym	Gender	School/Work Place	Position	Education	Experience
Teacher 1	M	School 1	EFL teacher	B.Ed in English Teaching	9 years
Teacher 2	F	School 2	EFL teacher	Bachelor in English Teaching (currently enrolled in master's program)	10 years
Teacher 3	F	School 3	EFL teacher	Master of Education in English Teaching	9 years
Teacher 4	M	School 4	EFL teacher	Master of Education in English Teaching	10 years
Faculty1	M	Public University	Faculty member	Master of Art in Applied Linguistics	8 years
Faculty 2	M	Public University	Head/ Faculty member	Master of Education	12 years
Faculty 3	M	The College	Faculty member	Master Humaniora in Language	8 years
Head 1	M	School 1	Principal	Master of Education (Currently enrolled in Ph.D program)	
Head 2	M	National Education Department office	Head	Master of Education	

Table 4.1 shows each participant's background and current professional roles. The background information consists of gender, education, and teaching experience. The

Participants' professional information includes their work places or schools where they teach and their professional positions.

The first EFL teacher that agreed to participate in this research is hereinafter referred to as Teacher 1. He is a middle school teacher, and has been teaching English for nine years. He earned his bachelor's degree in English Teaching from the Teacher and Education College of Gorontalo. 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 Teacher 4, has a Bachelor's degree in English Teaching and a Master's degree in education, and has been teaching English for about ten years. He has experience teaching in a middle school, high school and vocational school, and has recently been appointed to be the head of the language laboratory in his school.

Another EFL teacher that responded to the participant recruitment was a high school teacher, she is hereinafter referred to as Teacher 2. She has been teaching English for about ten years in one of the public high schools in Gorontalo. She holds a bachelor's degree in English teaching and a Master's degree in Education. At the initial contact with her, 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 Teacher 3. She has been teaching English for nine years. She has a Bachelor's degree in English teaching and has taught in a vocational school in Gorontalo since she graduated from the Teacher Training and Education College of Gorontalo. She has been the chair of MGMP (Teachers Network Program) of English teachers for about two years.

The principals were also invited to participate at the time when I asked for permission to recruit the EFL teacher in their schools. One principal responded, he is hereinafter referred to as Head 1. He is a principal in one of the middle schools in Gorontalo, the school where Teacher 1 teaches. He holds a Bachelor's degree in Religion, a Master's degree in Education and is currently enrolled in a doctorate program in Education Administration. Head 1 has no experience in teaching English, but his experience as a principal is a valuable source for gaining data about policy and budgeting.

The English faculty member that first responded to participate in this research was hereinafter referred to as Faculty 1. He is one of the faculty members in the English Department at the College of Letters and Culture, of a university in Gorontalo. He holds a Bachelor's degree in English Teaching and a Master's degree in Applied Linguistics, and currently holds a position as the head of the language laboratory of the College of

Language and Culture of the University. He was the former head of the language center for the university before being appointed to this position.

Recruiting Faculty 1 as a participant in this research required permission from the chair of the English Department where he currently works as one of the faculty members. The Head of the Department, hereinafter referred to as Faculty 2, was also asked about his availability to participate in this research. He agreed to be interviewed in his capacity as both the head of the department and as an English faculty member. He has been teaching English in the department for about eleven years, and holds a Bachelor's degree in English literature and a Master's degree in English Teaching.

Another English faculty member that participated in this research is one of the English faculty members in an Islamic College in Gorontalo. He is hereinafter referred to as Faculty 3. He has been teaching English for about 8 years, and holds a Bachelor's degree in English Teaching and a Master's degree in Linguistics. He was appointed as the head of computer lab at the college in 2008 and currently holds this same position.

Another target participant in this research was, hereinafter referred to as Head 2, the Head of National Education Department of Gorontalo. He was previously a principal in one of the vocational schools in Gorontalo. Similar to Head 1, the principal who participated in this research, Head 2 has no experience in teaching English, but his experience

was a valuable source for gaining data about policy and budgeting.

In summary, the participant group in this research consists of two females and seven males. Almost all participants hold a Master's degree, only two had a Bachelor's degrees, and were in the process of completing their Master's degree when this research was conducted. All EFL teachers participated in this research teach in schools in Gorontalo city. The teaching experiences of the EFL teacher participants range from nine to ten years. The EFL faculty members teaching experence range from eight to twelve years. Only the principal and the authority who participated in this research had no experience in English teaching, However, both are experienced teaching their field of study for more than fifteen to twenty years.

