Special Issue on CALL
No. 4
ACKNOWLEDGEMENT
I would like to thank all those who contributed to this volume as reviewers of papers. Without their help and dedication, this volume would not have come to the surface. Among those who contributed were the following:

Prof. Dr. Sabah S. Al-Rawi,
English Department, Colleague of Languages, University of Bagdad, Iraq

Ekrema Shehab, Ph.D.
Department of English, An-Najah National University, Nablus, Palestine

Mahmoud J. Itmeizeh, Ph.D.
Department of Applied English, Palestine Ahliya University, Bethlehem, Palestine
## Contents

<table>
<thead>
<tr>
<th>Article Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using CALL in Teaching Writing: An Explicatory Study on its Efficacy for ESL/EFL Learners</td>
<td>Sultan H. Alharbi</td>
<td>4-12</td>
</tr>
<tr>
<td>An Analysis of Learner Autonomy and Autonomous Learning Practices in Massive Open Online Language Courses</td>
<td>Hülya Mısırm, Didem Koban Koç &amp; Serdar Engin Koç</td>
<td>24-39</td>
</tr>
<tr>
<td>Students’ Perceptions of a Student-Produced Video Project in the General English Language Course at Srinakharinwirot University, Thailand</td>
<td>Supanit Kulsiri</td>
<td>40-54</td>
</tr>
<tr>
<td>Technology in the Language Classroom: How Social Media is Changing the Way EFL is Taught</td>
<td>Hanza Alsheneqiet</td>
<td>55-68</td>
</tr>
<tr>
<td>Attitudes to CAT Tools: Application on Egyptian Translation Students and Professionals</td>
<td>Iman Mahfouz</td>
<td>69-83</td>
</tr>
<tr>
<td>Considerations for the Development of Computer-Assisted Language Learning (CALL) Teacher Training Course: A Practical Experience from a Call Course Development in Indonesia</td>
<td>Mohamad Syaifudin &amp; Henriette van Rensburg</td>
<td>84-108</td>
</tr>
<tr>
<td>EFL Teachers’ and Students’ Approaches in Using Teaching Aids: A case Study</td>
<td>Awwad Othman Abdelaziz Ahmed</td>
<td>109-124</td>
</tr>
<tr>
<td>Experienced and Novice Teachers’ Awareness and Attitudes towards ICT in Language Classroom: A study conducted in a Thai context</td>
<td>Rusma Kalra</td>
<td>125-131</td>
</tr>
<tr>
<td>Unraveling English Department Students’ Perception of Using e-Learning</td>
<td>Fatchul Mu’in &amp; Rizky Amelia</td>
<td>132-143</td>
</tr>
<tr>
<td>Effectiveness of an Educational Software System (Desire2Learn) in Teaching English Grammar</td>
<td>Mohammad Seemab Khan, Fatimah Ali, Ghulam Mustafa &amp; Shahzad-ul-Hassan Farooqi</td>
<td>144-159</td>
</tr>
<tr>
<td>The Implementation of Hybrid Computer Mediated Collaborative Learning (HCMCL) for Promoting Students’ Critical Thinking at IAIN Salatiga, Indonesia</td>
<td>Mashhahulat Umami, Mursid Saleh, Januarius Mujiyanto &amp; Sri Wuli Fitriati</td>
<td>160-173</td>
</tr>
<tr>
<td>Investigating Instagram as an EFL Learning Tool</td>
<td>Nouf Aloraini</td>
<td>174-184</td>
</tr>
<tr>
<td>How to Use L2 Movies Effectively to Learn New Vocabulary: A New Theoretical Perspective</td>
<td>Abdulrahman Abdulla Alharthi</td>
<td>185-192</td>
</tr>
<tr>
<td>The Effectiveness of YouTube Live Streaming as Digital Learning Media in Tourism and Guiding Subject</td>
<td>Kun Aniroh, Latifah Hanum &amp; Arfiyan Abdul Ghoftari Ariyanto</td>
<td>193-201</td>
</tr>
<tr>
<td>Teaching Reading Comprehension by Using Computer-Based Reading: An Experimental Study in Indonesian English Language Teaching</td>
<td>Asmi Rusmanayanti &amp; M. Laili Hanafi</td>
<td>202-213</td>
</tr>
<tr>
<td>A Study of EFL Saudi Students’ Use of Mobile Social Media Applications for Learning</td>
<td>Abdulrahman M. Alshabe &amp; Riam K. Almahmr</td>
<td>214-226</td>
</tr>
<tr>
<td>Interactive Media in English for Math at Kindergarten: Supporting Learning, Language and Literacy with ICT</td>
<td>Ririn Ambarini, Arso Setyaji &amp; Dian Ayu Zahraini</td>
<td>227-241</td>
</tr>
<tr>
<td>Constructing Identities Online- An Exploratory Study of Saudi Youths’ Strategies</td>
<td>Mohammed Qurait Alenezi, Paul G. Kebble, Andrew Fluck, Yang Yang &amp; Andy Bown</td>
<td>242-259</td>
</tr>
<tr>
<td>Creating a Web-based Communicative Learning Environment through Interactive Blogs: English Language Acquisition</td>
<td>Julius Irudayasamy, Carmel Antonette Hankin &amp; Marco March</td>
<td>260-271</td>
</tr>
</tbody>
</table>
Arab World English Journal (AWEJ) is pleased to launch its 4th special issue on Computer-Assisted Language Learning (CALL) (July 2018). As a guest editor, I do believe that this CALL will be a success as it is well-known for its impact on technological education and research.

Technological tools are essential to literacy in the twenty first century. Many university and school teachers are taking constructive steps in this field to utilize technology themselves and to enhance the learning process. Though there are some teachers who have resistance to using technology, for various factors such as age, facilities, subjects, many opt to use technological applications to motivate their students and help them meet the demand of the language and higher critical thinking skills.

This issue on CALL is very rich theoretically and practically. The authors of this issue contributed to the theoretical grounding with some useful practical applications. Actually, I perceived various influential themes carefully interwoven within this especial issue, because most of the contributors to this issue are researchers and educators.

Most of the articles explored and investigated the impact of the technological devices on language learning, learner autonomy and autonomous learning practices, and having positive attitudes in the achievement of learners in the reading, writing, and promoting higher critical thinking.

Almost all authors demonstrated how learners can easily learn to use several available technologies in the EFL classroom. They demonstrated how technologies motivate and engage learners in the learning process to better achieve the intended learning outcomes. Accordingly, this issue shows the results of the most current research issues and tools (mobile applications and Instagram). The aim is to motivate learners to be better readers, writers, critical thinkers.

For example, the article "Using CALL in Teaching Writing: An Explicatory Study on its Efficacy for ESL/EFL Learners", the author demonstrated that most teachers and students have found that CALL has helped them in a positive way towards using technology, motivated them to learn ESL/EFL writing, and improved their knowledge and capability in writing English effortlessly. Furthermore, the article on "Teaching Reading Comprehension by Using Computer-Based Reading" demonstrated that there is a significant difference on students’ achievement in reading comprehension in favor of the experimental group. The authors also recommended that teachers need to make sure that the learners have sufficient training and readiness use the
technological devices. Similar results were revealed in the achievement of learners in through an Educational Software System (Desire2Learn) in a grammar course.

In the domain of critical thinking, the article "The Implementation of Hybrid Computer Mediated Collaborative Learning (HCMCL…") addressed how HCMCL is utilized for promoting students’ critical thinking in communication, reasoning, and self-reflection. However, the authors emphasized that some points needed to be improved by the learners in the aspects of linguistics conventions. As learners work and communicate with their peers and other members of group to complete the tasks, this requires other sets of complex skills; students needed to manage interdependence with others and to reconcile differences for mutual benefit.

Other articles of this issue investigated the impact of social media, mobile applications, student-produced video, teaching aids, youtube live streaming and Instagram on language learning. Finally, this issue included articles that tackled integrating technology in literature and translation courses, and constructing online identities.

It should be noted that the bulk of the articles in this special issue on CALL have been conducted on EFL classes. The success of integrating technology in the EFL classes depends on the learners and teachers training and the availability of the technological resources and infrastructure.

In conclusion, I would like to thank the researchers for their endeavour in carrying out their substantial research. I am confident that their recommendation will help EFL educators and future researchers. Moreover, I would like to thank all the reviewers who helped in reviewing the articles of this especial issue.

Guest Editor
Mohammed A. A. Farrah, associate professor of English Language Studies, graduated with a BA from Hebron University in 1994 in English Language and Literature, MA in TESOL from International Islamic University in Malaysia in 1999, and Ph.D. in English Language Studies in 2006 from International Islamic University in Malaysia. There are a number of publications in the field of online learning and online communication and collaborative learning and peer feedback in writing and types of feedback. Administrative positions included Chair of the English Department in Hebron University from 2009 until 2013, Editorial Secretary of Hebron University Research Journal from 2007 until the present time, and he presented a number of papers in local and international conferences. He is on the Advisory Board of Arab World English Journal and an active member in the APETAU Association.
Using CALL in Teaching Writing: An Explicatory Study on its Efficacy for ESL/EFL Learners

Sultan H. Alharbi
Department of English Language & Translation
College of Languages & Translation
King Saud University, Riyadh, Saudi Arabia

Abstract
The current study aims to analyse and substantiate the impact of use and importance of Computer Assisted Language Learning (CALL) to students writing in English as a second/foreign language (ESL/EFL). It is an explicatory study based on the main findings of researchers in the field and the practical involvement and observation of the researcher as an ESL/EFL teacher in writing classrooms. The scientific literature on the subject as well as the analytical work done on it have been critically examined for efficacy and proof. The study also investigates the usefulness of the various CALL-based materials and tools employed in the teaching process, and it examines how far they can help students in their classroom practices. The major outcomes of the study demonstrated that most teachers and students have found that CALL has helped them in a positive way, has motivated them to learn ESL/EFL writing, and has improved their knowledge and capability in writing English effortlessly. It has also been discovered that this method of teaching writing enriches their information and plays an important role in developing their academic skills. The current study, therefore, recommends that students should use computers in learning English writing, in particular, in order to increase the level of learning.

Keywords: English language teachers/learners, computer assisted language learning, CALL, ESL/EFL English writing, technology integration

1. Introduction

With the advancement of technology and its common practice in almost every household in the middle-income group and above, no aspect of modern civilization is left out without it. Its importance, efficacy, necessity is realized in every walk of life, especially with the beginning of the twenty-first century. In the context of language teaching, the last twenty years have seen great changes revolutionizing the concept of language teaching. There has been an amazing interest in conducting research studies on the impact and usefulness of information and communication technologies in the teaching and learning of ESL/EFL. It has been observed by the TESOL Professor, Writer and Consultant, Ken Beatty (2013), author/co-author of more than 130 ESL textbooks used worldwide from the primary to tertiary levels, that computers increasingly play an important role in education particularly language learning. Furthermore, Wang (2011) has conducted various studies on the competence and efficacy of computer technology and the software programs on teaching of writing. He has found that about 80% of language learners agreed that the incorporation of CALL into language learning has encouraged them and boosted their interest in learning English writing. Researchers have also found out that the Intelligent Tutoring System (ITS), a computer system offering instant and tailored instruction to language learners usually without intervention from a human teacher, has been successful in enabling learners of English writing to adopt a precise writing approach, involving them in a well-organized practice with specific strategies. ITSs have the common goal of enabling learning in a meaningful and effective manner by using a variety of computing technologies (Allen et al., 2014). More precisely, CALL is constantly making the act of writing less stressful and time consuming. CALL also helps the language instructor and learner, if it is cautiously designed as part of lesson plan, empower a natural and improved understanding for language learners (Beatty, 2013).

Researchers nowadays are very thoroughly investigating the usefulness of computer assisted English language teaching and learning in accordance with the traditional as well as modern approaches. These previous and existing researches have positive consequence for the CALL course developers to help them make effectual software programs and to design programs for valuable use of computers in the academic setting. Alongside the existing research on the efficacy of CALL, the issues that have been uppermost in the mind of researchers are whether computer usage aids in the improvement of basic language skills, the language content and areas where computer is most helpful, the desired levels of students who can most benefit from the computer assisted language learning program, the name and nature of the computer program that is most suitable for language learning, and the attitudes of language learners towards CALL. In an endeavour to respond to some of these issues, Neu and Scarcella (1991) have observed that the introduction of the computer-assisted learning software particularly the word processing program, has helped in improving the writing quality of learners. Language learners have shown to achieve better grades in word-processed assignments. Psychological factors such as motivation and willingness to write assignments can be also enhanced while using word processing (Neu & Scarcella, 1991).

The current study is intended to show, evaluate, and suggest the importance and exigency of the employment of CALL for the purposes of teaching and learning writing in ESL/EFL. The researcher also stresses upon the fact that since writing is a complex language skill, it needs a higher level of communication skill and brainstorming so that there is an increasing need to employ...
Using CALL in Teaching Writing: An Explicatory Study

Alharbi

Effective communicative programs to teach such a skill. CALL, therefore, can be incorporated in the instruction program for language writing in order to help language learners acquire suitable writing skills. This study reinforces, with logic and reasoning, the utility of such a technological tool as a powerful extension of the computer’s role in ESL/EFL writing process. It is discussed and examined in the following pages that success can be attained through the implementation of an interesting writing environment which provides resources and tools leading to the writer’s improvement. It has been the motive of the researcher to discuss and claim that CALL has a lot of affirmative and encouraging features that counterweigh the negative aspects of technology by way of integrating technology into language learning classrooms. It is not to outplay teachers or to ignore their longstanding importance and necessity as the ultimate source of motivation. In a language classroom, they act as facilitators to provide a better understanding of a particular topic, and adjusting learner’s speed, tempo, and attitude according to their individual needs. It has been argued, asserted, and substantiated in the current study that computers allow ESL writers to make change in their drafts, with the aid of various software programs, spell checkers, and grammar tools. These tools allow them to modify their draft, giving them ease and more time to focus on the content. To facilitate their work, word processors help students to present information in a range of ways and use a spell checker or thesaurus.

2. Literature Review

Discussing on the specifics and the distinctiveness of teaching writing to ESL students, Tangermpoon (2008) observes that writing does not only mean generating and systematizing ideas but also translating them into legible texts. A good lexical knowledge and mastery in principles of structural organization are prerequisites for good writing. Tangermpoon further points out that writing is not a painless work to do and is most likely to give rise to many problems for learners of ESL. He emphasizes that the mastery over computer skills can be effective in overcoming those problems. Computer, with its various programs and systems, offered for learning of writing can greatly enhance, stimulate, and develop the learning process, and help learners achieve language outcomes in terms of writing skills. With the onset of advanced information technology, the introduction of word processor as a tool for learning to write good texts has gone a long way to improving writing skills. Pennington (2004) believes that the word processor can help a great deal in composing and revising a text, in addition to proofreading it for spellings and sentence constructions. Many researchers have stressed upon the feasibility and usefulness of word processing in learning writing. It is the most acknowledged and universally used computer application in second language acquisition today (Pennington, 2004). Duber (2000) also asserts that the word processor makes available useful training for guided and free writing. It offers vocabulary, grammar, punctuation and spellings, which have an obvious relevance to the sub-skills that are needed for writing.

Hubbard et al. (2013) states that the teaching of writing was transformed and reorganized for everyone with word-processing, and the addition of spell checkers has been quite useful. There are many ways in which computers enhance writing instruction. Also, it has become easier to do writing assignments today with tools such as an online word processor which available for free. Fidaoui et al. (2010) have shown in their work that using a computer in ESL/EFL classes has a positive impact on students’ attitudes. Their study presents the recommendation of the language teachers who have confirmed in the questionnaires given to them that the use of computer
technology helped students to develop and improve their writing skills. Students were quizzed by the researchers and they too agreed that the incorporation of CALL enhanced their motivation in learning English skills. Bozdogan (2012) concurs that the introduction of computer technology into the language learning environment transforms the students from passive into active participants. Bozdogan believes that when Information technology is integrated into the learning and teaching environment, it offers new and interesting opportunities and presents a challenge before the teachers and the learners to utilize them for their language needs. Technology allows and encourages language teachers to select from multiple options, as teaching aids, like video clips, graphs, advertisement, and online essay maps which help ESL/EFL learners form and organize ideas, working as writing prompts, to write their compositions in a logical manner (Williams, 2005). These technological aids facilitate brainstorming, involving the whole class, helping learners with prompt corrective feedback with regard to spelling and grammar.

Microsoft (MS) Word in particular is such tool which is very useful to the English language learners in helping them do formatting and editing of the written texts. This makes them revise their writing easily and quickly. Word-processing programs allows a wide range of formatting possibilities and make editing and revising much easier (Jafarian, et al., 2012). This gives the learners the freedom to learn from their own mistakes, without any let or hindrance. It also helps them effectively and urgently when the teacher is not readily available for correcting the assignment. A very important tool in the learning and teaching of English writing is the e-mail communication. It has been termed as “the mother of all Internet applications” (Warschauer, et al., 2000, p. 3). It has been variously perceiving that writing an email message gives the feeling as if we are communicating by word of mouth than just writing. It is a veritable piece of written communication. It has also been felt that though it is akin the speech communication, it nevertheless is a very potent tool for learning the writing process with the correction tools on its window. Emails written offline perform like a writing assignment with regard to its linguistic characteristics. When offline, there is ample time for editing, word processing, and composing as a well-written text to be imported as an attachment (Danet, 2001).

Computer technology has to be integrated into the learning and teaching process, as part of a challenging mission in developing a successful educational system. CALL devices are convenient facilities that generate the most successful interactive learning environments for activities that develop all language learning skills (Dina, & Ciornei, 2013). To obtain complete advantage from the possibilities of the computer for language learning, language teachers have to stimulate the learners to build up a consistent rapport with computers. The technology that computers offer has to be assimilated with instructional programs that ensure a genuine advancement of the teaching practices and procedures (AbuSeileek & Abu Sa'aleek 2012). Modern times have experienced far-reaching transformation in the scope and manner of English language learning, specifically the learning of English writing, where software technology and online language learning resources have acquired an inescapable position in order to help language learners face the challenges of learning to write. The application of CALL programs in language learning denotes a pedagogical shift from a traditional teacher-centred approach to a method that is more multipurpose, handy, and student-centred. (Gonzalez-Lloret, 2003).
Through computer assisted communication, an extensive array of communication means is available for English language learners, without the need of using any specific methodology. English language teachers have largely found it necessary to teach language in real time, to transform the learning experience contingent to the practical experience, to contextualize it. CALL technology helps in a big way in making English writing more effective and conforming to the social setting. It makes writing more communicative and real as against imaginary and vague (Cunningham, 2000). Furthermore, the students’ writing performance is further improved when the grammar, punctuation, and spelling are readily checked by a computer, compared to the students whose hand-written assignments were checked by the teacher.

Computer Assisted Language Learning is regarded as a language teaching methodology in which the computer is employed as a support in creating, redrafting, and appraising a written text for the purpose of learning effective writing. What enhances its importance is the nature and scope of the interactive element in it. In this approach language learners are left free to learn through the process of trial and error and to choose how to rewrite the exercises based on their own progress. Grammar practice, communication activities and vocabulary improvement can be attained with felicity and interest (Madhavi, 2014).

McGarrel (1998) believes that computer works in various roles in English language writing. It assumes the role of an instructor, motivator, mainstay, source of information, and initiator of communication. He further elaborates that the computer and its accessories aid a great deal in the development of non-native writing skills. She expresses that the computer offers a situational and practical potential required for the successful development of such skills. Phinney (1996) discusses the importance of computer assisted compositions, and its utility and efficacy for new writers and as a writing aid in the writing workshops. She construes that depending on the language proficiency and writing experience of the ESL students, certain aspects of software are crucial for solving the writing problems.