The Interview Setting and context

The settings where the interviews and the observations were conducted are summarized in Table 4.2.

Table 4.2
The Interview and Observation Setting

Pseudonym	Interview Setting	Observation Sites	Interview Time
Teacher 1	School 1. At the school's hall	School 1: Language lab, Multimedia room, Computer lab of School 1	32 minutes 8 seconds
Teacher 2	School 2. At the teacher's lounge then continued at the language lab.	School 2: Language lab, Multimedia lab.	27 minutes
Teacher 3	School 3, at the teacher's room	School 3: language lab, computer labs.	36 minutes 47 seconds
Teacher 4	At his home	School 4: Language lab.	21 minutes 50 seconds
Faculty1	At a restaurant	English Department of the University	20 minutes 16 seconds
Faculty 2	At his office	At language and computer laboratories of the University	11 minutes 2 seconds
Faculty 3	At his home	Language laboratory of the College	23 minutes 23 seconds
Head 1	School 1. At his office		37 minutes 51 second
Head 2	In his office at the National Education Department of Gorontalo City.		31 minutes 53 seconds

Table 4.2 shows the interview places and the locations being observed, and the length of the interview time. The range of the interview times was from 11 minutes to 37 minutes. Most participants

preferred the interview to be conducted in their schools and offices, in this case, the observations were conducted before each interview process. Faculty 1 preferred to meet over lunch in a restaurant, because that was the only time he had for the interview that week. Two other participants, Faculty 3 and Teacher 4, preferred to be interviewed in their own homes, because the time conflicted with their teaching schedules. In this case, the observation was conducted after the interview.

The first agenda to do in the research field was to meet the gatekeepers. I met the head of English Department in the office in the middle of office hours. We discussed the possibility for him to participate in this research, and I asked permission for using one of his faculty members to participate in this research. Fortunately, he agreed to participate and was fully supportive of my inquiry. At the meeting, we also decided the time to meet for the interview. I finally interviewed him in his office two weeks after our initial meeting.

The next day, after meeting the head of English Department of the University, I met the head of English Department of the College. Unfortunately, he declined my proposal for him participate in this research. However, he responded positively on the inquiry to use one of his faculty members to participate in this research.

On the same week, I also met with the principal of School 1and School 2. The reason for meeting these principals was because one EFL

teacher in their schools had responded to participate in this research and therefore permission from them was needed. The meeting was also used to ask their availability to participate in this research. The principal of School 1 was available to participate, while the other principal was not able to participate. However, both granted their permission to observe the schools and to interview the EFL teachers.

The plan to meet the head of the National Education Department of Gorontalo City on the same week was postponed because he was out of the office at a meeting with the Governor of Gorontalo. However, I met his staff to work out a time on his schedule so that I could make an appointment with him another day. I finally got a convenient date and place. I was scheduled to meet with him two weeks from that day. At the day and the time of the appointment, he was not there again. This was typical of a prominent person in Indonesia. After waiting for about two hours, he came back to his office. He finally agreed to participate and was ready to be interviewed at the same time. Yet, he wanted to have the list of the questions. While scanning the question list, he told me to interview his staff whom he said had more knowledge about technology. However, I ensured him that the interview was not aimed at investigating his knowledge on technology, but more on his policies toward the integration of technology in schools in Gorontalo City. He finally agreed to be interviewed, and the result was positive and productive as expected.

Data Analysis Process

Audio recordings of the interviews were transcribed and translated from Indonesian into English. Participants varied in the amount of English use during the interviews. All participants were interviewed using both Indonesian and English. They were told at the beginning of the interview to use either English or Indonesian or both during the interview. All EFL teacher participants used both English and Indonesian during the interview. They switched to the Indonesian language when difficulty to express their ideas in English occurred during the interview. All EFL faculty members used English the entire time during the interview. Both the principal and the head of the Department of National Education of Gorontalo City used only Indonesian language. All interviews were first transcribed, and then all transcriptions in the Indonesian language were translated into English by and independent translator.

For the purpose of better reader comprehension, the participants' interview responses quoted in this chapter were grammatically corrected with a maximum effort to avoid deviation from their original meaning when written in the English translation version of the transcriptions. A sample of transcriptions, both the Indonesian version and the English translation version, are available in Appendix D.