4. Discussion
CALL carries very interesting and specific software that work as effective language teaching tools. These software programs relate to the application of thesaurus, grammar check, vocabulary, spelling check, pronunciation, and several writing programs, like process writing, writing of emails…etc. These learning programs offer both the teachers and the learners various exercises to help them improve language and all its skills. The literature review in the pages above has made it clear that there have been a number of researches and studies carried out by language scholars and experienced teachers of ESL discussing on the importance of computers in language teaching and learning. This section emphasises on CALL as an opportunity for students to develop their writing skills. The learning of writing is a continuous process and is beneficial almost in every vocation. It is a constant activity in which learners discover their abilities at every step. It is channel through which writers express their thoughts or ideas. It is also closely related to the communication skills. Engineers, doctors, lawyers, officials, businessmen, and people in every walk of life have to write either in the form of reports, memos, prescriptions, notes, emails, letters, and notices. If these written messages and statements are not written in a way in which they can clearly and directly communicate to the people to whom they are written, then the entire purpose of language learning comes to naught, resulting in some serious communication gaps, or misunderstandings. In the
academia also, it helps students to interact with their teachers and translate their thoughts into words. Incorrect grammar structures, spelling mistakes, wrong usage of words, and a faulty and disorganized composition can result in serious flaw in understanding and inability to express. Hyland (2003, p.3) says, “writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher”. So, it is important that the ESL/EFL learner has to practice, repeat, and revise a lot before making his or her writing an end product. The thrust in learning writing is whetting it through different stages of its composition.

Any written composition has to pass through five stages in order to become a complete and accurate written product. These stages are brainstorming, drafting, revision, editing, and presentation. The important thing to note here is that quite often language learners do not follow these stages in a linear progression. They overlap and often follow a looping movement. This, inevitably takes a lot of time in writing a finished product, and often lacks the clarity of communication. The result is that this kind of writing become non-communicative, or carries a flaw which results often in wrong communication (Reid, 2001, p, 29). Goldberg et al (2003) conducted several studies on teaching writing through the traditional method and then through the computers. Goldberg et al, (2003) discovered that when students produced writing on computers the process of generating and reviewing the text was more integrated.

Students would begin recording ideas and would modify their ideas before completing an entire draft. Students also appeared more willing to abandon ideas in mid-stream to pursue a new idea. In this way, the process of revision tended to begin earlier in the writing process and often was performed as new ideas were being recorded. (p. 6)

Thus, rather than waiting until an entire draft of text was produced before beginning the revision process, students appeared to critically examine and edit their text as ideas flowed from their mind to written form (Goldberg et al, 2003). Becker et al (1999) led a survey among teachers of English language writing to see the aim and attitudes of second language learners in using computers for learning writing. Becker et al discovered that 44% of the teachers strongly agreed that computers facilitated the learners’ writing abilities. The survey has also showed that by using computers learners are able to write more freely, and for longer periods, and longer texts. Various activities on the computer software language program, like double-clicking a word, cutting it, and then pasting it in the correct place, editing the texts for errors, and revising it help learners to become capable writers with ease.

It is then a foregone reality, as established by various researches noted, quoted, and analysed in the pages above, that in the second language classroom today the teacher is not the only trainer. He has no option but to include the CALL approach with his teaching if he wants his students to be effective language learners. A teacher has to lead learners to the computer, advising him or her as what to choose and how to choose from there, providing him all necessary language feedbacks. Both with the learners have become the inevitable triumvirate in the language learning process. Hence, computers have become precious and important devices for language learning, and the Internet can show a constructive prospective for learning to write and read (Ghasemi, et al., 2011). This growing tool ought to be regarded as incorporated into the learning and teaching
process, as part of a daring project in building a successful educational system. CALL programs in second language writing curriculum have been established as extremely successful and useful (Cunningham, 2000). The various outcomes of the studies conducted on the topic have revealed that language learners who used CALL programs achieved better results than their counterparts who learnt from the traditional language teaching approaches. De Szendeffy (2005) believes that CALL programmes have the potential to allow each learner to learn freely and independently from his or her own place, be it a home or a library. For the purpose of teaching second language writing, there are a number of activities that the CALL software programs offer to language learners, teaching them how to improvise, manipulate and edit a text.

5. Limitations and Conclusion
We have discussed in detail the benefits of using CALL for second language writing. Despite these far reaching positive aspects of CALL language learning programs, there are also some limitations. A computer cannot provide individualized feedback. It cannot also have the kind of engagement and individual rapport that a language teacher builds with his students in the classroom. Computers cannot grasp the meaning in text and therefore are helpless in evaluating the rhetorical elements that modern composition studies feel to be the most important in producing effective writing: audience, purpose, tone, and context (Kemp, 1999). Further, in surroundings where there is limited access to media, computers and other technology, learners and teachers are not expected to connect with information technology. There is also a possibility that the learner’s concentration is jeopardized by a plethora of technical minutiae dissuading them to completely focus on the language learning assignment.

CALL software programs in teaching English writing to second language learners are becoming popular and are widely used today all around the globe. In fact, they have now become a measure of the accreditation for language institutes and colleges. The aim of this the current paper was to explore, analyse and substantiate the importance of CALL for both the teachers and the learners. Furthermore, the paper entailed to discover the employment of computer technologies in ESL writing classes, and the benefits of learning through them. The research paper also endeavoured to consider and examine the sameness and disparities the both instructors and language learners observe in the use of computers in English language writing classrooms. The various high value researches conducted by the specialists of language teaching and CALL showed that the commonality of second language learners and instructors preferred the incorporation of CALL in ESL writing classes.

The sphere of computer assisted language learning is extremely diverse. To facilitate and expand the probabilities of utilizing CALL efficiently and successfully, there must be a lot of brainstorming and thinking on the way CALL needs to be incorporated into the language learning curricula. The learning atmosphere, the attitudes of the learners, the level of teachers and language learners, the facilities in the classrooms, the culture of learning in a particular situation, all are to be studied, examined and weighed well before using CALL as a tool for teaching English writing to language learners at any level. The learning environment comprises the expansive, open set of courses flexibility in choice of tools and materials. The employment of computers in language education consistently guides to a larger scale activities and initiatives from the learners. The pre-
arranged, content dominated, teacher centred approaches to curriculum and language teaching procedures are not likely to be advantageous and encouraging to successful utilization of CALL.

Acknowledgment
The author expresses his appreciation to the Deanship of Scientific Research at King Saud University, Saudi Arabia, and the Research Centre at the College of Languages & Translation for offering support for the current article.

About the author:
Dr. Sultan H. Alharbi is Associate Professor of English Applied Linguistics and TESOL at King Saud University, Riyadh, Saudi Arabia. He received his PhD in Applied Linguistics from Essex University, United Kingdom. His main research interests are in the areas of academic writing, English language teaching and learning, English for specific and academic purposes, English for research publication purposes, and genre analysis. orcid.org/000-0002-9511-0442

Reference


A MOOC for Literature Integrated Language Classroom: Pedagogical Suggestions for the Development of Higher Order Thinking Skills (HOTS)

Nuraihan Mat Daud  
Kulliyyah of Languages and Management  
International Islamic University Malaysia, Malaysia

Afiza Mohamad Ali  
Kulliyyah of Languages and Management  
International Islamic University Malaysia, Malaysia

Nor Shidrah Mat Daud  
Academy of Language Studies  
Universiti Teknologi MARA, Malaysia

Jowati Juhary  
Language Centre, National Defence University of Malaysia  
Sungai Besi Camp, Kuala Lumpur, Malaysia

Raihanah M. M.  
Faculty of Social Sciences and Humanities  
National University Malaysia

Abstract:  
An important component of language teaching is the development of higher order thinking skills (HOTS) among the students. In some language classes, this is done in the literature component of the curriculum. However, in many circumstances teachers are not trained on how to integrate critical thinking skills in literature integrated language learning classes. Training teachers nationwide can be costly to a country if the traditional way of in-service training is adopted. One of the ways to address this problem is by providing online training programmes. A viable alternative platform for online engagement is the Massive Open Online Course (MOOC) which has the potential to reach the mass. A training module would have to take into consideration the fact that different schools could be using different literary texts. Hence, the training module for teachers would need to focus on activities or pedagogical approaches rather than the text itself. This paper will focus on the aspects to consider when developing a MOOC for this purpose. This study will focus on Malaysian teachers who are expected to integrate HOTS into their literature lessons. When developing the materials, two important aspects that need to be considered are the components of HOTS and also the approaches that can be adopted. This paper discusses the approaches that can be applied to develop a specific aspect of HOTS. It focuses on the Malaysian teachers who are expected to integrate HOTS into their literature lessons.

Keywords: fiction, higher order thinking skills, HOTS, literature, MOOC, pedagogy

Introduction
In the past, rote learning which stresses on memorisation of information was widely used by teachers. The traditional didactic transmission teaching method was a popular method of instruction. Learning activities were teacher-centred and students were passive recipient of knowledge. However, recent curriculum has shifted to approaches emphasising meaningful learning through active, constructive and long-lasting learning experiences (DeWaelsche, 2015; Vallori, 2014; O’Sullivan & Guo, 2010). Teachers are now expected to facilitate students’ development of Higher Order Thinking Skills (HOTS).

HOTS, which include critical, logical, reflective, metacognitive, and creative thinking (King, Goodson & Rohani, 1997) have been associated with the key areas of development for 21st century education (Greenhill, 2010). The cultivation of HOTS is also expected and seen relevant in English as a second language subject (Abdul Aziz, Ismail, Ibrahim & Abdul Samat, 2017; Collins, 2014; Mohamad Ali, 2013). One possibility where HOTS can be developed in a language course or subject is through literature integrated language lessons. Many aspects of the content of a literary work can make the readers think. Literary works normally allow rooms for interpretation, and this can help in the development of students’ thinking skills. However, many teachers focus purely on literary components rather than HOTS development. This could be due to either their absence of awareness of the possibility of developing HOTS through literature, or their lack of ideas on how best to incorporate it into their lessons.

Apart from the know-how, the students’ level of proficiency is yet another problem that second language teachers have to face when integrating literature in their language lessons. The language used in such texts can be daunting to some of the learners especially those who are still struggling to master the language. Hence the focus may be more on making them understand the text than interpreting it. This paper presents pedagogical approaches that can be used by language teachers to develop and promote HOTS in a literature integrated language classroom, specifically through a massive open online course or MOOC.

Problem Statement
It has been argued that literature can help to develop students’ critical thinking skills (Hayes, 1990; Mat Daud & Husin, 2004; Tung & Chaing, 2009). Past studies on the integration of HOTS particularly in the teaching of English language focus mostly on the potential of individual teaching approach to promote critical thinking skills (see June, Yaacob & Kheng, 2014; Mat Daud & Hussin, 2004; Mat Daud, Gilmore & Mayo, 2013). A study by Sidhu, Chan and Kaur (2010) finds that Malaysian primary teachers teaching fiction lacked creativity as far as organising learning tasks was concerned. Mahyuddin et al. (2004) conducted a survey on 387 secondary school students and found that teachers who went through a course on thinking skills taught students to use inferencing and other thinking skills such as comparing and contrasting, and detecting cause and effect. Nonetheless, there was a need for improvement in terms of making the teaching of critical thinking skills more explicit.

The issue is how to make interactive teaching resources easily accessible to teachers. There are resources such as the suggestions given by Hayes (1990) and the one developed by the National Research Centre on English Learning & Achievement University at Albany (n.d.).
However, the suggestions given do not allow users to be more engaged in the learning process and are not interactive in nature. Hence, MOOC particularly OpenLearning that provides this learning experience is chosen as a platform to share pedagogical approaches with the teachers.

Critical Thinking Development
Critical thinking is associated with a deep approach to learning (Gadzella & Masten, 1998; Reason et al., 2010). Therefore, there is a need to investigate how classroom activities can be adapted to encourage deep learning. Bailin et al. (1999) argue that “critical thinking is not promoted simply through the repetition of ‘skills’ of thinking, but rather by developing the relevant knowledge, commitments and strategies and, above all, by coming to understand what criteria and standards are relevant” (p. 280). Dede (1990) states that HOTS for structured inquiry are best acquired through fundamental steps which include constructing and reconstructing knowledge, using sophisticated information-gathering tools to stimulate students’ experience, focussing on testing hypotheses rather than just following the narratives, and collaborating with peers. According to Collins (2014), whilst Bloom’s Taxonomy is not the only model to teach thinking, it is extensively used by educators across the globe. In addition, in order to inculcate HOTS, it is argued that all domains in the taxonomy, including cognitive, affective and psychomotor, must be fully utilised to assist students in developing critical thinking skills.

MOOC on Integrating HOTS into The Curriculum
The facilities on MOOC can make learning fun not only the students but the teachers as well. To make it easy for teachers to follow the learning activities, the content of the course has to be based on a certain literary text. In this case, the five fictions that have been chosen by the Malaysian Ministry of Education are included in the main menu to make it easy for teachers to choose the one that is relevant to their needs. Figure 1 shows a screenshot of the homepage. Short videos are uploaded and exercises are given for both students and teachers to attempt. The videos can help them to understand the story better.

Figure 1: Homepage for Integrating HOTs into Literature Curriculum
The five fictions that are used in the Malaysian secondary schools are Captain Nobody, Dear Mr. Kilmer, Sing to the Dawn, Leaving No Footprints and Changing Their Skies. Certain states in Malaysia are assigned a specific book to use but they are also free to utilise other books (among the five listed) in their classroom. All the books are listed in the main menu to make it easy for the teachers to choose the text and also the activities based on the text. The next thing to consider is the HOTS components that will be focussed on. In this MOOC, the focus is on
higher order thinking skills namely analyse, evaluate and create. These skills were identified based on the revised edition of the higher order thinking skills of Bloom’s cognitive domain taxonomy by Anderson, Krathwohl & Airasian (2001). The activities for each fiction are organised based on HOTS as shown in Figure 2.

As illustrated by Figure 2, different activities were designed for each skill based on pedagogical approaches that help promote HOTS including problem-based learning, self-reflection, peer assessment and collaborative learning. Some of the teaching activities that can be considered for practice in the classroom are elaborated below.

**Teaching Activities to Promote HOTS**

**Problem-Based Learning (PBL)**

Problem-Based Learning (PBL) engages students to work together to solve real-world problems, especially everyday challenges in schools and communities (Hmelo & Evenson, 2000; Savin-Baden & Wilkie, 2004). Successful problem-solving encourages students to apply knowledge from several disciplines to solve issues in a very practical way.

According to Hung, Jonassen and Liu (2008), PBL is perhaps the most innovative pedagogical method ever implemented in education. Since students ‘learn by doing’ by solving real-life issues, the impact of learning becomes the motivation for learning. At the same time, students develop various skills since the activities engage students, enhance retention and help establish social skills as they work as a team. It is also one of the best educational approaches to inculcate HOTS (Hung, Jonassen & Liu, 2008). A sample of a PBL activity is displayed in Figure 3.

**Figure 2: Sample of Content Page According to HOTS Skills (Analyse) on MOOC**

**Figure 3: Sample of a Problem-Based Learning Activity on MOOC**
Project-Based Learning
Project-based learning integrates knowing and doing (Markham, 2011). Projects allow students to engage in an authentic interaction in a specific context (Greeno, 2006). Project-based learning is based on constructivist approach which helps the students to gain a deeper understanding of the concepts learnt (Krajcik and Blumenfeld 2006). Studies have shown that students in project-based classrooms performed better than students in traditional classrooms (Marx et al., 2004; Rivet & Krajcik, 2004).

Many instructors confuse PBL with project-based learning. The key difference between these two is that PBL requires students to provide solutions to a real-world problem, and project-based learning requires students to come out with a project in order to stimulate and solve the given problem. Figure 4 demonstrates how project-based activities can be initiated in a literature-integrated language classroom.

![Project-Based Learning Activity](image)

Figure 4: Sample of Project-Based Learning Activity on MOOC

Task-Based Learning (TBL)
In a language classroom, task-based lessons focus on the language required to complete a task. It is based on the assumption that aspects of language will be learnt as students perform a task. This provides the learners an opportunity to use the language in a meaningful way. Using the language in real life situations will help the students develop communicative competence (Krahnke, 1987). Unlike the traditional method, TBL does not focus on forms and structures. Instead the four skills are integrated in completing a task. However, attention is still paid to language accuracy. Language structures are learned through induction as they solve the given task (Ramirez, 1995). The example is shown in Figure 5.
Discovery Learning
In discovery learning, students are immersed in the experience or learnt the skill before it is actually taught (Bicknell-Holmes & Hoffman, 2000). This teaching strategy makes learning fun by giving learners the chance to seek information based on their own curiosity (Schank & Cleary, 1995). This way, they hone their skills as they discover newer or better ways to accomplish a task or an activity through trial and error.

Discovery learning requires the learners to question and reflect upon a problem. Learners can feel frustrated if their questions lead to nowhere. This leads to the development of their questioning skills (Schank & Cleary, 1995). Discovery learning, like most constructivist instructional design models is not easy to implement since learners need to possess a number of cognitive skills and be naturally motivated to learn. Figure 6 demonstrates the example of discovery learning activity incorporated in the MOOC that was developed in this study.

Peer Assessment
Peer assessment is an assessment process in which fellow students assess their peers’ work based on a benchmark set by the teachers. Peer assessment allows teachers to empower learners with knowledge of how to assess their peers’ work using standardised rubrics. It gives learners the responsibility to develop a critical mind on evaluating their peers work in an objective manner.

Unlike in a traditional approach, peer assessment gives learners the autonomy to participate in the assessment process. Learners will assess their peers based on the rubric prepared by the
teacher. The rubric focuses on the core aspect of the activity including content, presentation and language.

The main challenge to this approach is to train the learners to be objective about their peers’ performance. However, once the learners are given the right guidance, this approach can create a “culture of critique” (Saddler & Andrade, 2004) among learners, allowing them to be able to evaluate their peers’ work and provide constructive criticisms. Figure 7 is a sample of a peer assessment activity.

![Figure 7: Sample of Peer Assessment Activity on MOOC](image)

**Collaborative Learning (CLL)**

Collaborative learning allows for critical thinking development as students explore, reflect upon and reply to the varied responses to issues which are fundamental for the promotion of deep learning (Gokhale, 1995). Learning is less controlled and structured by the teacher, thus it empowers students in the learning process.

In collaborative learning environment, students actively work together to build knowledge rather than compete with each other individually. They have more control over what is to be learnt as they explore topics to construct knowledge and develop skills unlike the traditional approaches, which restrict learning to what the teacher exposes the students to (Terenzini et al., 2001). Figure 8 displays a screen shot of one of the activities that involves collaborative learning on the MOOC platform that was developed in this study:

![Figure 8: Sample of Collaborative Learning Activity on MOOC](image)
Self-Reflection
Self-reflection is a learning approach which trains learners to be critical over their individual learning experience. Self-reflection encourages a learner to evaluate his/her ability to learn, relearn and unlearn any topic. This approach complements other educational approaches including problem-based approach. In doing a self-reflection approach, the learners experience a deeper level of understanding. The learner also acquires a deeper recognition of his/her capabilities and as such become an active member of the learning process. This is illustrated by Figure 9 below:

Figure 9. Sample of Self-Reflection Activity on MOOC

Conclusion
An integrative learning module can help teachers to learn, unlearn and relearn using available technology. A MOOC not only provides the platform for learning but also helps teachers to keep abreast with the latest development in education. The MOOC on Developing HOTS in Literature Integrated Language Classroom gives ideas on the activities that can be conducted when teaching fiction. It highlights that each approach has its strength, and each one contributes to the development of students’ critical thinking skills. The adoption of these activities can make the class more lively, and will give students the opportunity to use the language in a more meaningful way.

Acknowledgement
We would like to express our sincere gratitude to the Malaysian Ministry of Higher Learning for awarding us the Fundamental Research Grant to carry out this research.

About the Authors:
A well-experienced Dean of Faculty, Prof. Dr. Nuraihan Mat Daud is Professor and Founding Dean of the Kulliyyah of Languages and Management, International Islamic University Malaysia. She has initiated myriad of projects which include MOOC and Benchmark Standards for Language, Malaysia Qualification Agency.

Afiza Mohamad Ali is an Associate Professor and the Deputy Dean of Academic Affairs and Industrial Linkages at the Kulliyyah of Languages and Management, International Islamic University Malaysia. Her research interests include critical literacy, language and identity, ESL/ESP and genre studies.
Nor Shidrah Mat Daud is an Associate Professor in the Department of English Language and Linguistics, Academy of Language Studies, Universiti Teknologi MARA, Malaysia. Her research activities and interests include educational assessments, critical thinking in language learning and acquisition, and technology for teaching and testing English language.

Jowati Juhary graduated from Universiti Kebangsaan Malaysia and Monash University, Melbourne, Australia. Her areas of interest and research include educational technology and military pedagogy. She has been teaching for more than 10 years at the National Defence University of Malaysia (UPNM), and she is currently the Director of UPNM Press.

Raihanah M.M. is an associate professor of literary studies. Her research interests include Muslim diasporic fiction and minority narrative.

References


An Analysis of Learner Autonomy and Autonomous Learning Practices in Massive Open Online Language Courses

Hülya Mısır
Department of English Language Teaching
Faculty of Education, Ufuk University, Ankara, Turkey

Didem Koban Koç
Department of English Language Teaching,
Faculty of Education, Hacettepe University, Ankara, Turkey

Serdar Engin Koç
Department of Computer Education and Instructional Technologies
Faculty of Education, Başkent University, Ankara, Turkey

Abstract
The study investigates the perception of learner autonomy with Massive Open Online Language Course (MOOLC) participants, more specifically; (i) to what extent EFL learners in an English MOOLC are autonomous, (ii) the perception of learners’ and teachers’ roles in learner autonomy, and (iii) the autonomous learning practices the learners are involved in by participating in the MOOLCs. It contributes to the understanding of online learner as an agent in highly heterogeneous language learning contexts and the link between online learning and learner autonomy. The mixed-method design is employed to present data from a Learner Autonomy Questionnaire by Joshi (2011) conducted with 57 participants from three English MOOLCs with a variety of focus as well as a content analysis method was used on the interaction data in the form of open discussion forum posts, which were added by the participants, to create a frame of autonomous learning activities in these MOOLCs and learners’ attitudes towards them. The findings show that the English MOOLC participants are highly autonomous and willing to be more responsible for their own learning. Similarly, the learners’ perception of their own roles indicates a positive inclination towards autonomy. Furthermore, the participants favor the MOOLCs that encourage learner-centered and autonomous language learning practices. Due to the interactive, communicative, and collaborative nature of MOOLCs, learners are advised to develop globalized autonomous skills to participate effectively in such multicultural learning platforms because learner autonomy goes beyond traditional classrooms.

Keywords: Connectivist theory, English as a foreign language, language MOOCs, learner autonomy, massive open online language courses

Introduction
Massive Open Online Courses (MOOCs) are a new variety of online course that got underway in 2011 and have since evolved. The acronym MOOC describes the key characteristics of this new form of online learning. Although the interpretation is negotiable, the acronym can be put down as follows: Massive—the courses are offered to a great number of people, Open—MOOCs are free to enroll and study, Online—the courses are accessed via web-based platforms, and Course—they are for educational purposes. MOOCs help people access to education with lecturers, mentors, peers, and organized resources. MOOCs not only transmit content but also provide an open environment where students are willing to learn in a personalized way, create knowledge for themselves, and create knowledge to shape with others.

In 2008, George Siemens and Stephen Downes created the first MOOC called Connectivism and Connectivist Knowledge. It was the first driving force and became an inspiration for starting up more open online courses in Canada and the United States (Miller, 2014). The MOOC became a milestone in realizing the shift of what it means to learn. It enables Siemens (2005) to implement this theory of connectivism. Siemens’ connectivist theory highlights the engagement (interaction and collaboration) between the human and digital components of MOOCs. It explains how human connections facilitates learning and diversifies the knowledge as well as how learning is disentangled from being individualist.

Among a great number of subjects that MOOCs offer via the popular platforms (Coursera, EdX, FUN, Futurelearn, MiriadaX etc.), language MOOCs (MOOLCs) gathered pace too. The notion of learning a foreign language via MOOLCs brings hot debates as much as learning anything via MOOCs. Everyone asks why one would want to be a part of a MOOLC society in the first place. The answer relates to the participants’ beliefs and learning behaviors that may contribute to or impede the independent learning experiences in MOOLCs. In this regard, the most recent studies often address the issue of learner autonomy in online learning (Beaven et al., 2014; Benson, 2013; Perifanou, 2016). Brown (2013) observes that undergraduate students are unlikely to have the skills required to be autonomous learners in a MOOC. Most learners have little confidence in their own learning skills and prefer to rely on teachers' authority instead and stay in their comfort zone that does not include much risk of uncertainty. However, this new phenomenon in education has zero tolerance towards learners who are unable to manage their own learning.

Depending on the focus of the MOOLC, the current English language courses can be categorized into five: Exam focused (e.g. Understanding IELTS: Techniques for English Language Tests), skill based (e.g. A Beginner's Guide to Writing in English for University Study), content based (e.g. Exploring English: Language and Culture), English language teaching (e.g. Teaching EFL/ESL Reading: A Task-Based Approach.), General English (e.g. Tricky English Grammar). Such a distinction is helpful for learners to figure out for what purposes they want to participate in a MOOLC and align their objectives with the objectives of a certain MOOLC.

The present study is engaged in the first three types of MOOLCs. The central issue is to investigate to what extent the MOOLC participants are autonomous and benefit from online learning environments as well as what autonomous practices they are involved via MOOLCs. This
study on autonomy relating online language learning environments is expected to contribute to the ever-expanding issue of autonomy.

**Literature review**

“A MOOC is an online course with the option of free and open registration, a publicly shared curriculum, and open-ended outcomes” (McAuley et al., 2010, p. 10). The MOOCs can eliminate the demographic, economic, and geographical constraints in accessing specialized knowledge. Therefore, MOOCs become an intriguing topic among scholars and some universities. However, the number of studies investigating Massive Open Online Language Courses (MOOLCs) in various aspects is relatively few (e.g. Beaven et al., 2014; Bárcena, & Martín-Monje, 2014; Castrillo, 2014; Perifanou & Economides, 2014; Read & Rodrigo, 2014; Rubio, 2014). The key points in these studies relate to the pedagogical practices (collaboration, assessment, feedback etc.) and the code of interaction in MOOLCs. All of the concerned points boil down to autonomous learning where learners take responsibilities for their language learning experience and engagement. At this point, an extensive examination of George Siemens’ connectivist theory shall be considered. The connectivist pedagogy in the MOOLCs is a collective procedure where the learners are active knowledge makers and create collective meaning with others’ inclusion. Based on this pedagogical model in which learner-centeredness, flexibility, interaction, and digital inclusion are praised, Teixeira and Mota (2014) articulate their objective to “combine autonomous and self-directed learning with a strong social dimension and the interaction that make learning experiences richer and more rewarding” (p.35).

Defining learner autonomy (LA) might be a demanding job as it entails quite many learner characteristics. It was Holec (1981) who first articulated ‘autonomy’ in the 1979 report published by the Council of Europe. He defines it as learners’ taking responsibility for their own learning. Similarly, Little (1991) states that learner autonomy not only entails learning but also learning how to learn (Little, 1994). The autonomous language learner is expected to be an independent agent in the learning. Kay et al. (2013) state “the successful MOOC student isn’t your average student who has decided they need to learn” (p.72). They emphasize that students must possess certain competences, and MOOCs encourage competence-oriented open learner models that support self-guided lifelong learning. Perifanou (2014) states that MOOLCs support autonomy and give learners a chance to practice it by receiving feedback and guidance. After the development of MOOCs, learner characteristics required for successful e-learning started to evolve. Autonomy has gained importance since it is highly unlikely to benefit from a MOOLC wholly or succeed without autonomy because “A MOOC heavily depends on the autonomy of learners to control their learning process” (Davis et al., 2014). Therefore, learners will definitely have their autonomy challenged in MOOLCs.

The relation between technology and learner autonomy and how technology-involved learning practices influence autonomy have recently been in the scope of some researchers. Reinders and White (2016) state that “the use of technology for learning often requires a degree of autonomy, but also that our understanding of the impact of technology is changing our understanding of learner autonomy and, more broadly, the roles of learners and teachers” (p.143). Therefore, teachers’ role is critical regarding the readiness for autonomy. Teachers’ favoring autonomy leads to learner-centered, engaged, democratic, and meaningful education.
The concept of autonomy in the traditional sense is now adopted to examine the autonomous learning practices in digital and social learning environments. Among the practices of learner autonomy are goal setting and achievement, which Kop and Fournier (2010) argue to be “one of the most important algorithmic factors influencing participation in learning” (p.16). MOOLCs encourage learners to write their personal goals on their profile and survey how much time they intend to spend to achieve this goal before they start the course. It promotes learners’ awareness of setting goals and managing their learning process. Setting an explicit goal and pursuing it are particularly important in MOOLCs due to the independent and voluntary nature of participation in online learning. Independent language learning (ILL) is another manifestation of autonomy. The topic of ‘freeing oneself from the control of others’ in language learning is highlighted by some researchers (Holec, 1981; Benson, 2013). Wenden (1991) states that achieved or intelligent learners learn how to learn, and develop learning strategies, certain skills, and attitudes in order to reach knowledge “confidently, flexibly, appropriately and independently of a teacher” (p.15). White (2008) also states that independence creates “experiences which encourage student choice and self-reliance and which promote the development of learning strategies and metacognitive knowledge” (p. 4).

Align with the ILL, time management becomes significant for learners to be involved in weekly discussions on a regular basis and not to fall behind the self-study materials and activities. The courses provide unlimited access in terms of time for utilization and completion, yet this flexibility particularly forces the learners to revise their time management skills when they decide to invest time and effort into such courses to accomplish their goals. Kay et al. (2013) also confirm that time-management skills are among the competences for learners to succeed in these courses. Since the courses are entirely voluntary, managing time is one of the issues for learners to develop time-management skills to be high achievers and completers in MOOLCs.

The MOOLCs can also provide authentic, innovative, and autonomous learning activities and materials for self-study to become more engaged in language and culture (Sokolik, 2014; Castrillo, 2014). Since learning in MOOLCs is learner-centered, the realization of the educational values of the self-study materials is important for learners to trust the quality of the course affordances. By developing positive self-study behaviors, the learners can maintain a focus on learning and choose the appropriate self-study materials that contribute to the determined learning goals.

Depending on the ideology the MOOCs employ, there is a difference between xMOOCs which are based on “the cognitive-behaviorist pedagogy” and provide “a tutor-centric model that establishes a one-to-many relationship” (Yuan & Powell, 2013; Perifanou & Economides, 2014) and cMOOCs that are designed in massive networks (Downes, 2012; Siemens, 2012). The cMOOCs are based on connectivist teaching principals, which encourage autonomy, peer-to-peer learning, social networking diversity, openness, emergent knowledge, and interactivity (Mackness et al., 2010). It is not a coincidence that language courses in MOOC platforms are cMOOCs. The nature of the connectivist MOOLCs encourages (a) interaction among providers (institutions, entrepreneurs etc.), peers, lecturers, mentors, content, and the mean of communication (the platform) and (b) collaboration among the human components of the platform as ‘connectivism’ is employed. It is arguable which pedagogy is more successful, but it is also clear that each attracts
and engages different learner profiles. Another remark is that the eminent relationship between lecturer and learner is a decisive factor (Little, 1995). The job of the instructor in such massive courses is to facilitate, aggregate, review, summarize, and reflect on activities in daily/weekly newsletter (Rodriguez, 2013). On the one hand, in such massive language courses, individual support or tutoring is simply not possible (Teixeira & Mota, 2014). One of the MOOC lecturers in the study by Mackness et al. (2010) states “one-to-one conversation [between instructor and participant] is simply not possible in large online courses. The interactions must increasingly be learner-to-learner, raising the need, again, for learner autonomy” (p. 271). On the other hand, lacking a teacher in charge may cause frustration among the learners who still consider the teacher as the knower and source of knowledge. Therefore, the teacher’s role deserves a reading to comprehend the tacit support by the lecturers.

The most prominent feature of cMOOLCs is the social dimension, that is, interaction and collaboration in the language courses. Digital or online learning had mostly been criticized because of the absence of face-to-face interaction or authentic communication. Godwin-Jones (2014) emphasizes the importance of making a hybrid of machine learning and social learning. MOOLCs have employed a better pedagogy in terms of interaction. Sharing freely in these courses can create a more positive and non-threatening environment, though there is a downside to sharing massively. The “lack of moderation in discussion forums” where free sharing and open communication take place can result in losing sight of the real purpose of the course (Mackness et al., 2010, p. 272).

Lastly, an important integral part of MOOLCs is the self-evaluation. Self-evaluation is a well-advised way to observe the learners’ progress in a MOOLC since, most of the time, no authority examines the learning process or accomplishments of the individual learners. Beaven et al. (2014) work on a continuous self-evaluation questionnaire to identify the MOOLC learners’ experiences and point out the difficulties when they adopt online language learning. It is an insightful study for both course designers and learners.

In sum, the potential of MOOCs in foreign language education has not been researched thoroughly, and some issues remain unaddressed. Therefore, the distinctive feature of this study is that it investigates how learner autonomy is at work in MOOLCs and introduces the state of learner autonomy with the participants of this study.

Research questions
This study aims at answering the questions below to achieve a better understanding of the role of learner autonomy in MOOLCs as well as what autonomous practices the MOOLCs have the learners to be involved.

1. To what extent are EFL learners in an English MOOLC autonomous?
2. How do EFL learners in an English MOOLC perceive learners’ roles in learner autonomy?
3. How do EFL learners in an English MOOLC perceive teachers’ roles in learner autonomy?
4. What autonomous practices are EFL learners involved in by participating in an English MOOLC?
Methodology

Participants
The participants are randomly chosen from the learners registered in the September 2016 session of Exploring English: Language and Culture (Course 1), the October 2016 session of Understanding IELTS: Techniques for English Language Tests (Course 2), and the September 2016 session of A Beginner’s Guide to Writing in English for University Study (Course 3). They are non-native English speakers from all over the world. Therefore, online version of the questionnaire in English was sent to 300 learners via their Futurelearn profiles connecting to a Facebook account or e-mail. However, the number of returns was 57 (n (Course 1) = 20, n (Course 2) = 23, and n (Course 3)= 14).

Out of 57 students, 26 are males, and 31 are females. The majority of the participants are between 21 and 35 years old (n=37). There are three learners under 20, 13 between 36-50 and 4 between 51-65 years old while there is no one older than 65. 64.9% of the participants are employed while 15.8% are unemployed, and 19.3% are students. The majority of the participants are Asian (40%) followed by Europeans (28%), South Americans (19%), Africans (7%), North Americans (3.5%) and Australians (1.8%).

Data collection instruments, procedures, and analysis
Three particular MOOLCs i) Exploring English: Language and Culture (6 weeks) by British Council, ii) Understanding IELTS: Techniques for English Language Tests (6 weeks) by British Council, and iii) A Beginner's Guide to Writing in English for University Study (5 weeks) by University of Reading on Futurelearn platform based in the UK are analyzed. In order to determine the degree of learner autonomy among the participants of these MOOLCs, a Learner Autonomy Questionnaire (LAQ) adapted from Joshi (2011) was conducted with 57 participants with whom we contacted via their Futurelearn accounts. The LAQ includes (1) Autonomous Learning Activity Scale (ALAS) and (2) Evaluation-Sheet for Perception of the Roles (ESPR) whose results are run in IBM SPSS (Version 23). The ALAS answers RQ1, and the ESPR does RQ2 and 3. Besides, the interaction data, that is, the participants’ posts in the open discussion forums are collected via tracking the participants’ Futurelearn profiles to triangulate the quantitative data while answering RQ 4. 239 comments in the discussion forum of the three MOOLCs were meticulously analyzed via a macro coding system by using ATLAS.ti (Version 1.5.4) to conclude the autonomous practices the learners are involved in by participating in the MOOLCs and their views regarding the participation in such autonomous language learning. The eight macrocodes are as follows: Goal achievement, independent learning, time-management skills, self-study materials, the connectivist structure of the MOOLC, social dimensions: interaction and collaboration, lecturer/mentor-learner relationship, and self-evaluation.

Findings
Autonomy levels of EFL learners in the English MOOLCs
We considered the means ranging from 1 to 2.49 as an indication of a low level of learner autonomy, the means ranging from 2.50 to 3.49 as a moderate level, and the means ranging from 3.50 to 5 are interpreted as a high level (Özdere, 2005). Accordingly, the total mean score of ALAS that was found to be 3.62 indicates a high level of learner autonomy among the participants.
Regarding learner awareness, the majority of the learners think that they have the ability to learn English well, are able to make their own decisions and set their learning goals as well as make good use of their free time studying English, which is interpreted as high level of autonomy. The findings reveal that the learners show an ambitious level of engagement in out-of-school practices in English. The learners are willing to engage in activities that enable them to speak English in and outside of the course with teachers and peers. They mostly employ self-study techniques such as reviewing course materials, making notes, and summarizing. Also, the respondents confirm that they often read extra materials in advance besides the contents prescribed in the course (M: 3.44). Moreover, they show much interest in broader autonomous activities to benefit from web-based audio-visual materials as much as seminars, conferences, and workshops.

A good number of respondents exhibit positive attitudes towards reflecting on their strengths and weaknesses (M: 3.53). The mean of item 14 is observed to be the lowest score of all the items in the LAQ. It shows that the learners do not really consider rewarding themselves when they make progress in learning. Lastly, given that more than 95% of the learners use Internet and computers to improve their English (M: 4.53), the frequent use of technology in learning motivates a high level of learner autonomy among the MOOLC participants.

Table 1: Level of Learner Autonomy

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Int.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner Awareness</strong></td>
<td>I-1: I think I have the ability to learn English well.</td>
<td>4.51</td>
<td>.759</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>I-2: I make decisions and set goals of my learning.</td>
<td>4.19</td>
<td>.833</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>I-3: I make good use of my free time in studying English.</td>
<td>3.72</td>
<td>.978</td>
<td>High</td>
</tr>
<tr>
<td><strong>Self-efforts</strong></td>
<td>I-4: I preview before the course (i.e. see summary, lessons etc.).</td>
<td>3.35</td>
<td>.954</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>I-5: In the course, I try to use every opportunity to take part in the activities where and when I can speak in English.</td>
<td>3.88</td>
<td>.983</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>I-6: I speak confidently in front of the people.</td>
<td>3.61</td>
<td>1.048</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>I-7: I make notes and summaries of my lessons.</td>
<td>3.56</td>
<td>1.086</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>I-8: I talk to the teachers and friends outside the course in English.</td>
<td>3.25</td>
<td>1.154</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Broader Autonomous Activities</strong></td>
<td>I-9: I practice English outside the course also such as: record my own voice; speak to other people in English.</td>
<td>3.37</td>
<td>1.011</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>I-10: I use audio-visual materials to develop my speech such as: listen to BBC, watch English movies, read English newspapers etc.</td>
<td>3.98</td>
<td>.916</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>I-11: I attend different seminars, training courses, conferences to improve my English.</td>
<td>3.32</td>
<td>1.152</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
**Self-esteem**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-12: I note my strengths and weaknesses in learning English and improve them.</td>
<td>3.53</td>
<td>1.054</td>
</tr>
</tbody>
</table>

**Use of Reference Materials**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-13: Besides the contents prescribed in the course, I read extra materials in advance.</td>
<td>3.44</td>
<td>.982</td>
</tr>
</tbody>
</table>

**Self-reward**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-14: When I make progress in learning, I reward myself such as: buy new things, celebrate parties etc.</td>
<td>2.65</td>
<td>1.329</td>
</tr>
</tbody>
</table>

**Use of Technology in Learning**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-15: I use internet and computers to study and improve English.</td>
<td>4.53</td>
<td>.782</td>
</tr>
</tbody>
</table>

**Total Mean Score**

<table>
<thead>
<tr>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.62</td>
<td></td>
</tr>
</tbody>
</table>

*Interpretation of means ranging from 1 to 2.49; Low level of LA; from 2.50 to 3.49; Moderate level of LA; from 3.50 to 5; High level of LA

The second part of the questionnaire is the Evaluation-Sheet for Perception of the Roles (ESPR), which discusses the current perceptions of learners' and teachers' roles in learning from the learners' perspective. The responses show that majority of the learners share the same opinion in regard to building their own learning strategies based on individual learning styles, abilities, interest, motivation, affordances, and limitations. They also consider goal-oriented learning, time-management, self-evaluation, and interaction with others in social networks to be their own responsibilities.