All transcriptions were analyzed and classified by the topic questions. Tables were used to

manage the data based on the participants' responses to each topic question. A table was framed contained the classification of the data on the integration of technology in EFL teaching.

Access to instructional resources.

Schools in Gorontalo, in general, do not provide a copy machine to support the teaching and learning process. Teachers should provide their own materials and use their own money if they want to make copies for their students. In most situations, students are expected to pay for it. During the interview, Teacher 3 mentioned that she could not provide any a better teaching material for her students, because she did not have enough money to copy it for them, and she felt reluctant to ask the students pay for the copy.

Teacher 2 also underlined the limitations of the resources in designing teaching materials, which is required by the new curriculum. She argues that the facilities should be provided to support the implementation of the new curriculum.

Integration of Technology in EFL Instructions

The aim of this section is to present the data findings on the integration of technology in EFL instructions in Gorontalo, Indonesia. The data consist of the participants' own definition of technology, their prior use of technology along with their familiarity with the use of technology. The findings reveal the problems faced by the EFL teachers in

integrating technology in EFL instructions. It also presents the results of the observations on the available technology in schools. At the end of this section, the participants' perspectives toward the use of technology and the future use of technology are also presented.

Definition of technology.

All participants in this research were asked to give their own definition of technology. The question was necessary to ask in order to identify their understanding of technology. The result showed that most participants defined technology as something related only to hardware. In general, they mentioned technology as tools and equipment to help teaching, and to ease work, et cetera.

Teacher 1 defined technology as any sophisticated tools, instruments, or machines. Similarly, Teacher 2 and Head 2 described technology as tools that would help teachers in the learning process. Echoing Teacher 2's and Head 2's definition of technology, Faculty 1 and Faculty 3 also stated that technology was a tool that should be used to help to get things done and to solve any human problems. Faculty 2 even specifically mentioned the use of LCD projectors and the use of a video camera to record students' activities as his definition of technology.

In contrast with the other participants' definition of technology, Teacher 4 was the only

participant who did not define technology as merely a tool. The following is his definition of technology:

> For me, technology is every attempt that can be used, both hardware and software, to help work. In education, technology can help us to increase our proficiency… or at least help us to ease the teaching and learning process. (Teacher 4, personal communication, December 26, 2009)

Two other participants in this research did not give any definition of technology, even though I probed the question. Both of them eluded with the argument that they had no idea on how to give their own definition of technology. However, both participants agreed that technology is something related to the use of computer and the Internet.

Participants' prior experience using technology.

Participants' prior experience using technology was one of the topic questions in the interview. This question was posed to gain data about the kind of technology they were able to use. This data helped to analyze their lack of technology use in their teaching, because the lack of use might be due to their lack of knowledge of operating the equipment versus the availability of the equipment.

In general, most teachers in Gorontalo have their own laptops, but they never use them in the classroom. All participants in this research had experience using computers and the Internet;

however, the Internet was generally used for material browsing (mostly pictures and short videos), emailing, and social networking such as Facebook, Twitter, and Yahoo Messenger to chat. None of the participants had ever used the Internet during classroom instruction. They also mentioned that, once to twice a month, they used Power Point in the teaching and learning process.

Teacher 1 described that he used computers and projectors available in the multimedia room. The multimedia room was a classroom equipped with one computer, an LCD projector, DVD player and room speakers. This room was used for multiple purposes, such as listening comprehension skills and watching videos. He added that the school's language laboratory was sophisticated. It has Internet access, DVD player, DVDs, and a projector. However, the lab still used student booths and a teacher console. Teacher 1 regretted the limited availability of the language lab to be used for English teaching. He had to share the schedule with other English and Arabic teachers. Due to the dense schedule, he could only use the lab once in a month.

The use of technology can be expensive for both teachers and students if the schools do not provide it. Teacher 3 stated that she used her own laptop in her classroom to display pictures, and to use sound files to teach listening comprehension. She sometimes asked her students to submit their assignments through email. Unfortunately, she could not do this often because she did not want her

students to have to spend their own money on that. She deplored the cost of using Internet in their school, because students had to pay if they wanted to use it (the school has a cyber café).

Similarly, Teacher 4 also used his own laptop to show pictures related to the lesson during the class session. He argued that the school had never provided EFL teachers with any computer software. He had to buy his own. Yet, none of the software is specifically designed for EFL learning.

In a higher education setting, the participants' prior use of technology was not much different from the middle and high school EFL teachers. Faculty 2, the chair and one of the faculty members of the English department of UNG mentioned that he once used flash cards that prompted students to speak. He confessed that he was discouraged from using a laptop and LCD projectors to teach because he feared damaging them. The department only provided one unit computer, laptop, and LCD projector, which are shared by about more than sixty faculty members. On the contrary, Faculty 1, who was also a faculty member of the English department, said that he used learning software he owned for pronunciation. He was always equipped with learning media such as a laptop, LCD projector and a sound system to teach listening. He even used the Internet to teach writing. He encouraged his students to establish their own blog, and create their own email in order to be able to submit their assignments.

On the other hand, Faculty 3 mentioned that prior use of technology was limited to the use of a tape recorder and video, despite his position as chair of the computer center and a faculty member of IAIN Sultan Amai Gorontalo. He argued that, even though the college's laboratories were equipped with some sophisticated equipment, such as satellite-equipped facilities for distance learning, none of them were working. A plan was in place to fix the lab, but it had not yet happened.

Familiarity with the use of technology.

In relation to their prior use of technology, the participants' familiarity with the technology was also examined. The reason for examining this topic question was to emphasize their answer to the question that related to their prior knowledge of technology use.

The result showed that all participants responded that they were familiar and confident with the use of the computer and the Internet, especially with the use of Microsoft Office but mostly limited to Microsoft Word. Only one participant mentioned that he was familiar with language learning software. The rest admitted that they were not familiar with any software designed for language learning. For example, when asked what kind of software was used in teaching, Teacher 2 answered that she used VCDs and cassettes, which are hardware. This example showed that participants' knowledge of technology, especially on

the distinction between hardware and software, was also an issue of concern. These deficits perpetuate the absence of technology integration in EFL teaching in Gorontalo.

Even though participants were familiar and confident with the use of the Internet, none of them had ever used Internet access to teach English in their classes. When asked what prevented them from using the Internet in the teaching and learning process, their arguments were either that the Internet access was very slow, or it was available only in certain spots in their school.

Problems integrating technology in the classroom.

Questions asked under this topic heading were related to the participants' experience using technology in the classroom, the absence of the use of technology in classrooms, and the causes of the absence of technology use in EFL classrooms in Gorontalo, Indonesia. The participants' answers were mostly rooted in the lack of available technology, its cost and usage. Some participants mentioned that the lack of human resources was also one of the major problems in integrating technology in EFL teaching. The negligence of language as an important school priority was also discussed during the interview.

Schools' priority.

All participants mentioned that the availability of technology was the major problem in

integrating the use of technology in the classroom. On the other hand, providing technology relied on the available budget. Six schools, including a university and a college that I observed, owned language laboratories, which were old and had broken equipment. Plans to fix and replace obsolete equipment had been discussed for many years, but had never happened. Teacher 2 specifically asserted that the administration in her school purposely disregarded the proposal to fix the language lab because the school had other important priorities. "It is not that our school does not have any budget… but, there are so many priorities in this school, language was not considered one of them" (Teacher 2, personal communication, December 23, 2009).

The problem of language courses not being one of schools' priorities affected the school administration's decision to spend money to provide technology for language learning. This problem was also mentioned by Teacher 3, "…our students here are 2300…and need more classes, that's why when the budget comes our headmaster prioritizes the class building…" (personal communication, December 16, 2009).

She had been proposing to have the language lab fixed since the beginning of her career at that school, but the proposal had never been approved by the school administration. Though during this time, two sophisticated computer labs were provided for an engineering program. Teacher

3 acknowledged that the last proposal had already been reviewed, and the school administration promised that the plan to fix the lab would be realized in upcoming years. Nevertheless, Teacher 3 was pessimistic that it would be done, because the administration had promised the same thing for the past several years. She further argued that even though providing technology could be very expensive, the school should provide it free of charge for teachers and students.

IAIN Sultan Amai Gorontalo also experienced similar conditions. The language lab in the college could not operate because some of the equipment was out of order. Faculty 3, one of its faculty members, regretted the negligence of the college administration to respond to the language faculty members' requests to fix or replace the obsolete equipment in the lab.