Table 2: Learners’ Perceptions of Their Own Roles

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-16: Students have to be responsible for finding their own ways of practicing English.</td>
<td>4.21</td>
<td>.881</td>
</tr>
<tr>
<td>I-17: Students should use much self-study materials to learn English.</td>
<td>4.35</td>
<td>.744</td>
</tr>
<tr>
<td>I-18: Students have to evaluate themselves to learn better.</td>
<td>4.21</td>
<td>.750</td>
</tr>
<tr>
<td>I-19: Students should mostly study what has been taught under the course because studying English in the course is actually for exam purpose.</td>
<td>3.26</td>
<td>1.044</td>
</tr>
<tr>
<td>I-20: Students should build clear vision of their learning before learning English.</td>
<td>3.95</td>
<td>.934</td>
</tr>
<tr>
<td>I-28: The student-teacher relationship is that of raw-material and maker.</td>
<td>3.65</td>
<td>.876</td>
</tr>
</tbody>
</table>

The findings show that half of the learners think that they can manage to learn independently of a teacher whereas the other half either disagrees or is undecided about how learning might be like without a teacher. The results bespeak the fact that high learner autonomy does not mean the learners ignore active teacher involvement in learning. Teachers’ active presence in the learning process is desired for a more supervised learning.
Table 3: Learners’ Perceptions of Teachers’ Roles

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-21: A lot of learning can be done without a teacher.</td>
<td>3.67</td>
<td>1.02</td>
</tr>
<tr>
<td>I-22: Teachers have to be responsible for making students understand English.</td>
<td>3.56</td>
<td>1.06</td>
</tr>
<tr>
<td>I-23: Teachers should point out the students’ errors.</td>
<td>4.28</td>
<td>.796</td>
</tr>
<tr>
<td>I-24: Teachers not only have to teach ‘what’ but should also teach ‘how’ of English.</td>
<td>4.49</td>
<td>.658</td>
</tr>
<tr>
<td>I-25: Teachers have to provide exam oriented notes and materials.</td>
<td>3.86</td>
<td>1.00</td>
</tr>
<tr>
<td>I-26: The failure of the students is directly related to the teachers’ course employment.</td>
<td>2.35</td>
<td>1.09</td>
</tr>
<tr>
<td>I-27: Teachers need to use their authority in teaching/learning if needed.</td>
<td>3.70</td>
<td>.963</td>
</tr>
</tbody>
</table>

Interactive Data: Autonomous Learning Practices in MOOLCs

Goal achievement

Each course is initiated with a purpose of improving language learning, good learning experience, and practicing language skills. For example, the objective of the Academic Writing course is to enable learners to study academic grammar, write well-constructed paragraphs, and learn the organizational structure of essays. About this course, the learners state that they managed to build a foundation for writing a coherent essay by practicing connecting ideas, improving the academic grammar usage and lexicology, and putting together a well-structured paragraph and essay.

“I have learned how to concise my work but first to find my ideas, to corroborate with examples (which was very difficult). I found it hard to develop my essay because of the disconnection of my thoughts, it was hard to find the links, my grammar was bad and still is, but I will learn better.”

Since the achievement is not properly defined in MOOLCs, it heavily depends on what the learners mean to accomplish. Examining the data, what the learners asserted to have accomplished overlaps with the initial objectives of the courses.

Independent learning

The indicators of independent learning in the MOOLCs are the necessity of developing learning strategies, the self-paced structure of the MOOLCs, the self-study materials, and the progress tab in the courses. Most learners assert that learning independently of a teacher-centric approach was fruitful to develop autonomy.

“Learning independently is useful, and you can learn at your own pace, but it is not enough because you need to interact with others and compare your knowledge level to that of other students.”
“All necessary materials are available, just using the program according the instruction but is crucial saying all success depends on the effort of the learner.”

Time management
The learners find the self-paced MOOLCs convenient to follow due to their timetables considering that almost 65% of them are employed and nearly 20% is the students with busy schedules. The participants value the MOOLCs eliminating the time and space constraints. Since the courses are entirely voluntary, time-management is what the learners often mention in their comments.

“It's convenient for my unfixed and ever changing timetable.”

Self-study materials
Innovative materials such as semantic clouds, clips, and videos filmed for fulfilling the course objectives are highly valued by the learners in the MOOLCs. The learners state that they enjoy the variety and authenticity of the materials that contribute to the improvement of listening, reading comprehension, critical thinking skills etc.

“…the tools are great and you are the main character in that process.”
“What I like most about the course is plenty of videos in which we can hear live fluent English speech, it helps us a lot in training our listening skills.”

Connectivist structure of the MOOLCs
The cMOOCs are designed to be interactive, collaborative, and communicative. The learners think that the courses are structured with interesting, motivating, and encouraging learning/teaching techniques due to the connectivist structure, which can actually change their learning behaviors.

"It is free, open source, anytime and anywhere, and unites the global sharing and new learning."
“It gives me an idea of how other people from around the world think and learn.”

Lecturer/mentor-learner relationship
The lecturers and mentors in the courses became available to the learners for feedback, consultancy, guidance, managing the clinics etc. The learners find the lecturers quite engaged, supportive, and encouraging. Some learners demand more personalized feedback and frequent one-to-one question & answer hours; however, bearing in mind the population, the learners learn to benefit from peers (e.g. peer-feedback) and self-efforts more.

“The tutors were supportive, patient, and witty. They found the time and the ideas to add their personal comments on many people’s notes and encourage participants to continue to learn.”
“My only regret is that there are too many participants and I am not able to access teacher feedback all the time.”
“Social Dimension: Interaction and collaboration”
In each MOOLC, the learners have peers from all around the world, which enables learning from one another and studying collaboratively. The participants find it rewarding to have a stress-free language-learning environment where every idea and opinion matters.

“I think this course has been very interesting in every aspect, but the best of all is definitely the commentary feed, where you get to know the other learners and spread your own English skills as well.”
“You get to have various information coming from different resources, you just have to pick what is best and always keep your focus on your learning.”

“Self-evaluation”
Since the learning takes place autonomously in the MOOLCs, there is no one observing the learning process of the individual learners, nor is there an evaluation of individual gains. The course design encourages the learners to write self-reflection posts about their learning such as writing their own strengths and weaknesses in an open discussion forum, which mirrors the learners’ positive attitudes towards self-evaluation.

“It is easy to review and reflect, and it was motivating that I could see my progress.”

“Discussion and Conclusions”
Learner autonomy in MOOLCs
Although learner autonomy, autonomous language learning, and autonomous learning practices have often been studied in traditional and some online learning environments. However, they have not been addressed thoroughly in a massive online language-learning environment. This study presents to what extent the MOOLC participants are autonomous, particularly the learners’ perception of their own roles and teachers’ roles in learning, as well as what autonomous learning practices they are involved in MOOLCs.

The seven dimensions of the Autonomous Learning Activity Scale (ALAS) are interpreted, and the findings show that the learners are highly aware of their capabilities in learning English. A great many of them have positive attitudes towards their own learning abilities. This positivity can contribute to their achievement in massive online learning to a great extent. Furthermore, the learners know their responsibilities for making decisions and setting goals for learning, which is an indication of a high level of learner autonomy. It is highlighted that setting and pursuing an explicit goal is particularly important in online learning due to the vast amount of freedom and little control with learners’ personal objectives.

The study also presents the findings regarding self-efforts. The learners show an ambitious level of engagement in out-of-school practices in English to practice or complement their knowledge. Registering these MOOLCs already indicates that the learners try to improve English by involving in informal learning settings. Coopersmith (1967, pp. 4-5) states that self-esteem is “the evaluation which the individual makes and customarily maintains with regard to himself,” which is perfectly in accord with the item 12 in the ALAS. Reflecting on one’s ‘strengths and
An Analysis of Learner Autonomy and Autonomous Learning

Mısır, Koban Koç & Koç

weaknesses’ addressed in this study is only one of the many implications of self-esteem. This psychological phenomenon promotes reflective thinking and allows improving the skills of autonomy.

Self-rewarding is often associated with learner autonomy. However, given the low frequency of Item 14, the learners seem to underestimate the value of what Bruner (1961) called “the autonomy of self-reward”, which keep them continue learning by discovering (p. 26).

The use of technology in learning can be considered as the starting point of this study. The study suggests that highly autonomous learners are able to utilize technological affordances at their disposal to meet their learning goals, which is replicated in Steel and Levy’s (2013) study, from a different yet supporting perspective. Mutlu and Eröz-Tugba’s (2013) study also supports that the use of technology enhances learner autonomy. It appears that there is a reciprocal contribution between learner autonomy and technology in attaining learning goals.

Learners’ perception of roles in autonomy

The second part of the Evaluation-Sheet for Perception of the Roles (ESPR) analyzes the learners’ perceptions of teachers’ roles. In this part, it is found out that half of the learners think that they can manage to learn independently of a teacher whereas the other half either disagrees or is undecided about how learning might be like without a teacher. Some studies have already introduced the role shift from teacher authority to learner-centeredness in 21st century upon the arrival of online learning (Lamb & Reinders, 2008; Reinders & White, 2016). Similarly, the majority of the learners in the current study think that it is learners’ responsibility to build learning strategies to fulfill their objectives. Moreover, MOOLCs increase the affordances for language learning; therefore, the learners who develop digital literacies to cope with online learning platforms are more advantageous to develop more motivating learning strategies due to the abundant possibilities, teaching/learning materials, and means of access to knowledge in the MOOLCs.

Another remark within the findings is that self-evaluation is highly favorable. MOOLCs give the learners a chance to reflect on their own learning progress and performance. Accordingly, this facilitates the evaluation of performance and accomplishments directly and general competences indirectly such as self-reflection, time management etc. On the other hand, it is observed that the learners agree with the idea of self-learning most of the time and are still in favor of teachers’ involvement in error correction and assessment. The institutionalized and teacher-centered learning experiences may prevent learners from picturing a learning setting where the teacher is not in charge of teaching them. Bárcena and Martín-Monje (2014, p. 3) argue that language learning is not limited to “the ‘flawless’ performance of a single teacher” in such learning ecologies where collective intelligence is appreciated. Thus, the perception of teachers’ roles can evolve from authority to more knowledgeable participant. However, it should be noted that the learners’ dependence on teachers' existence does not necessarily impede their autonomy. On the contrary, the transition in the role shift can be maintained sturdily with training and orientation through which teachers are peer partner. The reason for the need of such transition is that the learners may want to take charge of their own learning or take more responsibility for their own achievement; however, they may have difficulty in setting realistic goals, planning, monitoring their progress, and self-evaluation (Crabbe et al., 2013). In that case, the learner empowerment
that emphasizes handholding, scaffolding, and co-regulation suggested by Crabbe et al. (2013) or a similar approach, the Zone of Proximal Development (ZPD) by Vygotsky (1978) can be put in practice in such online learning contexts as cMOOCs.

**Autonomous learning practices in MOOLCs**

The interaction data show the learners’ positive attitudes towards participating in the English MOOLCs and their opinions about digital and interactive (social) learning. In this study, the findings show that what the learners remarked to have accomplished overlaps with the initial objectives of the course.

An important perspective established by the learners is that learning independently of a teacher-centric approach is fruitful. Some learners state that it is liberating when they select what to learn, what materials and activities to engage, and when and where to be involved. Therefore, the learners praise the learner-centered course structure of the MOOLCs. Due to the unlimited access and self-paced learning cycle with the courses, the learners are able to manage their time and pace to plan around how much investment they would make to accomplish their goals. Most of the learners find this particular matter rewarding due to flexibility, convenience, and easy access.

The MOOLCs are based on connectivist MOOC (cMOOC) pedagogy where the course highly depends on the interaction and communication of learners, lecturers, and (guest) mentors. The learners have found this pedagogy employed in the MOOLCs very positive, non-threatening, and nourishing. The social and collaborative nature of the courses entertains the highly autonomous learners; however, it is not surprising that some learners had difficulty in “breaking the mold of passivity” mostly because education in many cultures is teacher-centered (Godwin-Jones, 2011, p. 5).

An autonomous learner searches after extra materials, new means of learning, reference materials, and various self-study materials to practice language outside of their formal learning context. The participants of this study endorse the usefulness of the various self-study materials in the MOOLCs and point out that the three MOOLCs brought in authentic, innovative, and autonomous learning activities and materials that are appropriate for self- and collaborative study.

The evaluation of learners’ engagement with lecturers and mentors can be well explained from two perspectives. On the one hand, although it is not really possible for the instructor to provide individual help or feedback to the participants in the massive online courses, most learners are satisfied with the degree of teacher engagement and support. On the other hand, it is unsatisfying for some learners to depend less and less on a teacher. As the quantitative data in the study described, the learners still attach a more firmly established role to the teacher involved, which is entirely understandable at this point of transition. However, they will need to revisit their perception of teachers’ roles in massive online courses.

Due to the nature of independent learning in the MOOLCs, self-evaluation is the most realistic way to adapt for the progress of the learners’ language learning in MOOLCs. The course design encourages the learners to write self-reflection posts regarding their informal learning.
Writing down their own strengths and weaknesses in an open discussion forum reveals that the learners have positive attitudes towards self-evaluation. It promotes learners’ thinking about their interest, goals, capabilities, limitations, efforts, and ultimate achievements.

All in all, the MOOLCs are designed for everyone who can afford to be online. In this regard, it is important to understand the potentials and use of MOOLCs. It should be noted that adopting new learning ecologies might be difficult at the beginning in some educational cultures with some constraints and limitations, but enhanced learner autonomy in MOOLCs can bring in a more motivating, engaging, and reflective language learning. It is in the participants’ judgment to go forward and experiment the interactive, communicative, and collaborative philosophy behind the MOOLC pedagogy, but they should develop globalized autonomous skills to practice such type of massive online learning ecology. Besides, teachers’ and learners’ role in learner autonomy should be redefined within massive online learning cultures. Above all, teachers, institutions, and learners should settle their attitudes and beliefs in regard to the educational value of MOOLCs.

About the Authors:
Hülya Mısır is a research assistant in the Department of English Language Teaching at Ufuk University, Turkey. She received her M.A. degree in Teaching English as a Foreign Language from Hacettepe University in 2017. Her interests include psychology of language learning and teaching, online language learning, and digital literacy. https://orcid.org/0000-0003-4103-682X.

Didem Koban Koç is an associate professor in the Department of English Language Teaching at Hacettepe University, Turkey. She received a Ph.D. degree in Linguistics from the City University of New York in 2009. Her current interests include second language acquisition, sociolinguistics, and bilingualism. https://orcid.org/0000-0002-0869-6749.

Serdar Engin Koç is an assistant professor in the Department of Computer Education and Instructional Technologies (CEIT) at Başkent University, Turkey. He received his Ph.D. Degree in CEIT from Middle East Technical University in 2009. His interests include teaching with games, autonomy, and distance education. https://orcid.org/0000-0002-1170-333X.

References


Perifanou, M. (2016). Designing strategies for an efficient language MOOC. In S. Papadima-Sophocleous, L. Bradey, & S. Thousesney (Eds.), *CALL communities and culture – Short papers from EUROCALL 2016* (pp. 386-90). Dublin: Research-publishing.net.


Students’ Perceptions of a Student-Produced Video Project in the General English Language Course at Srinakharinwirot University, Thailand

Supanit Kulsiri
Language and Academic Services Centre
International College for Sustainability Studies
Srinakharinwirot University, Bangkok, Thailand

Abstract
The research was conducted to study students’ perceptions of a student-produced video project (SPV project) in the context of the General English Language Course at Srinakharinwirot University in Thailand. First year students with a pre-intermediate level of English language proficiency, who were enrolled in the General English Language course, were assigned to work on a SPV project that required them to make a short video related to content learnt in class. There were four main objectives of the SPV project which were: (1) to provide an environment that allows students to grasp a deeper understanding of the topic learnt in class; (2) to enhance English language proficiency as well as creativity and problem-solving skills; (3) to promote the use of Information and communication technology (ICT) in language teaching and learning and (4) to provide a collaborative working environment among students. There were 450 students who participated in this project. A questionnaire on the perceptions of the SPV project was administered to 107 students. It covered three aspects (1) the improvement of students’ English language proficiency and life skills, (2) the use of technological tools and (3) collaboration among peers. Questionnaires results were statistically analyzed and reported in descriptive statistics. Findings indicated that students had positive perceptions toward the SPV projects in all three aspects. The aspect that received the highest mean value was that of collaboration among peers. This paper advocates the use of SPV projects as feasible and adaptable language projects suitable for the language learning in the 21st century.

Keywords: classroom collaboration, English language teaching, student-produced video, technologies in language teaching

Cite as: Kulsiri, S. (2018). Students’ Perceptions of a Student-Produced Video Project in the General English Language Course at Srinakharinwirot University, Thailand. Arab World English Journal (AWEJ) Special Issue on CALL (4).
DOI: https://dx.doi.org/10.24093/awej/call4.4
Introduction
In the era of information technology, the application of technology to the language classroom is becoming a common and indispensable practice. Sun (2014) affirms that the integration of technology is not an add-on but a must in teaching and learning (p.14). Additionally, Kumaravadivelu (2013) argues that the sensible use of technology has become a paradigmatic shift in our understanding of knowledge and learning (p.320). It provides a new platform to the organization of teaching and learning. As Lian & Sangarun (2017) emphasize, technology facilitates learner’s autonomy and learners’ freedom in choosing what, when, where and how to learn in intellectual and practical ways. This student-produced video (SPV) project incorporated this new platform and has challenged teachers and learners to go beyond their classroom boundary and exercise their freedom in choosing what, where and when to learn with the aid of technology.

The purpose of this paper is to identify the process of designing and introducing a SPV project into the language classroom. It is based on the premise that SPV project provides complex and flexible learning environment that is pertinent to the development of language proficiency, life skills and collaboration among learners. The project based its principle on the idea of the provision of complex learning environments with the aid of technology for learners to have the freedom to explore their learning on their own according to their preference and learning pace either as individuals or as a group. This kind of project is one representative of a shift in language teaching practice in the Thai classroom that should be discussed and considered. Additionally, this paper reports the findings of the study on the students’ perceptions of their improvement in English language proficiency after participating in the SPV project, the students’ perceptions of the use of technological tools in the SPV project and the students’ perceptions of collaboration among peers while working on the SPV project. As Lui (2006) points out, student perceptions are an influential factor in the successful adoption of educational technology (p. 233). This research’s report will allow for more consideration in assigning project work to learners and may lead to future research on implementation aspects of using technological tools in language teaching and learning.

Literature Review
English Language Learning Environment
With the change of our perception toward ELT since entering the 21st century, language learning is not merely a simple step of providing grammar and vocabulary or chunks of phrases but it is a complex practice that has as its goal to create language learners with critical minds and social interaction abilities (Crystal, 2003; Sun, 2014). How to provide a learning environment that cultivates learners with such abilities becomes central discussion among language educators (Lian & Sangarun, 2017). Freire (1998) argues that most of all for critical learning to occur, learning is not for teaching to transfer knowledge but to create possibilities for the production or construction of knowledge. Lian & Pineda (2014) point out it is important to develop language learning environments that consist of adaptable, flexible, yet intellectually coherent learning frameworks. As Lian & Sangarun (2017) add, learning environments that are pertinent to learners’ development of language are environments where they are allowed to perform complex communicative tasks that can draw simultaneously on a multiplicity of linguistic, cultural and other communicative skills (p.5).
Additionally, according to Vygotsky’s view, learning best occurs in a collaborative environment where it is the interaction that can enhance the knowledge and shape what learners will be and become rather than simply focusing on the individual through language (Vygotsky, 1986). Sociocultural theory also supports the view that language learning is about developing an ability to engage and participate in particular environments both in the classroom and other cultural settings (Lantolf, 2000). Researchers and practitioners have found that students working in small cooperative groups can develop the type of intellectual exchange that fosters creative thinking and productive problem-solving (Motaei, 2014).