In responding to the question about the lack of availability of technology in schools in Gorontalo City, the head of the National Education Department of Gorontalo City argued that even though technology had already been provided, the frequency of use of the equipment was very low. He gave an example, saying that recently the National Education Department of Gorontalo City had provided some elementary schools in that area with several computer units. Regrettably, those computers were only used for administrative work and none were used for any learning instruction. He added that the low frequency of equipment use was

due to several factors. One reason he offered was that teachers over 50 are reluctant to learn the use of technology, both in daily life and in the classroom interactions. These teachers argued that it was not a necessity to learn it because they were close to retirement.

Although he admitted that technology was not cheap, Head 2 claimed that the core problem with the absence of technology use in the classroom was not in the availability of technology per se, but in how to prepare teachers to be technologically literate.

Human resources.

The head of the National Education Department of Gorontalo City was not the only participant who claimed that human resources are one of the major problems with integrating technology in the classroom. Teacher 4 specifically affirmed that beside the lack of infrastructure, the unfamiliarity with technology was the cause of the teachers' reluctance to use technology in teaching.

Besides the insufficient knowledge of technology, the teachers' mind set needs to be changed. So far, most teachers in Gorontalo had not come to the conclusion that technology is important to use in the classroom. Faculty 1 shared these notions during the interview.

> A teacher does not use technology because of: first, they do not have good or enough literacy of technology, and second is because of their mind set,

> maybe they haven't come to the conclusion that technology is important for the classroom interactions. (Faculty 1, personal communication, December 22, 2009)

Imposing the use of technology on teachers will probably need a certain amount of time. However, the use of technology in school could still be carried out as long as the school hired people who would be in charge of helping teachers with the use of technology. Schools that I observed, in general, did not have people who worked specifically as technicians. Teachers who had knowledge of technology usually doubled as computer technicians. Head 2, the head of the National Education of Gorontalo City was concerned about this problem, because those teachers did not earn double salaries even though their workload doubled. Moreover, he was worried that those teachers would not optimally use their time to prepare for teaching.

A similar problem also occurred in higher education institutions. Faculty 3, a faculty member of the college, acknowledged the absence of technicians in his college.

> There is no technician available in our institutions, while faculty members do not have their own ability to operate the equipment available in the laboratory. We have requested a technician from the authority, but so far there is no response. (Faculty 3, personal communication, December 27, 2009)

Faculty 2, the chair of the English Department of the University, said that, even though the department had hired two technicians, they were not able to do their job optimally. This problem was caused by either the ratio of the number of the technicians to the faculty members, or by the limitation of knowledge of those technicians themselves. Faculty 2 presumed that the recruitment of technicians in the University might not significantly focus on their specific knowledge to match the needs of the department. He said that the recruitment was conducted by the university's higher administration. The department just accommodated whoever was hired by the university to work in that department.

Availability of technology.

All classrooms in schools including the university and college that I observed were not equipped with any sophisticated technological tools. Teachers had to bring their own technology equipment if they wanted to use them in the classroom. Language laboratories and computer laboratories were also provided in these schools. Unfortunately, some of them were out of order and out of date. However, all schools including the university and college that I observed had Internet access available. Almost all schools including the university and the college that I observed had broken technological equipment that made them impossible to use in instructional activities.

The following table shows the availability of technology in all schools including the university and the college observed in this research.

Table 4.4.
Available technological equipment in schools including the university and college.

Schools	Availability of Technology			
	In the Classrooms	Language Laboratory	Computer Lab.	Internet Access
School 1	Not available	Yes	Yes	Yes
School 2	Not available	Yes*	Yes (4)	Yes
School 3	Not available	Yes *	Yes	Yes
School 4	Not available	Yes*	Yes	Yes
The University	Not available	Yes (2)	Yes	Yes
The College	Not available	Yes*	Yes	Yes

*Out of order

Table 4.3 shows the data on the availability of technology in each school including the university and the college that I observed. The availability of technology in the classrooms, language laboratories and computer laboratories were investigated during the observations. All classrooms in schools including the university and the college were not equipped

with any new technology. All of the schools including the university and the college own language laboratory; the university even provided two language laboratories for their students. All of the schools, the university and the college have the Internet connection and computer laboratories; school 3 even has four computer laboratories.

Language labs vs. computer labs.

Even though all schools including the university and the college had computer laboratories, none of those were used for language learning. The school where Teacher 3 teaches has 3 computer labs with approximately 30 unit computers with Internet access. Unfortunately, none of those labs were allowed to use for language learning. She said that with the large amount of engineering students using those, it was hard for the school to arrange the schedule for them; it would be even harder if language learning should be added in the schedule.