### ELT Situation at Tertiary Level in Thailand

The development of English language education becomes a real challenge to Thai government. There has been an attempt to elevate the quality of English language education in Thailand for over a decade (Baker & Jarunthawatchai, 2017; Kaur, Young, & Kirkpatrick, 2016). However, as reported by the Education First English Language Proficiency Index (EF EPI) in 2016, from 80 countries around the world, Thailand ranked 53rd, labelled “Low Proficiency”. This sixth edition of the EF EPI ranks Thailand 15th out of 20 countries in Asia. When compared to countries with similar language policies, English is a foreign language, such as Vietnam, China and Japan, they all were in higher rank. Vietnam is at 34th. China is at 36th and Japan is at 37th (EducationFirst, 2017). Kaur et al. (2016) assert the development of language proficiency among Thais are still problematic, despite numerous of initiatives related to English Language Teaching (ELT) and language proficiency development such as the promotion of English program, Bilingual program, mini English program and the integration of Common European Framework of References for Languages (CEFR) in the assessment and classroom management system across educational level (Office of The Basic Education Commission, 2014). Most of the initiatives failed to meet their goals (Kaur et al., 2016; Todd, 2015). As pointed out by Chayunuvat (2017) on the nature of Thai learners, Thai students are unable to use English language to serve their own needs. Chayunuvat (2017) suggests that “Thai students studying English are still trapped” (p.48).

In 2016, the Office of the Higher Education Commission (OHEC) stated that all universities and educational institutions at the tertiary level need to promote the use of CEFR as a guideline to set individual learning priorities, track progress and assess students’ language proficiency. It was an attempt to level up the English language proficiency level of Thai graduates to B2 level (according to the Common European Framework of Reference for Languages) (Office of the Higher Education Commission, 2016). This policy has provoked changes in English language provision in higher education across nation. However, the policy did not offer a set of recommendations to organize English language teaching and learning in order to meet the expected standards. The SPV project was introduced to the General English language course in the hope that it could not only provide a learning environment conducive to learner’s own aspiration in learning but also serve the national and university policy in helping to meet the stated CEFR levels and achieve the necessary English language proficiency among Thai learners and graduates.

### Student-Produced Video Project (SPVP)

Several attempts were made to introduce student-produced video project (SPVP) so as to create a learning environment that is both complex and real and able to respond to the change in ELT. Meyer & Forester (2015) assert that student-produced videos have provided excellent learning
opportunity. There are several research studies that indicate the benefit of having students produce their own videos. Sharndama & Jemofwu (2013) proposed that using a student-produced video assignment helped students develop a better grasp of the diversity and complication of organizational environments and management problems. Aksel & Gürman-Kahraman (2014) researched on the perception of the effectiveness of student video project assignments at a state university in Turkey. They found that students perceived the video project a useful and effective learning assignment in improving their foreign language skill. Hafner & Miller (2011) carried a research on how the students-produced digital video project and associated technological learning environment had promoted some form of learner autonomy. A group of three students of an English for Science and Technology (EST) course at an English-medium university in Hong Kong collaboratively created and shared a multimodal scientific documentary. The findings indicated that the project promoted motivation, authenticity, independent learning, teamwork, peer-teaching, and reflection on learning. It provided an opportunity to foster autonomy, and study collaboratively, reflect on their own learning and combine technology with language learning (p.75). Another study was carried by Akdeniz (2017), it was the research on the efficiency of using student-produced videos in language classrooms to increase students awareness towards real language use. Foss, Carney, McDonald, & Rooks (2007) carried out research on small-group video projects and whole-group video projects as a part of a short-term intensive English program for juniors in the science and technology division of a large Japanese University. They assigned four projects, and two out of the four were video-making projects. The results indicated that the projects enabled EFL students to connect the English of the classroom to their own real-life interests (pp.15-16). The research on students’ perception on students-produced video project in a General English language course at University level in Thailand has been rarely investigated. One research project on video making project at university level was carried by Wanchid & Wattanasin (2015). Wanchid & Wattanasin (2015) investigated group of university students’ attitudes as well as the relationship between students’ attitudes and final language scores after taking part in a video project in an English language course carried at one university in Bangkok, Thailand. The findings yielded positive attitudes toward the project in providing students with opportunities to practice the target language in authentic situations, using the language needed in real life and becoming independent learners. Performing this kind of research at Srinakharinwirot University context will benefit the English language education at the university especially within the context of English for General Education.

Conducting the Student-Produced Video Project (SPV) at Srinakharinwirot University

Providing the General English Language Course at Srinakharinwirot University is challenging as it has distinctive characteristics. The class is large in its size, made up of students of different levels of proficiency and different educational background and interests. These characteristics challenge the ability to provide effective ELT. Taking the issue of large classroom size for example, there are about 45-60 students in General English classes. This is a barrier to quality language provision (Wadesango, Hove, & Kurebwa, 2016). As Sharndama & Jemofwu (2013) add, there is no specific number of students to determine class size but a class of more than fifty is considered large and that number of students can bring numerous problems to teaching and learning. Teachers need to take extra steps in order to achieve quality education (C. Sharndama & IJemofwu, 2013). Kettanun (2015) also analyzed that most Thai students prefer to remain within the comfort zone of the traditional EFL classroom, where the teacher’s intense guidance is dominant and appreciated. This
SPV project demonstrated how to handle large classes with mixed interests and disciplines and how to lessen teacher’s authorities in class and increase learner’s opportunities to independently learn and acquire the language.

The SPV project was one of the tasks undertaken within a General English Language course. There were 450 first year student participants with intermediate-level proficiency from nine classes (approximately 50 students per class) at Srinakharinwirot University, Thailand, nine instructors cooperatively designed and administered the project. Within each class, students were asked to work in small groups of 4-5 and cooperated with team members in making a video. They were responsible for information-gathering and video-recording processes. Students carried on a search for information on the chosen topics from websites or any relevant sources of information according to their preference. Students were expected to film and edit, and all students had to be involved in every stage of making the video. On completion of all projects, students were asked to show the video during the last week of the course in class. The videos were then assessed by two lecturers.

The Objective of the SPV Project
The ultimate goal of this project was to create an opportunity for students to learn language in a meaningful way. A meaningful way, in this context, means that students are introduced to tasks that challenge their ability to learn. Learners can collaboratively work, socialize outside the classroom with intellectual purpose, exercise their freedom in thinking, choose what is of importance to them in learning and face unpredictable circumstances. There were four main objectives of the SPV project which were: (1) to provide an environment that allows students to grasp a deeper understanding of the topic learnt in class and to increase their vocabulary; (2) to enhance English language proficiency as well as promote creativity and problem-solving skills; (3) to promote the use of Information and communication technology (ICT) in language and (4) to provide a collaborative working environment.

The Role of Instructors in the SPV Project
As the General English language course is a shared course, instructors had to collaboratively design course syllabus, teaching materials, student evaluation and project work. For the SPV project, all instructors organized meetings together in order to design the project and ensure that the project could help develop learner’s language proficiency and interactions. Instructors also designed the length of the video to be prepared, the scope of the video, the criteria and rubric for project evaluation together with instructor and student roles. Clarifying teaching and learning process and project specification is a crucial process that lead to an effective project implementation.

In class, at the beginning of the project, instructors guided students in practicing writing a video script, training how to find relevant information, introducing ICT to support learning and video making, as described in the SPV project specifications and evaluation to which students would also agree upon before continuing on the project on their own.

During the project, instructors did not take an active role in the making of the videos. They monitored the collaboration process, provided feedback to help students with the project, and
encouraged students to work independently and collaboratively. The support from teachers came in many forms such as group meeting after class, outside class appointment and Line group discussions. Instructors worked a great deal with students only during the draft submission process. Instructors edited, checked language use, gave comments on information gathered and finally checked all content before students continued to their video recording process. Instructors and students exchanged ideas and learnt from each other. The atmosphere of learning and exchanging ideas between instructors and students were stressed. As Freire (1998) asserts teachers are not just knowers, for teachers are learning as well as learners and they can swap roles (Freire, 2004).

The Role of SPV Project Participants
Students chose partners that they preferred to work with and brainstormed ideas. The rules imposed by the instructors were that all members of the group needed to be present and speak in the video. They had to distribute work evenly among group member and collaboratively search for information and write a script for the video. Thus, they had to reach an agreement on how to design the video, how to search for information, how to delineate the work, how to use technological tools, and how creative they would like the video to be as a group.

The Delineation of the SPV Project Score
The summative assessment scores devoted to several learning outcomes conformed to the project objective as mentioned above. Table 1 shows the delineation of the SPV project score.

Table 1. The Delineation of SPV Project Scores

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Script (20 %)</td>
<td>- Complete script on time</td>
</tr>
<tr>
<td></td>
<td>- Show evidence of planning through all parts of the production</td>
</tr>
<tr>
<td>Story Line (20%)</td>
<td>- The video tells a compelling story or has a compelling structure and is expressed creatively.</td>
</tr>
<tr>
<td></td>
<td>- All content relates to the storyline.</td>
</tr>
<tr>
<td>Subject Content (20%)</td>
<td>- Subject knowledge is evident throughout the video.</td>
</tr>
<tr>
<td></td>
<td>- All information is clear, appropriate, and correct.</td>
</tr>
<tr>
<td></td>
<td>- Uses at least 15 words from the selected unit.</td>
</tr>
<tr>
<td>Production and Creativity</td>
<td>- Video is edited. Video runs smoothly from shot to shot.</td>
</tr>
<tr>
<td>(20%)</td>
<td>- Thorough evidence of imagination, creativity, or thoughtfulness.</td>
</tr>
<tr>
<td></td>
<td>- Style or mood which suits the content is evident</td>
</tr>
<tr>
<td></td>
<td>- Creative and original</td>
</tr>
<tr>
<td>Group Collaboration (20%)</td>
<td>- All students contributed equally to the video. Students worked with each other in a friendly manner. Each video was marked by two lecturers.</td>
</tr>
<tr>
<td></td>
<td>- A score difference of 1 % was acceptable. However, if the difference was more than 1%, the markers would discuss together and find a mark they would both agree on.</td>
</tr>
</tbody>
</table>

It can be seen that the score was devoted to language accuracy and the transfer of knowledge, four skills development and life skills, the application of technological tools, and collaboration among peers. This is the stage where learning assessment coheres with the expected learning outcomes.
SPV Project Specifications

Video Topics/Suggested Types of Presentation/Length of the Video
The topic used in the video were taken from the students’ textbook which were A global language/ Open learning/ Testing and Evaluation/ Food and health/ Different ways of life/ Different cultures/ Living abroad/ First impressions/ Crime and punishment. Students chose the topic that they wanted to work on. The presentation could be in the following form/type: talk show, documentary, interview, news talk, news clip, reality show, TV drama, role play, panel discussion, etc. There were creativity scores for those who put creativity in presenting the chosen topic. The video length was 5-7 minutes. The minimum length was 5 minutes. 10 points were to be deducted when the video exceeded the maximum length of time or failed to meet the minimum length.

Technological Tools
Students could use either digital camcorders or mobile phone with video function to create videos. They found their own Editing Application or programs that were openly free for download such as Microsoft Movie Maker or some application depending on their selections. Video presentations were recorded on a CD/DVD.

Submission of Presentation Draft and Video
A script of the presentation was expected. The script or the draft of the presentation contained the information for the presentation in full detail. Students had to submit the draft before starting to create a video.

The Research Project at Srinakharinwirot University

Research Objectives
The objectives of the study were to investigate students’ perceptions of the SPV project in three aspects: (1) English language proficiency improvement (2) the use of technological tools in the project and (3) collaboration among peers.

Research Questions
1. What is the students’ perceptions of their improvement in English language proficiency after participating in the SPV project?
2. What is the students’ perceptions of the use of technological tools in the SPV project?
3. What is the students’ perceptions of collaboration among peers while working on the SPV project?

Research Methodology

Samples
The sample in this study were 107 first year students, who were enrolled for a 3-credit General English Language course as part of a compulsory English language course under the General Education Curriculum at Srinakharinwirot University. They were non-English major students from different faculties such as the Faculty of Medicine, the Faculty of Dentistry, the Faculty of Humanities and the Faculty of Education. They were randomly selected in questionnaire distribution.
Instruments
This research used questionnaires to elicit learner’s perception. As Gu (2016) points out, questionnaires are often used to examine people’s attitudes, beliefs and behaviors in language learning and teaching. The perception questionnaire was developed by the researcher and was designed to elicit project participants’ perceptions in three aspects which are: (1) language proficiency; (2) usage of technological tools in the project; and (3) collaboration among peers. The questionnaire had four Likert-scale. While Likert (1932) scales often use a five-point scale, the deletion of the neutral response was acceptable. The scale ranged in values from strongly disagree, disagree, agree, to strongly agree. The questionnaires consisted of 18 items related to three different aspects as mentioned. The questionnaire was piloted with 40 students different from the selected sample for the study proper and the reliability of the research instrument was tested. Cronbach’s alpha value was found as \(\alpha =.76\), which means the reliability is acceptable for the research.

Data Analysis
The data obtained from questionnaires were calculated using SPSS. Data results were statistically analyzed and reported in the form of descriptive statistics: Percentage, Mean and SD.

Findings and Discussion
The findings and discussion are divided into four sections. The analysis result of the average level of students’ perceptions of the three aspects was as follows.

Table 2: The Analysis Result of the Average Level of Students’ Perceptions of the Three Aspects

<table>
<thead>
<tr>
<th>Average</th>
<th>Level of Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26 – 4.00</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2.51 – 3.25</td>
<td>Agree</td>
</tr>
<tr>
<td>1.76 – 2.50</td>
<td>Disagree</td>
</tr>
<tr>
<td>1.00 – 1.75</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

Section 1: Analysis of students’ perceptions of the overall SPV project
The overall analysis of students’ perceptions indicates that students believed that SPV project enhanced their English language proficiency, created positive attitudes toward the usage of technological tools in language learning and showed that they preferred to work collaboratively with peers. The overall mean value of the students’ perceived success in promoting the three mentioned aspect was \(\bar{x} = 2.90\) (SD = .627) (See Table 2).

Table 3. Mean and SD of Students’ Perceptions of the Overall Aspect of the SPV Project

<table>
<thead>
<tr>
<th>Students’ perceptions of the overall SPV project</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Perception Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency</td>
<td>107</td>
<td>2.84</td>
<td>.521</td>
<td>Agree</td>
</tr>
<tr>
<td>The Usage of Technological Tools</td>
<td>107</td>
<td>2.97</td>
<td>.755</td>
<td>Agree</td>
</tr>
<tr>
<td>Collaboration Among Peers</td>
<td>107</td>
<td>3.04</td>
<td>.599</td>
<td>Agree</td>
</tr>
<tr>
<td>Overall score</td>
<td>107</td>
<td>2.90</td>
<td>.627</td>
<td>Agree</td>
</tr>
</tbody>
</table>
According to Table 3, the results indicated that students are in favor of collaborative work with peers the most with a mean score $\bar{x} = 3.04$ (SD = .599). Students agreed to use technological tools in the SPV project with a mean score $\bar{x} = 2.97$ (SD = .755) and agreed that the video project improved their language proficiency with a mean score of 2.84 (SD = .521) respectively.

Section 2: Analysis of the students’ perceptions of English language proficiency improvements and life skills

The participants were questioned to evaluate their four language skills along with their vocabulary development, their confidence in using the language, the promotion of creativity and also problem-solving skills. The overall mean values of the participant’s perceived success in these areas was $\bar{x} = 2.84$ (SD = .521). When analyzing by items, Item 6 reveals that students agreed that the project increased their vocabulary the most with the highest mean value ( $\bar{x} = 3.00$, SD = .700). Item 7 and Item 8 were taken into consideration as the second and third highest mean values with $\bar{x} = 2.97$ (SD = .867) and $\bar{x} = 2.92$ (SD = .754) respectively. When considering items related to English language skills, students agreed that they had improved in speaking skill, reading skill and writing skill, but not in the listening skill. Among the three skills, students thought that the SPV project helped to improve their reading skill the most and then their writing. Students disagreed that the SPV project helped improve listening skill with the lowest mean value ( $\bar{x} = 2.50$, SD = .620). This result was opposite to the findings of Aksel & Gürman-Kahraman (2014, p. 320), that their research results yielded the improvement of listening and speaking but reading and writing skills. The differences of the findings could possibly derive from the different project design and objectives. As one of the SPV project objectives was to reinforce the content learnt in class, and to focus on the content of the video and the writing document in the form of script before students continued the video recording. It could be said two projects with the same technological tools but different design project design and focus yield different results.

Table 4. Students’ Perceptions of English Language proficiency and Life Skills

<table>
<thead>
<tr>
<th>Students’ perceptions of English language proficiency</th>
<th>N</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean ( $\bar{x}$)</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This project helped improve my language ability.</td>
<td>107</td>
<td>4 (3.70%)</td>
<td>8 (7.50%)</td>
<td>91 (85.00%)</td>
<td>4 (3.70%)</td>
<td>2.89</td>
<td>.501</td>
</tr>
<tr>
<td>2. My listening skill improved after completing the project.</td>
<td>107</td>
<td>5 (4.70%)</td>
<td>45 (42.10%)</td>
<td>55 (51.40%)</td>
<td>2 (1.90%)</td>
<td>2.50</td>
<td>.620</td>
</tr>
<tr>
<td>3. My reading skill improved after completing the project.</td>
<td>107</td>
<td>8 (7.50%)</td>
<td>14 (13.10%)</td>
<td>72 (67.30%)</td>
<td>13 (12.10%)</td>
<td>2.84</td>
<td>.729</td>
</tr>
<tr>
<td>4. My speaking skill improved after completing the project.</td>
<td>107</td>
<td>5 (4.70%)</td>
<td>18 (16.80%)</td>
<td>79 (73.80%)</td>
<td>5 (4.70%)</td>
<td>2.79</td>
<td>.599</td>
</tr>
<tr>
<td>5. My writing skill improved after completing the project.</td>
<td>107</td>
<td>15 (14.00%)</td>
<td>21 (19.60%)</td>
<td>62 (57.90%)</td>
<td>9 (8.40%)</td>
<td>2.61</td>
<td>.833</td>
</tr>
</tbody>
</table>
Students’ perceptions of a Student-Produced Video Project

<table>
<thead>
<tr>
<th>Students’ perceptions of English language proficiency</th>
<th>N</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean ((\bar{X}))</th>
<th>SD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. I understand vocabulary better after completing the project.</td>
<td>107</td>
<td>4 (3.70%)</td>
<td>14 (13.10%)</td>
<td>67 (62.60%)</td>
<td>22 (20.60%)</td>
<td>3.00</td>
<td>.700</td>
</tr>
<tr>
<td>7. I gained more confidence in using the language after completing the project.</td>
<td>107</td>
<td>8 (7.50%)</td>
<td>17 (15.90%)</td>
<td>51 (47.70%)</td>
<td>30 (28.00%)</td>
<td>2.97</td>
<td>.867</td>
</tr>
<tr>
<td>8. I analyze and solve problems better after completing the project.</td>
<td>107</td>
<td>6 (5.60%)</td>
<td>17 (15.90%)</td>
<td>64 (59.80%)</td>
<td>20 (18.70%)</td>
<td>2.92</td>
<td>.754</td>
</tr>
</tbody>
</table>

Overall Score 2.84 .521

From Table 4, it can be said that the project promoted learners in all aspect of language learning especially in the building up of learner’s confidence and problem-solving skills. In term of language proficiency, the analysis revealed that the SPV project helped them read better. Thus, it can be concluded that making video recordings has a facilitative effect on L2 language learners.

Section 3: Analysis of the students’ perceptions of the uses of technological tools

The participants were asked to indicate their preferences in using technological tools while working on the project. The use of technological tools in the SPV project was, overall, an enjoyable experience for students. The overall mean score for this aspect was \(\bar{X} = 2.97\) (SD=.755). Students perceived that technology can be used efficiently while working on a project and it was fun to use.

<table>
<thead>
<tr>
<th>Table 5. Students’ Perceptions of the Use of Technological Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ perceptions of the use of technological tools</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>1. I like to use technological tools in doing the project.</td>
</tr>
<tr>
<td>2. I prefer video recording my presentation to face to face classroom presentation.</td>
</tr>
<tr>
<td>3. Using technological tools makes learning language more fun.</td>
</tr>
<tr>
<td>4. My life was easier because of the use of technology in the presentation.</td>
</tr>
</tbody>
</table>
Students’ Perceptions of a Student-Produced Video Project

It can be concluded from Table 5 that the mean score of Item 4 (\( \bar{x} = 3.10 \) (SD. = .739) demonstrated the importance of technological tools in English language classroom. Some students perceived the language class with the use of technology more fun that the class with no technology ( \( \bar{x} = 3.00, \) SD = .813).

However, there were some students that did not prefer using technological tools in doing the project. When studying percentages, it is interesting to point out that approximately 33% of students reported strongly disagreeing and disagreeing on item 1. This issue should be explored in the next research.

**Section 4: Analysis of the students’ perceptions of collaboration among peers**

The participants’ opinions toward collaboration among peers were questioned. The overall mean score of this aspect was \( \bar{x} = 3.01 \) (SD= .599). This means students agreed that the SPV project helped students work more closely with friends and it was a preferred learning environment in language learning.

### Table 6. Students’ Perceptions of Collaboration among Peers

<table>
<thead>
<tr>
<th>Students’ perceptions of collaboration among peers</th>
<th>N</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean (( \bar{x} ))</th>
<th>SD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like to work on a project as a group.</td>
<td>107</td>
<td>7 (6.50%)</td>
<td>21 (19.60%)</td>
<td>53 (49.50%)</td>
<td>26 (24.30%)</td>
<td>2.92 (.837)</td>
<td></td>
</tr>
<tr>
<td>2. Creating a video makes me work more closely with friends.</td>
<td>107</td>
<td>5 (4.70%)</td>
<td>11 (10.30%)</td>
<td>50 (46.70%)</td>
<td>41 (38.30%)</td>
<td>3.19 (.802)</td>
<td></td>
</tr>
<tr>
<td>3. My friend helps me a lot when it comes to technological issues.</td>
<td>107</td>
<td>1 (.90%)</td>
<td>19 (17.80%)</td>
<td>59 (55.10%)</td>
<td>28 (26.20%)</td>
<td>3.07 (.691)</td>
<td></td>
</tr>
<tr>
<td>4. I like it when work has been distributed evenly.</td>
<td>107</td>
<td>4 (3.70%)</td>
<td>8 (7.50%)</td>
<td>64 (59.80%)</td>
<td>31 (29.00%)</td>
<td>3.14 (.706)</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.01 (.599)</strong></td>
<td></td>
</tr>
</tbody>
</table>
From Table 6, it can be said that students believed that working on a group project with the aid of technology was suitable for foreign language learning. Item 4 received the highest mean score ($\bar{x} = 3.14$, $SD = .706$). Students preferred a fair distribution of work among member of the group. The results indicated, the mean value of the item 2 ($\bar{x} = 3.19$, $SD = .802$) showed that students felt that the SPV really promoted collaboration among peers as the item received the highest mean value among 18 items in the questionnaire.

Implications

Overall, the findings indicated that all three aspects of the project received positive feedback. This implied that it is possible for the SPV project, supported by group collaboration and a variety of technological tools, to create a meaningful learning environment where students explored and sought knowledge according to their needs and interests without having to depend on the instructor to provide them with that knowledge. The findings also implied that the SPV project is a practical and effective alternative activity to the traditional teaching of the General English language course that is large in size whose learners come from different disciplines and interests. Additionally, the project was carried by at least 9 instructors, to about 10 groups of students, it implied that a clear statement on project objectives, role of teachers and learners, project evaluation and project specification guided both learners and teachers toward an expected learning outcome. Additionally, the clear statement also guides researcher.

It is also worth noting that, several projects similarly in its nature to SVP project demonstrated the change of listening and speaking skill in learners. But participants of the SVP projects believed that their reading skill improved the most while listening skill not. It implied that the design of the project and clearly statement of project objectives influence greatly the change in learners and learning outcomes. Implementing the same technological tools with the same nature of participants does not yield the same results. The application of technological tools in promoting language proficiency and life skills and other facet of human development is contextual not generalized.

Conclusion and Recommendations

The study on students’ perceptions of the SPV project had as its aim to investigate students’ perceptions of three items: (1) the improvement of students’ English language proficiency and life skills, (2) the use of technological tools and (3) the state of collaboration among peers. The objective of the SPV project was to create an opportunity for students to learn language in a meaningful way. A “meaningful way” means that students are introduced to tasks that challenge their ability to learn. Learners can collaboratively work, socialize outside the classroom with intellectual purpose, exercise their freedom in thinking, choose whatever is of importance to them in learning and face unpredictable circumstances. The main objectives of SPV project were to provide complex and flexible learning environment that is pertinent to the development of language proficiency, life skills and collaboration among learners and to provide an environment that allowed students to grasp a deeper understanding of the topic learnt in class, increase their repertoire of vocabulary and be able to use language in real situations.

The quantitative analysis of the data showed that the students perceived the SPV project as a language activity that enhanced their English language proficiency, supported the use of technological tools in learning and promoted collaboration among peers. Approximately 91% of
students agreed and strongly agreed that the SPV project made them work more closely with friends. The only item students felt that they did not gain improvement after participating in the project was the development of listening skill. Among the four basic language skills, approximately 85% of students perceived that their reading skills improved more than the other three skills.

The pedagogical implications for EFL teachers, learners, curriculum designers and material developer are that the integration of ICT depends on the design of the task and project objectives. Sharndama & Jemofwu (2013) concluded that it’s appropriate utilizations or manipulation of technology by the teacher that will transform their teaching methods/strategies. And this appears to be the case here. Designing and specifying the learning outcomes, types of activities, specifications of task and project and aligning with learners’ assessment are key factors for success in cultivating language learners in the 21st century. As emphasized by Stroupe (2017, p. 33), the nature of the language classroom is changing with an emphasis on the broader role of the language classroom and language educator in preparing graduates to enter a global workforce. Teachers should carefully plan and reflect on curriculum design and instructional strategies and indicators that suggest possible directions for further exploration.

About the Author
Dr. Supanit Kulsiri is currently a Chair of B.A. in Language and Intercultural Communication at International College for Sustainability Studies, Srinakharinwirot University, Thailand where she works to develop courses, administer curriculum and deliver professional development. Her area of expertise is English language curriculum development and ELT policy. ORCID: https://orcid.org/0000-0002-5724-8264

References


Technology in the Language Classroom: How Social Media is Changing the Way EFL is Taught

Hamza Alshenqeeti
Department of Languages and Translation
Taibah University, Madinah, Saudi Arabia

Abstract:
This paper explores how technology, and specifically the application of social media, in the English as a foreign language (EFL) classroom is changing how language is taught. The paper begins with a depiction of computer-assisted language learning (CALL) and how technology has generally been employed in EFL classrooms in the past few decades. This critical appraisal, which provides the context for the paper, assesses how successfully technology has been viewed in relation to language teaching and learning and how it has developed up to the present day. The focus then moves to social media apps and mobile technology as a contemporary form of CALL. The discussion considers the ways in which social media is used in language classrooms and more importantly the things it can offer the EFL teacher and learner. Importantly, the paper concludes by proposing ways in which these types of technologies can be better incorporated across cultures and contexts to promote EFL teaching and learning.

Keywords: CALL, EFL, language learning, social media, technology

Cite as: Alshenqeeti, H. (2018). Technology in the Language Classroom: How Social Media is Changing the Way EFL is Taught. Arab World English Journal (AWEJ) Special Issue on CALL (4), DOI: https://dx.doi.org/10.24093/awej/call4.5
1. Introduction

Currently, we are living in an information-technology-driven milieu and witnessing rapid developments in implements and methods in many areas of the economy, education, entertainment and health, to name a few. Within the field of education, and specifically language teaching and learning, these rapid technological advancements have forced changes in teaching approaches, largely because students’ current learning styles are unlike those of previous generations (Wang & Liu, 2018). Undoubtedly, this has gradually created a generation gap between younger students and older teachers, which has thus caused some conflict in teaching approaches and methodologies. Specifically, EFL teaching nowadays is bearing enormous changes with regards to teaching models, conceptions methods and methodologies. This accordingly indicates a need to understand the various changes happening to EFL teaching and learning. Central to these developments is the concept of computer-assisted language learning (CALL) and its formulae such as social media and mobile applications. The current paper examines the use and influence of social media in the light of the rise of technology use in EFL contexts. It seeks to remedy these issues by analysing the literature of the use of CALL and social media in language classrooms and through providing proposals for better integration of these technological advancements in the EFL context.

The paper has been divided into three parts. It begins by a detailed account of CALL (section 2.1) and an explanation of how technology has been employed in EFL classrooms generally in the past few decades (section 2.2). It will then go on to assess how successfully technology has been viewed in relation to language teaching and learning and how it has developed up to the present day, and then it sheds on what still needs addressing in this regard (section 2.3). Section 3 will then explore the specific uses of social media apps and mobile technology as a new form of CALL. The discussion will explore the ways in which social media is used in classes (3.1) and more importantly, the things it can offer to the EFL teacher and learner (sections 3.2 and 3.3 respectively). Finally, the conclusion (section 4) gives a summary and critique of the findings prior to the identification of areas for further research and the ways in which these types of technologies can be better incorporated across cultures and contexts.

2. Computer-assisted Language Learning (CALL)

2.1 What is CALL

Due to narrow perception and controversy, there seems to be a degree of uncertainty around the terminology in CALL. Therefore, it is necessary here to clarify exactly what is meant by this term. CALL may be defined as “the search for and study of applications of the computer in language teaching and learning” (Levy, 1997, p. 1). To Beatty (2003, p. 7), it is “any process in which a learner uses a computer and as a result, improves his or her language”. CALL comprises multiple information-technology applications with the specific aim of enhancing language teaching, facilitating learning of language and providing learners with a comprehensive input. During the 1960s and 1970s, the traditional drill-and-practice programmes influenced most uses of CALL (Chapelle & Jamieson, 2008). More recently, CALL has taken the form of virtual online learning environments and web-based distance learning. CALL makes use of interactive whiteboards and even extends to the use of corpus linguistics, mobile-assisted language learning (MALL) and computer-mediated communication (CMC). The philosophy of CALL in EFL classrooms globally places a strong emphasis on student-centred learning and the types of
Technology in the Language Classroom: How Social Media

Arab World English Journal (AWEJ) Special Issue on CALL Number 4. July 2018

Alshenqeeti

materials which learners can work with independently. The idea is that learner autonomy is best fostered when learners take independent steps towards learning the target language.

CALL materials can either be “structured or unstructured”, and they usually promote “two important features: interactive and individualised learning” (Beatty, 2003, p. 34). It helps teachers to aid and support rather than to instigate the language learning process. In addition, it can be used, in some measure, as a complimentary approach to reinforce what has been learned in the class or as a remedial tool to help the learners who benefit from additional support. Furthermore, CALL materials are usually designed taking into account “principles of language pedagogy and methodology” (Blake, 2008, p. 5). Crucially, they can be derived from a range of learning approaches and theories, such as behaviourist or cognitive for instance. A combination of teacher-led instruction and CALL is known as “blended learning [which] is specifically designed to increase a student’s learning potential and is more common than CALL as a standalone method” (Pegrum, 2009, p. 27). Other benefits mean that students are not reliant on a single teaching method or approach and blended learning also caters for a variety of learner types. The following section will critically review the specific uses currently in practice in EFL classrooms and discuss their benefits. Following this, proposals for CALL integration in EFL contexts will be presented.

2.2 Why introducing CALL

A large and growing body of literature has investigated the benefits of introducing CALL into the language classroom. As will be discussed, prior studies that have noted the importance of CALL were primarily based on technologies and applications which are older and more well-established. It is important to review some of these studies so they can be compared with the much more recent and developing research on CALL in general and social media specifically (Section 3). To begin with, in relation to the use of interactive whiteboards (IWBs) and EFL, there has been extensive research (Johnson, Ramanair & Brine, 2010; Hur & Suh, 2012; Öz, 2014). Gerard, Greene and Widener (1999) claim that IWBs promote language teaching processes in three ways: a) they boost interaction and communication; b) they provide new cultural and linguistic elements; and c) they improve organisational skills of teachers. Johnson et al. (2010) interviewed a number of IWB-trained language teachers and students, and complimented this with class observation to determine what improvements needed to be made in its application. The study concluded that both teachers and students appear to make personal transformations and suggestions on how to employ the IWB depending on the specific experience, knowledge and cultural context of the students and teacher. The researchers implied the need for collaborative work among teachers working in similar contexts. In a similar study, Hur and Suh (2012) looked at the impact of IWBs on vocabulary tests of Korean newcomers’ children in the USA. They found that when learning new vocabulary, IWBs were effective for giving visual presentations, interactive games and reviewing tests. According to Pennington (1996), IWBs work well together with other aids such as personal computers. Since interaction in class is essential in language learning, it is important that the class works as a group and relying on personal computers alone can make learners antisocial. IWBs can present a topic to everyone at the same time, and promote communal and group discussion (Wang & Liu, 2018).

To date, there has been little research on the small-scale use of tablet computers, another form of CALL, specifically for the second/foreign language learning environment. Lan, Sung and
Chang (2007) carried out a study on elementary English language learners in Taiwan and concluded that in small-reading groups, students worked more collaboratively on peer-assisted reading tasks. The students who worked with tablets gave more support and feedback to their peers, and avoided conflict more often. In support of these findings, Liu (2009) conducted a case study on Chinese EFL learners with personal digital assistants, PDAs, (like a tablet PC) for creating a more fruitful listening and speaking environment. Results showed that the group using PDAs improved their speaking and listening skills significantly more than the group without them. This lack of research on tablet computers in EFL settings is presumably due to its still fairly recent inception.

A broader perspective on the use of tablet computers has however been documented in the literature. Previous studies have shown that there has been a drive to promote tablet use globally and many governments and policy makers are finding means to supply schools with the necessary technology. The Antiguan and Barbudan Government for instance, started a project in 2012 named GATE (Government Assisted Technology Endeavour), allocating more than 3000 tablets to students of school age (Tamim, Borokhovski, Pickup & Bernard, 2015). Brazil similarly purchased 460,000 tablets for schools under its tablet initiative (Tamim, et al., 2015). South Korea not only proposed 7.5 million tablets for elementary and high school students but also to produce more e-books for access on tablets (Kim & Jung, 2010). Similar drives are occurring in Thailand (Lesardoises, 2012), the United Arab Emirates and the United States of America (Tamim, et al., 2015).

Interestingly, furthermore, Turkey also launched their FATIH project with the specific aim of improving English language teaching in schools. The project aims to provide tablet computers for every student, interactive white boards and a decent internet connection in every class. Run by the Ministry of National Education of Turkey (MoNE), it has five constituents. These are: providing equipment and software; providing educational e-effective management; information and communication technology (ICT) applications in teaching programmes; training for teachers; and a reliable, manageable and measurable outcome of the project. The results of the project have shown thus far that IBWs have helped language teachers directly, and progress has been measures in students’ listening, reading and writing skills. Interestingly, the tablet computers however, have been shown to be less cost effective for the outcomes they delivered.

Another popular use of CALL in EFL classrooms currently is the ‘flipped classroom’. This classroom model gets students to watch pre-recorded lecture and PowerPoint videos before a lesson, and then “class becomes the place to work through problems, advance concepts, and engage in collaborative learning” (Tucker, 2012, p. 82). Strayer (2012) has described it as a ‘pedagogical approach’ which “moves the lecture outside the classroom and uses learning activities to move practice with the concepts inside the classroom” (p. 171). Researchers such as Brunsell and Horejši (2011) and Zhong and Song (2013) have also described it as ‘a unique teaching model’. The aim is that teachers and learners can work together to solve problems and complete difficult aspects of the homework in a collaborative manner. Crucially, it is characterised by its direct application of modern education technology and thus many researchers view it as the key to promoting student-centred and autonomous learning.
Research on the flipped classroom technique in language learning has so far showed positive benefits. What it appears to provide, which other teaching approaches so far have not shown, is that it directly meets the imperative need for technology-enhanced learning (TEL) (Pillay et al., 2015). Wang and Liu (2018) recently designed a task-based flipped classroom model to explore its application in a Chinese EFL environment. The findings suggested that the approach contributes to “the improvement of students’ confidence and autonomous learning ability” (Wang & Liu, 2018, p. 1). Other researchers such as Westermann (2014) and Milman (2012) in seminal works have also reported the positive effects of the model “on students’ learning as it can apparently enhance students’ engagement and motivation in class discussion and interaction” (Milman, 2012, p. 87). The fact that this is still a new (less than five years old) model and considerable research is already being carried out shows the importance and the potential on this approach to language learning.

CALL can also be used in other, less ground-breaking areas of language education. For instance, a basic use is in the use of flashcards to acquire vocabulary. There are a variety of relatively simple programmes which aid teaches in vocabulary teaching in this manner. Programmes often utilise of spaced repetition. This is a concept where a learner is presented with lexical items which are committed to memory at progressively longer intervals. The aim is for long term vocabulary retention. This has led to an increase in spaced repetition systems (SRS) applications, such as phase-6, an app specifically designed for foreign language learning. In view of all that has been mentioned so far, one may suppose that the benefits of CALL do outweigh its drawbacks. Albeit the difficulty of confirming this, there still indeed issues that need addressing with CALL. The following section will highlight this in more detail.

2.3 What still needs addressing with CALL

Despite the positive reviews of technology in the EFL classroom, there are still some problems which need to be addressed. Access to the Internet is still not available in some developing world countries. Expense of materials is also an issue for some schools and colleges, despite the numerous governmental drives which have been documented. Perhaps less well documented is the time and training that must be given to teachers in order for them to incorporate technology into the language classroom. Unfortunately, “administrators often have the mistaken belief that buying hardware by itself will meet the needs of the students, allocating 90% of its budget to hardware and virtually ignoring software and staff training needs” (Davies, Hamilton, Weidmann, Gabel, Legenhausen, Meus & Myers, 2011: Foreword). Multimedia lends itself well to self-study and or self-directed learning, but the fact remains that technology needs to be incorporated into teaching, rather than seen as a separate aid for students to use alone. The simple existence of language learning apps, games and platforms does not automatically lead to students learning the language autonomously. Whilst it does foster independence, it also promotes collaborative and interactive exchange as has been shown above. Only when incorporated into the classroom environment does it fulfil its potential as a teaching tool.

While most of the above is established research, there are now newer forms of technology which are not yet addressed to their full potential in CALL research: namely, the use of social media and smart phones in the language classroom. The following section will discuss the research
to-date and argue for a stronger focus in teaching approaches and theories which put this new form of CALL at the forefront of the language classroom environment.

3. Social Media as a New Form of CALL

3.1 Current trends

While diverse definitions of the term ‘social media’ have been suggested, this paper will refer to social media as any site which provides a network of people with a space or a platform to make connections and communicate virtually. Users can add to the network in a variety of ways for instance through posting videos, photos or comments; subscribing; responding or liking other people’s comments, photos or videos; and making friends with others in their field, by sending out friend requests or getting subscribers and favourites (Johnson, et al., 2010). Platforms may be general like Facebook, Tumblr or Twitter, or designed for a specific community with a single aim to their communication, such as Strava for cyclists and runners, LinkedIn for those wanting to manage their professional identity, or HelloTalk, FluentU, Lingualia and LinguaLift for those learning a new language. Within the past decade, networking technologies and social media “have created a revolution in the world of communication” (Allam and Elyas, 2016, p. 1). The emergence of social media during this time has indeed influenced the way people around the world communicate, as well as the how they retrieve the body of information surrounding them. A great amount of information can now be accessed at any time and from anywhere in the world (Johnson et al., 2012). Therefore, according to Allam and Elyas (2016), social media has caused “a paradigm shift in education” all over the world (p. 1). It has resulted in an emphasis on new educational constraints, promoting such things as collaboration, personalisation, and autonomy. Allam and Elyas (2016, p. 1) also claim that “it is inevitable that these new generations of digital natives have certain expectations about the way they believe learning should be practiced and how it should evolve, to have social media as an integral part of this learning process”. Thus, is becomes more crucial than ever that teachers are familiar with technological advancements which have the power to influence knowledge acquisition, culture, and pedagogy.