Considering that higher education institutions such as universities and colleges have more sources of income and more freedom to use and control the budget, I assumed that these institutions might have more complete and sophisticated equipment and access to technology as compared to middle schools and high schools. In reality, the university and the college that I observed had similar equipment and access to technology as the middle and high schools that I also observed.

During the observation, I discovered that the University had two language laboratories and two computer laboratories. The language laboratories were old style labs, which were equipped with student booths and teacher consoles. The conditions of both labs were wistfully messy. The floors had holes and there were cables scattered everywhere, even under the students' chairs. Faculty 2 and Faculty 1 admitted that accidents often occurred because of this mess. Students stumbled on the wires or fell because one of the chair's legs fell into a hole. The air conditioning units in both labs were not strong enough to cool down the rooms that were usually packed with 30 to 50 students per class. The number of booths in each room was only 40; therefore, sometimes two students used one booth. Also, some of the equipment was out of order and could not be used. The head of the department argued that he and the previous chairs of the English department had numerous proposals to fix the lab, but the university had never approved it. The unmanageable schedules of the lab use also exacerbated the condition.

On the contrary, the English Department of the University also owned two computer labs, which were multimedia and had Internet acces. Unfortunately, these two labs were only used for the Introduction to Computers, for private computer courses, and as an Internet depot. Faculty 2 mentioned that students could use the lab, but unfairly, they had to pay for it.

Multimedia room.

The idea of using a multimedia room was considered as a solution to the problem of the unavailability of a language lab to EFL teachers. All schools including the university and college that I have observed owned multimedia rooms. In Teacher 2's and Teacher 3's school, the EFL teachers decided to alter the language laboratory into a multimedia room because it had not been fixed for years. Yet, the equipment provided in that room was far from being multimedia. The teachers only brought a tape recorder into the room and played cassettes for listening comprehension.

Teachers 4 stated that, when he learned that the language lab in his school was not functioning, the first step he did was to get rid of all headsets and to install one big speaker in the language lab. He argued that, using a room speaker would create an interaction not only from students to teacher or conversely, but also would encourage the interaction between students.

In the school where Teacher 2 teaches, the language laboratory was converted into a multimedia room. However, there was no computer available in the room. The room was equipped with LCD projector, tape recorder, DVD player, and a set of sound systems. Teacher 2 said that she and other EFL teachers used the room for listening comprehension and watching videos.

Unlike Teacher 3 and Teacher 2's schools, Teacher 1's school had both a language lab and a

multimedia room. The multimedia room was used for multiple purposes such as for listening comprehension and for watching videos. Teacher 1 mentioned that, due to conflicting schedules, he used the multimedia room as an alternative to the language lab. Beside that, the school's principal, Head 1, mentioned that they have 8 Internet ready computers that the students can use to help them learn.

Perspectives towards the use of technology in language teaching.

A question on the importance of technology in language teaching was asked of all participants. The general answer from all participants was that they considered the use of technology as something important. When asked why they thought it was important, the answers were quite varied from one participant to the other.

Teacher 1 considered technology important because it can help reduce the teachers' workload, such as in grading and assessing language skills. On the other hand, Teacher 2 said technology could help teachers give more to students in terms of materials and methods. Likewise, Teacher 3 pointed out the importance of technology in terms of its richness in providing EFL teachers with authentic materials and its capability to increase students' motivation and to simplify the EFL instructions and tests. Head 1 and Head 2 and Faculty 3 highlighted the importance of using technology from the point of view of

increasing students' motivation to learn English. Head 2 further emphasized that using technology can increase teachers' credibility because students considered them to be more credible compared to teachers who did not use one.

The EFL faculty members who participated in this research believed in the importance of the integration of technology into the classroom interaction. Faculty 1 asserted that technology helps improve both students' and teachers' language skills, especially in communication. Likewise, Faculty 2 also believed that technology could actually improve both students' and teachers' language ability and knowledge. He indicated the use of the Internet to explore recent supplements to EFL materials, and to learn from each other by sharing the syllabus or the lesson plans online.

Perspectives toward the future use of technology.

All participants in this research agreed on the need for the integration of technology in the future. Teacher 1 and the principal, Head 1, were optimistic that in five years, the school would own sophisticated technological equipment in order to support the school's proposal to become one of the international-level schools in Gorontalo.