The discussion thus far provide evidence that social media technology has unquestionably become an essential part of people’s life and is unsurprisingly been widely used among language learners on a daily basis. Smartphones are carried everywhere and as a result, knowledge can be accessed at any time. It thus seems inevitable in this 21st century that they should be better introduced into the classroom environment and be utilised as a learning aid. In spite of much hesitation on the part of some language teachers concerning the use of mobile technology as a direct teaching/learning aid, it is necessary to explore the ways in which it has revolutionised EFL through social media.

3.2 Application of social media in the EFL classroom

Previous research has indicated that there is a significant positive correlation between social media and student/teacher and student/student relationships. In turn, this results in positive student outcomes in the teaching environment and more interaction in the classroom discourse. Incorporating social media into the classroom has also been shown to help boost student motivation (Ellison, Steinfield & Lampe, 2007). In a similar vein, Mazer, Murphy & Simonds (2007) found that a website with a variety of cues, could shape the perceptions of the communicator. What many of the current studies on social media and teaching fail to do however,
is to come up with empirical research, which focuses on identifying and documenting a specific scheme for utilising social media as a pedagogical tool (Shabrg, 2012). Identifying the type of learning which works best with collaborative feedback or exchange, and the explicit steps that teachers should take, or the materials they should be drawing on in social media platforms is much needed.

It is the case that “53% of Twitter users around the world are females and 77% of them are between the ages of fifteen and twenty-five” (Internet World Stats, 2013). Thus, we have seen an increase in Twitter being used in university classrooms, specifically in the last five years. Alshahrani and Al-Shehri (2012) explored the extent to which students and teachers understood and responded to some of the integrated EFL learning tools that were drawn from social media, such as Twitter. The researchers found that amongst students in Saudi Arabia, their perceptions and practices of e-learning incorporation were not always united. This meant that whilst students had high expectations, their actual use of the tools did not have any perceivable positive effect on the learning experience. More recently, Asiri and Alqarni (2015) researched the advantages of incorporating Twitter into the EFL classroom. Their study focused on the potential advantages to using Twitter in an educational context, again within the context of Saudi Arabia. Their results in contrast did show a positive effect from Twitter being used in the English language learning practice. Researchers such as Ahmad (2015) have explored the effect of Twitter, specifically on students’ writing skills, focusing on ideas and content, organisation, and voice and style. The study showed that the females using Twitter as opposed to traditional teaching techniques outperformed the control group on a post-testing of writing. Finally, Kutbi (2015) undertook a research project to examine the ways in which undergraduate female students perceive Twitter when used as an educational tool. The findings showed that 84% of students prefer the use of Twitter as a learning tool. Undeniably then, the research survey on Twitter shows that learners have a growing interest in incorporating smart phone technology into their learning.

Facebook is another social media and social networking platform which dominates virtual communication with over 2 billion users worldwide. Mahmoud (2014) carried out a study focusing on Facebook use amongst on preparatory-year students and their achievement in EFL writing. They reported that writing performance improves considerably when learners are taught writing by using Facebook. This reaffirms the notion that learning content must be relevant to students and authentic if they are to succeed at language learning (Benson, 2000, p. 114). Specifically, Mahmoud (2014) claimed that the teaching/learning environment became more promoting and encouraging to the learners, especially the shy ones. Secondly, the researcher argued that English language is used outside the classroom (virtually in emails and on Facebook), giving the students further authentic exposure and an unwinding atmosphere, without the direct consequences of feedback and correction. Again, the findings support the claim that students have a positive stance towards utilising social media platforms for educational purposes. Indeed, these findings should be encouraging teachers and educators into incorporate this kind of technology.

A further platform is YouTube which has firmly established itself as a social media website through video sharing and audience growth. In their seminal work, Watkins and Wilkins (2011) explored ways through which YouTube can be used to enhance language teaching and provoke learner autonomy. Similarly, Kabouha and Elyas (2015) carried out an experimental study
investigating the impact of YouTube videos as an aid for vocabulary learning. The findings were positive and 84% of the students found YouTube to be beneficial and gained a positive experience from it. Perhaps more importantly, 70% they also regarded it to be an easy form of technology to use. Similarly, researchers such as Alwehaibi (2015), Mayora (2009) and Silvyanti (2014) have looked into the effects of YouTube on students’ learning of language skills ranging from writing to listening and speaking. Positive results were reported. Having said that, one of the problems teachers still face is a lack of training in social media apps which are designed for their learners age rather than for them. Ease of use is an important factor if we want to see more social media used in the classroom.

Chang and Yeh (2018) claim that for Chinese EFL learners in particular, “speaking is the most difficult and anxiety-provoking aspect of language learning” (p. 728). One way that social media is improving the language classroom is through its benefits for practicing spoken communication. The majority of studies on social media only focus on the effects to writing or vocabulary, which makes this recent study a valuable contribution, extending the benefits of social media use into other aspects of the learning process. Specifically, Chang and Yeh (2018) developed a learning model which drew on mobile applications (VoiceTube and Facebook) as an aid for students to interact in English collaboratively. A number of ten EFL learners took part in a six-week collaboration-based speaking activity that was mobile assisted. During the activities, students worked in pairs using their mobile to create collaborative reflection videos which were based on videos they viewed and chose together. They then uploaded them to Facebook, and received comments and likes from others. It does not make clear whether this was peers or the wider public that could view and comment on the videos. In addition to this task, they kept a learning diary. The researchers analysed the reflection videos, the learning diaries, and open-response questionnaires and interviews. Interestingly, the findings showed that both the elements of mobile devices and social media platforms, as well as the specific design of the activity, offered the participating students with opportunities to practice speaking. To conclude, whilst there is little research in this relatively new field, what has been achieved so far points to social media improving classroom learning in a range of ways.

3.3 The future of social media and language learning – What needs to be addressed

Introducing social media to the EFL classroom has been shown to be beneficial in a range of areas such as writing, vocabulary, speaking, and boosting general confidence and self-esteem. The materials taken from social media are also authentic and relevant and make the learning process or specific activity a meaningful and purposeful one. Despite this, accepting new technology in the workplace can be accompanied by a certain amount of concern, and as a result, some teachers are still disinclined to shoulder the change (Fullan, 2006). With this reluctance to change, some teachers hold on to the traditional top-down teaching practices which do not adapt well to social media as a tool (Peterson, 1999). For instance, using social media and mobile technology means giving a larger sense of autonomy to students and taking a step back as a teacher. It also means allowing students to make mistakes without any direct correction. According to Rosen (2010), in order to compensate their fears, some teachers formulate a perception that students might be socially or psychologically effected by overusing technology. Thus, it is apparent that a teaching-learning barrier does exist.
This idea of overuse, whilst often used as an excuse for some teachers, is something worthy of consideration. It is also less well-documented in the literature. As social media as a language tool is beginning to gain global popularity, most of research has focused on the potential benefits. This does not mean that we should ignore potential pitfalls and areas to improve or overcome. Alwagait, Shahzad, and Alim (2014) explored the impact of excessive social media use and its influence on academic performance. They collected surveys from 108 students to derive an awareness of the popularity scores of certain platforms and to test their academic performance. They found “no linear relationship between social media usage in a week and GPA score” (2014, p. 1092). Instead, they found a link between lower academic scores and students with poor time management.

Allam and Elyas (2016) used quantitative methods to gather descriptive data on the perceptions of social media use of seventy-five EFL teachers. Analysis of the data gathered supports the above findings that participants have faith in the pedagogical values attached to the use and direct application of social media as an EFL tool. Nevertheless, the participants also expressed reservations in relation to the extent of which social media can be used beneficially. Some perceive a double-edged sword effect, largely because of the distractions that it seemed to cause in some of their classes. This resulted in the opposite of its intended usage. Allam and Elyas’s (2016) study recommends that more research is undertaken to better understand how experienced teachers utilise it successfully. This is crucial to develop the most effective practices in the classroom.

Conversely, social media use may separate language learners both from their peers as well as the society more generally. Indubitably, extreme usage of social media can take away students from getting involved in social activities and inhibit face-to-face communication, a necessary skill in acquiring fluency in a second language (Anderson, 2008). In addition, other side effects cannot be ignored such as the increase in sleeping problems, stress, and long-term depression, as well as a general decrease in self-esteem levels (Cotten, 2008). It can also impact less directly on students’ perceptions of their abilities (Cotten, 2008). Scanlon and Neumann (2002) believe that it has the potential to affect students’ grades. Anderson (2008) states that it can impact class completion. Some students may also be uncomfortable with the technology if they do not use it in a personal sphere and may fear the feedback of peers or wider influence of their communication. In addition to these concerns, there is evidence of misuse, such as cutting and pasting material without giving credit to authors (Jones et al., 2008). On a pedagogical level, Norton (2000, p. 1) claims that “the differences between social media applications are such that it is impossible to treat the social web as a whole and to make claims about their pedagogical value – if any – in general”. These are issues that must be addressed and maintaining a balance of incorporating social media and using other learning and teaching strategies must be acknowledged.

The advantages of social media for language learning are dependent on how these tools assist language teaching and learning communities, or in what Walsh (2012, p. 2) refers to as “the creation of a space for learning”. Such tools need to be effectively embedded into the teaching environment in a way that it compliments already present teaching practices and merges with current theories on language learning. Less work has been carried out in this area and there is a strong need for doing this. Norton (2000, p. 1) claims that this should really be a first step and that
“before moving on to the discussion of how (language) education can benefit from social media applications, one needs to critically scrutinise whether these artefacts can be situated with regard to, or are compatible with current learning paradigms”. This research is fairly out-dated but if researchers still claim that social media as a learning tool is not compatible, then this raises the question of whether new theoretical paradigms and frameworks need to be created in order to address social media.

As has been documented, the popularity of social media as a means of communication more generally, is not going to wane any time soon and the reported benefits of its introduction to teaching appear to outweigh the negatives. Moreover, language learning must be taught authentically and in context rather than in a classroom vacuum. As a major form of communication, social media is a tool that should not be ignored in EFL. Rosen and Nilson (2008, p. 19) argue that on the level of course and content delivery, social media should be used in a way that enriches teaching and learning through offering students’ academic support such as tutoring, and feedback (Rosen and Nilson, 2008). A key policy priority should therefore be to plan for the long-term care of social media and its successful integration in EFL teaching and learning. Nevertheless, as mentioned previously, in order to control the benefits of social media in the teaching environment, schools and universities need to focus on implementing them in light of well-developed and researched strategies. These practices and strategies are lacking in the field currently. What has come to light however, is the fact that social media as a CALL tool is increasing in global popularity and most empirical studies indicate the success and positive effects of these applications. Thus, the increase in its popularity is only going to continue and will need to be supported by theoretical frameworks and perspectives.

4. Concluding Remarks

Returning to the question posed in the title of this paper on how social media has changed the way EFL is taught, it is now possible to state that social media learning communities provide language learners with additional support, the potential to contribute to an authentic target language setting and a communicative purpose. Moreover, it has conclusively been shown throughout this paper that social media can provide learners with information and opportunities which can support their confidence in their language capabilities and more generally, their personal growth and development (Martínez, Alemán & Wartman, 2009). Thus, its effects have been shown to be positive in a range of areas, not least on academic performance, specifically in the areas of writing and speaking. A willingness to be open and an acceptance of the technology, by teachers, will lead to an increase in anticipated motivation and will boost affective learning of students. It will also promote positive attitudes (Mazer et al., 2007) and will provide students with a greater potential for setting their own goals and designing course content. Learner autonomy is best fostered when students have control at the highest possible level of curriculum design. Thus, we can conclude that one of the areas in which additional research is needed is the effective implementation of social media at the level of course design. Rather than a simple aid to activities, social media should be driving the way courses are designed.

Moreover, with its increasing popularity, the influence of social media is only going to continue. By accepting it as a communicative tool and an important part of the learning process, teachers will bring their classes in line with a modernising society. Focusing on how social media
Technology in the Language Classroom: How Social Media can be used in line with teaching philosophies and frameworks will give it a greater role in the language classroom. In this manner, the previously mentioned practical issues of teacher training and accessibility can be much improved if the technology is embedded into theoretical frameworks. Playing a role in course and syllabus design will also give CALL and social media more potential as tools to benefit the EFL environment and to develop as a philosophy, as society itself develops its own philosophies and trends in communication. A natural progression of this work, which could produce interesting findings, is to scrutinise the influence of social media, in the same sense as CALL, on EFL material design and delivery.

About the Author:
Hamza Alshenqeeti is an Associate Professor of Applied Linguistics at Taibah University in Saudi Arabia. He received his Master’s in Applied Linguistics from The University of Essex and his PhD in Applied Linguistics from Newcastle University, United Kingdom. Hamza’s research interests include CALL, classroom discourse, educational linguistics, language teacher training, conversation analysis and sociolinguistics.

References
Ahmad, M. A. (2015). The effect of Twitter on developing writing skill in English as a foreign language. Arab World English Journal, Special Issue on CALL, 2, 134-149.
Technology in the Language Classroom: How Social Media


Technology in the Language Classroom: How Social Media


Attitudes to CAT Tools: Application on Egyptian Translation Students and Professionals

Iman Mahfouz
College of Language and Communication
Arab Academy for Science, Technology and Maritime Transport
Alexandria, Egypt

Abstract
Computer-aided Translation (CAT) tools have become indispensable in most organizations, with major benefits including increasing productivity, unifying terminology and minimizing translation costs. With both positive and negative feedback being reported about these systems, it is imperative to further explore users’ attitudes to CAT tools. Given the scarcity of research conducted in this field on the English-Arabic language pair, the present study attempts to examine users’ attitudes to CAT tools among 114 translation students and professional translators in Egypt. The main purpose of the research is to examine user attitudes towards these tools with specific reference to their perceived benefits, ease of use and compatibility. The survey instrument was adapted from Moore and Benbasat with some modifications. Drawing upon Dillon and Fraser’s premises, the research investigates the relationship between user attitudes to CAT tools and various factors, including years of experience, computer skills and type of texts translated. Semi-structured interviews were also used to achieve a mixed-method. The study points to an overall favorable attitude among participants towards using CAT tools, despite some mixed and contradicting opinions on some aspects. The findings also confirm that users with better computer skills have more favorable attitudes towards CAT tools unlike those with more experience in translation. The study concludes with some recommendations for future research.

Keywords: attitudes, CAT tools, Egyptian students, teaching translation, translation memory (TM)

Cite as: Mahfouz, I. (2018). Attitudes to CAT Tools: Application on Egyptian Translation Students and Professionals. Arab World English Journal (AWEJ) Special Issue on CALL (4), DOI: https://dx.doi.org/10.24093/awej/call4.6
1. Introduction

Globalization and the accelerated growth of trade worldwide have resulted in an increased demand for translation services. With translators facing more workload and seeking to meet deadlines, Computer-aided/assisted Translation (CAT) tools have become indispensable in most organizations. Since their introduction in the 1990s, CAT tools have been used to facilitate and accelerate the translation process, unify terminology and minimize translation costs. The integration of CAT in most translation organizations, as well as in university curricula has changed the way in which translators work. In today’s highly competitive market, knowledge of a CAT tool is often a prerequisite when applying for a translation job.

Despite all the benefits that CAT tools offer, they are not without shortcomings. In addition to their relatively high cost, working with a CAT tool may be rather time-consuming at the beginning, since the translator has to invest some time in training, referring to manuals, or seeking technical support (Elimam, 2007). Leblanc (2013) reports some drawbacks that may be involved in the use of CAT tools including hindering creativity among translators and propagating errors through translation recycling. He argues that “the main drawback of TMs is that they force translators to use a sentence-by-sentence approach, thereby requiring them to work with segments (or translation units) instead of the whole text” (Leblanc, 2013, p. 7).

With both positive and negative attitudes being reported about CAT tools, as well as with their significant impact on the translation process and profession in today’s world, it has become imperative to explore users’ attitudes to these systems. Given the scarcity of research conducted in this field on the English-Arabic language pair, the present study attempts to examine users’ attitudes to CAT tools among 114 translation students and professional translators in Egypt. The main purpose of the research is to examine user attitudes to CAT tools with specific reference to their perceived benefits, ease of use and compatibility. The instrument is adapted from Moore and Benbasat (1991) with some modifications, in addition to the use of semi-structured interviews. The research also investigates the relationship between user attitudes to CAT tools and user’s profile, including years of experience, computer skills and type of texts translated.

2. Literature Review

Eagly and Chaiken (1993) define an attitude as a “psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (p. 1). Several studies have contributed to the literature on translators’ attitudes to CAT tools, as outlined below. Moore and Benbasat (1991) and Dillon and Fraser (2006) are of particular relevance to the present research.

Moore and Benbasat (1991) investigated how potential users' perceptions of an information technology innovation influence its adoption. For this purpose, they propose a key instrument for the study of the adoption and diffusion of information technology innovations based on theories of innovation diffusion. According to Moore and Benbasat (1991), “innovations diffuse because of the cumulative decisions of individuals to adopt them. Thus, it is not the potential adopters' perceptions of the innovation itself, but rather their perceptions of using the innovation that are key to whether the innovation diffuses” (p. 196). Dillon and Fraser (2006) then made use of a simplified version of the aforementioned instrument to examine the perception of UK-based
Attitudes to CAT Tools: Application on Egyptian Translation

Mahfouz

translation professionals to Translation Memories (TMs). They tackle the same eight constructs but this time using only 24 statements. They argue that:

1) Younger translators and those who are relatively new to the translation industry have a more positive general perception of CAT tools than experienced translators;
2) Translators who use CAT tools have a more positive general perception of it than translators who do not;
3) Perceived computer proficiency positively correlates with translators’ perception of the importance of CAT tools.

In the literature on CAT system evaluation, two key studies are particularly widely referred to: Rico (2001) and Höge (2002), both of which emphasize the importance of a user-oriented perspective for evaluation based on context of use (see also Zaretskaya et al., 2015). The former proposes a rigorous methodology for evaluation that takes context into account and identifies a number of relevant features along with the relative weight of each feature. An apparent shortcoming, nevertheless, is that the model is purely theoretical and remains without application. Höge (2002) also highlights the importance of the reusability of an evaluation framework.

McBride (2009) explored translators’ opinions regarding the usage of TMs using posts on translators’ discussion boards and mailing lists as well as vendors’ promotion material. Leblanc (2013), on the other hand, conducted an ethnographic case study in three different translation organizations in Canada mostly based on interviews with translators. He reports that despite the consensus among his participants about the benefits of using CAT tools, they still voice some dissatisfaction with the tool design and conception. Starlander and Vázquez (2013) explored postgraduate students’ evaluation of CAT tools using Eagle (1999), a seven-step process for evaluation. An apparent drawback reported by the authors, however, is that this method requires simplification, since it is rather complicated and too detailed.

As for the Arab world, very few studies have tackled the use of CAT tools in general and even fewer have attempted to explore user attitudes to CAT tools. One of the reasons may be that these tools have only been recently introduced to the Arab market, in addition to their relatively high price which may hinder their purchase by some organizations, especially educational ones. Thawabteh (2013) suggests that CAT tools may usually seem too complicated, even frustrating when first introduced to students. Eventually, they get used to this technology and appreciate it in time, given proper training. However, he points out that, with little attention devoted to CAT tools both in the academic and industrial realms in the Arab world as a whole, the stereotypical image of the translator still persists, thus grounding the concept of translation in its purely traditional sense.

One of the pioneering studies on attitudes to CAT tools in the Arab world was conducted by Abotaibi (2014) who studied the expectations and attitudes of female Saudi translation students regarding this technology. An obvious limitation of the study, however, is that it solely relies on freely available online services and video tutorials of the program rather than the software itself, which may not give a valid image of users’ attitudes to actual hands-on use.
From the above discussion, it may be argued that the significance of the present study lies in the fact that it investigates the attitudes of actual users of CAT tools (as opposed to potential users) involving the Arabic-English language pair. A comparison is also drawn between the attitudes of undergraduate students and professional translators to provide an additional dimension (previous studies dealt with only one of these).