Teacher 4 claimed that the use of technology in the future will be inevitable, and he was very optimistic about the future use of technology in his school. Being appointed as the new chair of his school's language laboratory, Teacher 4 was in a

stage of preparing a proposal for an internet-based language laboratory.

In higher education institutions, the hope of owning an internet-based language laboratory in the future was not much different from middle and high schools. Faculty 2 conveyed his own hope that in the future, the English department of the University would have classrooms equipped with technology-based facilities, and computer-based laboratories. On the other hand, Faculty 1 was confident in the wider use of technology in classroom in upcoming years by looking at the increasing interest in the use of technology in general nowadays. "I think the growing interest in the use of technology will affect the amount of technology used in the classroom" (Faculty 1, personal communication, December 22, 2009).

The importance of technology use in the future had become a major concern for the head of the National Education Department of Gorontalo province. He said that he required all teachers to own a laptop.

> I had instructed all principals to use the technological equipment for the teaching and learning process. This is also an obligation for all teachers who received "*tunjangan sertifikasi*" to buy a laptop. I required them to buy it because the money they received is given with the intention of not only increasing their own welfare, but also for the sake of increasing their own competence, which

in turn will increase the service quality to all elements that need education services from us. (Head 2, personal communication, December 24, 2009)

Tunjangan sertifikasi (Teacher Certification) was an effort to improve the quality of teachers accompanied by the increase of teachers' welfare. It also enabled the teachers in service to improve their classroom instruction, which in turn helps to improve and sustain the quality of education in Indonesia. The teachers' welfare was increased through providing a professional allowance equal to the basic salary of teachers having a certificate (Madya, et al., 2007).

As a school principal, Head 1, was echoing the instructions from the head of the National Education Department to encourage teachers in his school to provide themselves with a laptop, he even promised to provide more LCD projectors if teachers were willing to purchase their own laptop.

Providing Technology Equipment

Budgeting was a sensitive matter to ask the participants. All teacher participants only gave simple answers such as saying that there was no budget available to provide technology for language learning. They could not give further explanation because they have no knowledge related to budgeting in their school. They said any matter related to budgeting was the schools administrations' responsibility.

In this research, a principal and the head of the National Education Department of Gorontalo City were interviewed specifically to gain data related to budgeting. Since, both these authorities reluctantly answered the questions, I had to probe some questions several times, changing the sentence structures, but ended up still gaining insufficient information.

The principal and the head of the National Education Department of Gorontalo City admitted that funding was very limited for providing technological equipment. The head of the National Education Department specifically indicated that Internet access was available in all high schools and some middle schools in Gorontalo city, but it had not been provided for elementary schools. The Internet access in most of the schools was funded by the Ministry of National Education through a program called *Jaringan Pendidikan Nasional* (National Education Network). He further explained that the budget provided for supplying technology was provided by the National Education Department of the Gorontalo province, the National Education Department of Gorontalo City, Stake Holders and Parent Board.

The role of parent boards majorly affects the budget in each school. Head 2 mentioned one example, Insan Cendekia High School. The school owns a sophisticated cyber library, which was funded solely by the parent board. Head 2 mentioned that the students in that school come

from a high-class social status. Even the children of the governor of Gorontalo were once students at that school.

When discussing the source of funding in his school, Head 1, the principal, explained that they were not only funded by the National Education Department, but major funding for the school was coming from the Religion Department, because the school, *Madrasah Tsanawiyah* (Religion-based middle school) was under the supervision of the Religion Department. Head 1 further explained that the school was treated as one work unit under the Religion Department; therefore, they had the privilege to plan and propose their own budget. He further admitted that the Ongoing Budget Plan (DIPA) did not entirely cover the technology needs. However, he mentioned that the National Education Department of Gorontalo provided a small amount of funds for instructional media. He delightedly mentioned that the maintenance budget for any available equipment in their school was covered by DIPA.

Other Findings

When I left Gorontalo for more than two years to come to the United States, the Internet there was almost impossible to access. There was only two cyber cafes that existed where people of Gorontalo could access the Internet, and it was very slow and often on and off during the day. It took a while to access each page on the computer screen.

To have better speed, people had to wait until dawn, because usually that was the best time to get better speed access. During that time, a laptop was a luxurious item that could only be afforded by the wealthy people.

Two years later, the situation had changed. Significant progress had been made in the development of the use of technology in Gorontalo. Laptops are no longer a luxury item. All participants in this research had their own laptop. When interviewing Teacher 2 in the teachers' lounge, I witnessed that all teachers in the lounge had their own laptop. An Internet café can be found on almost every corner in Gorontalo. However, there were some interesting facts emerging with the fast growth of technology use there.

The growing number of Internet cafés is a consequence of the growing number of facebook users in Indonesia including Gorontalo. Judging from the June 2010 figures compiled in Global Monitor report, which tracks facebook's growth in almost a hundred countries worldwide, the Inside Facebook Gold (2010) reported that Indonesia grew the most, adding 1,190,600 new monthly active users to a total of 25.9 million. On July 2010, Indonesia surpassed the United Kingdom to become Facebook's second largest country after the United States. Due to this fact, the cyber café industry is flowering in Gorontalo. However, this fast growing use of the Internet was not accompanied by enough knowledge of other significant benefits offered by

the Internet besides merely using it for social networking such as Facebook. Some cyber cafés existed merely to serve those who wanted to use facebook. Uniquely, the staff in these cafés did not know any other things to do with the Internet besides facebook. When I told them that I needed to use skypes, they forced me to used facebook instead. This is an interesting phenomenon.

CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The goal of this chapter is to summarize the findings and to draw relevant conclusions. Recommendations are provided for further research on integrating technology in EFL classroom in Gorontalo, Indonesia.

Many teachers around the world work in a condition where the availability of computer technology falls short of the expectation. EFL teachers in Gorontalo, Indonesia also experience this condition. Lack of hardware, software, infrastructure, and access to Internet are factors that affect their perception towards the value of the integration of technology in the instructional setting. There are number of reasons mentioned by the EFL participants in this research whether to integrate the use of technology into instructions. The most educationally significant reasons are the limited and unequal access to technological equipment.

Teachers who have been prepared with technology sometimes give up on the situation and condition they face in their institutional setting. It is regrettable for some technologically skilled teachers

when their knowledge becomes futile because of the unavailability of computer technology in their work setting. In Gorontalo, the problem is even worsened with the 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. Therefore, the policy to impose teachers to buy their own laptop was not considered an urgent solution to the challenge.

The results of the observations show that the education system in Indonesia at this point attempted to guarantee that all students have adequate and equal access to computers and the Internet to accomplish stated goals. This attempt requires considerable resources for hardware, software, connectivity, and technical assistance and teachers' professional development. Both the principal and the head of the National Education Department in this research argue that the dowside of the challenge of integrating technology in EFL instruction was the unprepared teachers. They further argued that the costly investment in technology is being underutilized and valuable resources are being wasted. Many teachers who have access to the technology are not using it because of the following reasons:

1. They do not know how to use the technology equipment, and are not motivated to learn.
2. They are satisfied with their current approach to teaching, and reluctant to learn a new approach including the use of technology in teaching.
3. They do not have sufficienct time to devote to the type of lessons best supported by technology.

It is true that in these times, the advancement of information and communication technology has helped a great deal in improving the situations and conditions related to education in less privileged areas, yet problems still remain unsolved due to financial and technical constraints.

Recommendations

The data of this research shows that the Teacher Education Program in both the university and the college I observed did not include the use of technology in their teacher education program. Therefore, it is recommended that technology in language learning or computer-assisted language learning should be included in EFL teacher education program in both higher institutions.

Students who are learning to be English teachers should be prepared with the technological knowledge, because they will face students who might already be ahead of them in terms of technological knowledge. The advance knowledge of students could be used as an opportunity for

teachers to improve their teaching. Teachers who had been prepared with CALL knowledge will know how to utilize the students' prior knowledge of technology to enhance their EFL learning, because integrating CALL in language instruction is not aimed at loading students with computer skill. The objective of integrating CALL in the curriculum of language teaching "has been associated with self-contained, programmed applications such as tutorials, tools, simulations, instructional games, tests, and so on" (Kern & Warschauer, 2000, p. 1). Therefore, the pedagogical aspect of language acquisition through the use of technology is the main objective of integrating CALL in language curriculum.

Similarly, Kessler (2005) argues that integrating technology into curriculum means more than teaching basic computer skills and software programs in a separate computer class. Effective technology integration must happen across the curriculum in ways that research shows will deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.

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