3. Methodology
A mixed method approach is employed in order to integrate both quantitative and qualitative data. Combining both questionnaires and semi-structured interviews is meant to give a more in-depth view of users’ attitudes.

The survey comprises two sections: the first is devoted to demographic data, including age, years of experience, computer skills, etc. The second is adopted from the instrument developed by Moore and Benbasat (1991) to examine user’s attitudes to a new technology (see also Dillon & Fraser, 2006). The original instrument comprises 34 statements based around eight different constructs. For the purpose of the present study, however, only three of these constructs are selected for a shorter and more applicable version. The wording of the original items was sometimes slightly modified to be tailored to the specific topic of study, i.e., CAT tools. The design of the instrument is shown in table 1.

Table 1. Summary of study constructs and number of survey items

<table>
<thead>
<tr>
<th>Construct /section</th>
<th>Number of statements</th>
<th>Statements added to original</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Benefits</td>
<td>10</td>
<td>None</td>
</tr>
<tr>
<td>2) Ease of use</td>
<td>10</td>
<td>facilitating teamwork, document recoverability, importance of training</td>
</tr>
<tr>
<td>3) Compatibility</td>
<td>10</td>
<td>affordability, effect on creativity, suitability to text type, compatibility with Arabic language</td>
</tr>
</tbody>
</table>

Therefore, in addition to seven demographic questions, the researcher ended up with 30 statements targeting three main constructs. Respondents were asked to choose one of five possible responses on a 5-point Likert scale, the most commonly used scale for attitudinal research. Responses range from Strongly Agree to Strongly Disagree, in which strongly disagree corresponds to 1 point, while strongly agree corresponds to 5 points. A middle point Neutral was included for users who may feel uncertain about any of the statements. The questionnaire was carried out using SurveyMonkey, an online software for creating, disseminating and processing questionnaires, in order to make it accessible to all participant.

The survey was piloted among four judges distinct from the participants of the study (two college instructors and two professional translators) in order to insure the validity and reliability of the items. Some items were subsequently added and some modified according to the comments obtained. A few words in the questionnaire had to be simplified or paraphrased to make sure it is
fully intelligible to respondents and avoid confusion. The use of technical jargon and terminology was kept to the minimum. The survey link was distributed through translation agencies and social media groups for translators, as well as via email to both translation students and professional translators.

The participants in the present study are either translation students or professional translators at a number of Egyptian translation agencies. All the translators participating in the study hold a university degree in translation or in a relevant field and have had some experience with using CAT tools. The students or recent graduates, on the other hand, had studied several general and specialized translation courses and received some training and practice on CAT.

Semi-structured interviews were then conducted with eight participants (four students and four translators) in which the researcher asked further questions to the respondents in order to obtain a more profound view of their attitudes. The questions particularly addressed what they liked/disliked most about CAT tools. These interviews are meant to complement the quantitative data.

5. Data Analysis

Over the survey period (29 March - 17 April, 2018), a total of 114 responses was received. The data analysis is divided into three section. The first section deals with demographic data, the second with participants’ responses to the three constructs and the third discusses the data obtained from the interviews.

5.1 Respondent demographics

The initial questionnaire identified basic participants’ characteristics. As far as participants’ profile is concerned, the majority of those who took the survey (68%) were between 20 to 24 years old (see figure 1). This was followed by 17% whose age ranged from 25 to 32, and 10% who were between 33 and 40, whereas only 4% of the respondents were above 40. Noticeably, 83% of the participants were female, whereas only 17% were males (the field of language study is usually dominated by females in Egypt as well as in the Arab world). More than half the participants were students, followed by free-lancers and translators who work at translation organizations who account for an almost equal portion (approximately 22% each).

![Figure 1. Participants’ age and distribution among students / translators](image_url)
In line with the dominating percentage of students in the sample, exactly half the participants in the study had no experience as translators (see figure 2). On the other hand, more than quarter of the respondents had an experience that did not exceed three years, whereas a smaller portion have worked in the translator profession for four to eight years (14%). Only less than 10% have worked as translators for over 10 years. As for self-rated computer skills, half of the participants rated their computer skills as very good. Quarter of the respondents described their computer skills as good and one-fifth as excellent. Only less than 4% of those who took the survey rated their computer skills as little.

![Figure 2. Participants' years of experience and self-rated computer skills](image)

As shown in figure 3, more than 85% of the participants said that they translate general texts (participants were allowed to choose more than one type of text for this question). This was followed by other types of texts, including legal (24.5%), technical (23.6%) and financial texts (18.4%). About one-fifth of the respondents also mentioned that they translate other text types, particularly medical, political, literary and religious ones. Regarding the type of CAT tool used, the majority of participants (more than 65%) indicated that they use SDL Trados Studio. This was followed by Wordfast which accounts for one-third of the responses. Other software mentioned by the participants also comprises Star Transit (less than 2%), in addition to Omega T and MemoQ. Very few said that they use client-specific tools.

![Figure 3. Text types and type of CAT tools used by participants](image)
5.2 Benefits

In general, users were found to have favorable attitudes to the benefits of CAT tools (see table 2). In fact, over 75% of the participants believe that the benefits of using CAT tools are readily apparent to them. The benefits on which most participants agreed include working faster, increasing productivity and making translation easier, with almost three quarters of the participants agreeing or strongly agreeing with these statements. Very few participants (less than 5%) disagreed with these statements and even fewer strongly disagreed (less than 1%). Participants agreed to a lesser extent with other benefits such as improving the quality of their translation (60%). Statement (d) displays the highest degree of agreement by calculating the weighted average (4), implying that respondents consider acceleration of work rate the primary benefit they gain from using CAT tools.

Table 2. Responses to statements on benefits

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Using CAT tools makes translation easier.</td>
<td>21.65%</td>
<td>51.75%</td>
<td>23.88%</td>
<td>2.63%</td>
<td>0.00%</td>
</tr>
<tr>
<td>b) Using CAT tools improves the quality of my translation.</td>
<td>4.91%</td>
<td>43.86%</td>
<td>28.07%</td>
<td>11.40%</td>
<td>1.75%</td>
</tr>
<tr>
<td>c) CAT tools increase my productivity.</td>
<td>5.01%</td>
<td>53.10%</td>
<td>19.47%</td>
<td>4.42%</td>
<td>0.00%</td>
</tr>
<tr>
<td>d) I work faster using CAT tools.</td>
<td>26.07%</td>
<td>53.10%</td>
<td>19.47%</td>
<td>4.42%</td>
<td>0.00%</td>
</tr>
<tr>
<td>e) The advantages of CAT tools are far more than the disadvantages.</td>
<td>17.54%</td>
<td>64.74%</td>
<td>28.07%</td>
<td>11.40%</td>
<td>1.75%</td>
</tr>
<tr>
<td>f) The benefits of using CAT tools are apparent to me.</td>
<td>16.67%</td>
<td>47.78%</td>
<td>20.18%</td>
<td>4.39%</td>
<td>0.00%</td>
</tr>
<tr>
<td>g) I would lose out on work if I could not work with CAT tools.</td>
<td>5.26%</td>
<td>49.30%</td>
<td>28.07%</td>
<td>11.40%</td>
<td>1.75%</td>
</tr>
<tr>
<td>h) Translators who use CAT tools get more work in my area than those who do not.</td>
<td>14.91%</td>
<td>51.62%</td>
<td>19.47%</td>
<td>4.42%</td>
<td>0.00%</td>
</tr>
<tr>
<td>i) It is more difficult to become established as a translator if you are not familiar with CAT tools.</td>
<td>12.26%</td>
<td>33.33%</td>
<td>25.44%</td>
<td>24.56%</td>
<td>4.39%</td>
</tr>
<tr>
<td>j) Translators who use CAT tools have a high profile within the industry.</td>
<td>26.32%</td>
<td>42.11%</td>
<td>28.07%</td>
<td>3.51%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Statements that refer to the effect of CAT tools on translators’ jobs, on the other hand, received relatively less agreement. Although most participants believe that knowledge of CAT tools helps translators acquire a high profile within the industry (68%), nearly 30% disagreed with the fact that it is more difficult to become established as a translator if one is not familiar with CAT tools (j). Remarkably, slightly less than half of the participants disagreed with the fact that they would lose out on work if they could not work with CAT tools (g), which is the statement that showed the largest degree of disagreement in this section.

In several cases, a considerable portion of the respondents (almost 30%) gave neutral responses to the statements. This applies to improving translation quality, advantages exceeding the disadvantages, losing out on work, in addition to having a high profile in the industry. This was all the more the apparent with statement (h) concerning getting more work with up till 42% neutral responses.

5.3 Ease of use

Generally speaking, most participants believe that CAT tools are easy to use (see table 3). Approximately three quarters of those who took the survey think that it is easy for them to perform tasks using these tools, whereas 65% agree that they are user-friendly and easy to use. An equal
percentage also agree that the tools are overall easy to use and that they make them comfortable with the translation process. The majority of the respondents (70%) also agree that CAT tools facilitate teamwork and that it is easier to recover work while working on these tools in case of system crash, with quarter of them strongly agreeing with the former statement and only less than 1% strongly disagreeing with the latter.

Table 3. Responses to statements on ease of use

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Overall, CAT tools are easy to use.</td>
<td>14.91%</td>
<td>60.00%</td>
<td>18.42%</td>
<td>14.91%</td>
<td>1.76%</td>
</tr>
<tr>
<td>b) It is easy for me to perform tasks using CAT tools.</td>
<td>23.68%</td>
<td>50.00%</td>
<td>14.91%</td>
<td>10.53%</td>
<td>0.88%</td>
</tr>
<tr>
<td>c) CAT tools are user-friendly.</td>
<td>14.91%</td>
<td>49.12%</td>
<td>27.19%</td>
<td>7.99%</td>
<td>0.88%</td>
</tr>
<tr>
<td>d) Using CAT tools makes me comfortable with the translation process.</td>
<td>18.42%</td>
<td>48.49%</td>
<td>28.32%</td>
<td>7.99%</td>
<td>0.88%</td>
</tr>
<tr>
<td>e) CAT tools facilitate teamwork.</td>
<td>24.56%</td>
<td>45.61%</td>
<td>18.42%</td>
<td>7.99%</td>
<td>3.51%</td>
</tr>
<tr>
<td>f) CAT tools are not complicated.</td>
<td>15.79%</td>
<td>45.61%</td>
<td>30.70%</td>
<td>7.02%</td>
<td>0.88%</td>
</tr>
<tr>
<td>g) % feel confident while using CAT tools.</td>
<td>11.50%</td>
<td>37.17%</td>
<td>38.28%</td>
<td>13.27%</td>
<td>1.77%</td>
</tr>
<tr>
<td>h) It is easier to recover work on CAT tools in case of system crash.</td>
<td>21.05%</td>
<td>42.98%</td>
<td>25.44%</td>
<td>9.05%</td>
<td>0.88%</td>
</tr>
<tr>
<td>i) I am rarely frustrated while using CAT tools.</td>
<td>9.69%</td>
<td>37.72%</td>
<td>35.09%</td>
<td>15.79%</td>
<td>1.75%</td>
</tr>
<tr>
<td>j) CAT tools do not require much training.</td>
<td>6.14%</td>
<td>23.68%</td>
<td>25.44%</td>
<td>34.21%</td>
<td>10.53%</td>
</tr>
</tbody>
</table>

On the other hand, a considerable portion of the participants revealed some negative attitudes regarding ease of use. For instance, about 18% indicated that they are sometimes frustrated while using CAT tools, whereas 15% believe that they are complicated. Although the majority of respondents think that CAT tools are overall easy to use, the greatest disagreement occurred with statement (j), scoring the least weighted average in this section (2.81), as over one-third of the participants think that using the tools requires much training. The fact that a significant number of respondents expressed disagreement with several statements in this section still indicates that not all translators believe that CAT tools are easy to use.

5.4 Compatibility

Similar to attitudes regarding benefits and ease of use, the data reveals overall favorable attitudes concerning the compatibility of CAT tools with different users (see table 4). More than 65% of the participants believe that using CAT tools suits their learning or work style and fits their current situation. Moreover, slightly less than 70% of those who took the survey find CAT tools helpful in the areas in which they translate, and an almost equal percentage agree the tools offer the features they need. Slightly less than half the respondents also agree that the tools work with all document types (e.g., Word, pdf, Excel and PowerPoint), although significantly 34% were neutral about this aspect.
Table 4. Responses to statements on compatibility

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Using CAT tools suits my learning / work style</td>
<td>21.05%</td>
<td>46.49%</td>
<td>26.32%</td>
<td>4.39%</td>
<td>1.75%</td>
</tr>
<tr>
<td>b) Using CAT tools completely fits my current studying / work situation</td>
<td>23.68%</td>
<td>42.11%</td>
<td>26.32%</td>
<td>7.89%</td>
<td>0.00%</td>
</tr>
<tr>
<td>c) CAT tools are helpful in the areas in which I translate</td>
<td>18.42%</td>
<td>50.88%</td>
<td>20.18%</td>
<td>9.65%</td>
<td>0.88%</td>
</tr>
<tr>
<td>d) CAT tools offer the features I need</td>
<td>16.67%</td>
<td>54.39%</td>
<td>21.90%</td>
<td>7.02%</td>
<td>0.00%</td>
</tr>
<tr>
<td>e) CAT tools do not hinder my creativity as a translator</td>
<td>16.67%</td>
<td>40.35%</td>
<td>21.90%</td>
<td>12.28%</td>
<td>8.77%</td>
</tr>
<tr>
<td>f) CAT tools meet the needs of translation agencies more than those of the translator</td>
<td>22.12%</td>
<td>35.40%</td>
<td>28.32%</td>
<td>14.16%</td>
<td>0.00%</td>
</tr>
<tr>
<td>g) CAT tools work with all document types (e.g. Word, pdf, Excel, PowerPoint)</td>
<td>10.53%</td>
<td>33.33%</td>
<td>34.21%</td>
<td>21.05%</td>
<td>0.88%</td>
</tr>
<tr>
<td>h) I think CAT tools are affordable</td>
<td>5.31%</td>
<td>30.97%</td>
<td>35.40%</td>
<td>22.12%</td>
<td>6.19%</td>
</tr>
<tr>
<td>j) CAT tools are suitable for translating from English into Arabic</td>
<td>26.32%</td>
<td>50.00%</td>
<td>16.42%</td>
<td>5.26%</td>
<td>0.05%</td>
</tr>
<tr>
<td>j) CAT tools are suitable for translating from Arabic into English</td>
<td>28.95%</td>
<td>55.26%</td>
<td>14.04%</td>
<td>0.88%</td>
<td>0.88%</td>
</tr>
</tbody>
</table>

By contrast, some responses reveal unfavorable attitudes where compatibility is concerned. For instance, nearly 57% of those who took the questionnaire believe that CAT tools meet the needs of translation agencies more than those of the translator. Furthermore, about one-fifth of the participants indicated that using the tools hinders their creativity, which is the statement that received the largest number of strongly disagreeing responses (9%) in this section. It is also worth mentioning that this statement is the one with the least weighted average in this section (3.4).

Regarding cost, 28% of the respondents indicated that CAT tools are unaffordable, whereas a considerable portion (35%) were neutral in this respect. Relatively less participants agree that the tools are suitable for translating from English into Arabic (76%) than in the other direction (84%), with the latter being the statement that received the highest weighted average in this section (4.11).

5.5 Relationship between participant profile and attitude

The responses of different groups of participants were compared based on their profile, with special focus on years of experience, computer skills and the types of text they translate.

Regarding experience, it was noticed that the more the years of experience, the more the types of CAT tools that translators use, the better they rated their computer skills, and also the more varied the types of texts they translate. Translators with less experience generally provided more neutral responses than more experienced ones, which reached up to almost half the participants in some cases, as opposed to translators with over 10 years of experience who sometimes gave no neutral responses whatsoever.

By comparing attitudes of users with different years of experience, mixed evidence was observed. No significant difference was found in attitudes to the benefits of CAT tools among participants with varying translation experience. Responses in this section scored very close values by different groups, although more experienced users sometimes expressed relatively more positive opinions concerning improving translation quality, increasing productivity, and working faster (b, c, d). On the other hand, experienced translators mostly showed less favorable attitudes.
Attitudes to CAT Tools: Application on Egyptian Translation

Mahfouz

Attitudes to CAT tools as far as ease of use is concerned, particularly regarding user-friendliness, complexity and confidence during use (c, f, g - see figure 4). However, this group displayed more agreement with facilitating teamwork and recoverability (e, h).

**Figure 4.** Example of relationship between experience and attitudes to CAT tools

Similar to benefits, not much variation was observed between participants in their attitudes to compatibility based on difference in experience. However, less experienced translators gave somehow more positive responses about the suitability of the tools to all document types and also about their affordability. Translators with more experience also showed more agreement with the suitability of CAT to Arabic into English translation than vice versa. For some reason the group of translators with 4-9 years of experience had the most positive attitudes among all groups in the three sections of the survey.

Overall, self-rated computer skills positively correlated with users’ attitudes to CAT tools (see figure 5). Users with better computer skills display more positive attitudes towards benefits, except for statements related to the translator’s career (g and i). Remarkably, they expressed more agreement with ease of use in all aspects. More favorable attitudes were also shown by users with better computer skills of participants towards compatibility, except for hindering creativity and affordability. These also expressed more agreement with compatibility with Arabic into English translation.

**Figure 5.** Example of correlation between self-rated computer skills and attitudes to CAT tools

As regards the effect of translated text types on participants’ attitudes, it was noticed that those who translate technical and financial texts provided more positive responses towards the benefits of CAT tools in the majority of the statements (see figure 6). Exceptions occurred with statements about translators’ career (g and i) with which translators of legal texts showed more agreement.
The former also expressed more positive attitudes with ease of use in almost all statements than translators of other text types. No significant correlation was observed between text type and compatibility since translators of different text types agreed with different aspects of compatibility. For instance, those who translated legal texts agreed more that CAT suited their work style and current situation, whereas those who translated financial texts said it did not hinder their creativity. Translators of general texts, on the other hand, said they are affordable and compatible with different document types. Very slight variation was noticed between translators of different text types regarding the features offered by CAT tools and the direction of translation.

![Figure 6](image)

*Figure 6. Example of relationship between text type and attitude to CAT tools*

5.6 **Interview responses**

Semi-structured interviews were conducted with 10 of the participants in the survey (five students and five translators). The themes in the answers to interview questions were analyzed and categorized. The responses mainly point to the following positive aspects of CAT tools as perceived by the users (in order of recurrence):

1. Saving time and increasing productivity, especially when translating similar or repetitive documents, e.g., legal or technical texts.
3. Making translation easier by dividing texts into segments and indicating the finished and remaining portions of translation.
4. Maintaining original text formatting, which may be difficult to track otherwise.
5. Consistency of terms between a team of translators.
6. The well-organized layout offers helpful features by aligning the two documents side by side, zooming, etc.
7. Backing up work to prevent it from being lost due to any technical problem that may arise.
8. Compatibility with different document formats.
9. Cost-effectiveness since they save time and effort due to matches.
10. Allowing translators to benefit from previous experience through TM and TB.

In contrast, the interviewees mentioned the following shortcomings of CAT tools (in order of recurrence):

1. They are too expensive.
2. Creating and updating the TB and preparing project folders and files are time-consuming (unless one is part of an organization that provides translators with ready-made TBs).
3. Technical support is needed in case of hardware or software malfunction.
4. It is risky to depend on previous translations.
5. They do not help the translator to be creative.
6. Segmentation into sentences may result in translated texts that lack coherence and cohesion.
7. They require considerable training and hands-on experience.
8. There are technical problems in some versions, e.g., Arabic recognition of pdf files sometimes fails.
9. Negatively affecting translators’ pay by decreasing word counts due to matches.

6. Findings and Discussion

From the above discussion, it becomes clear that there is a near consensus among participants on the benefits of using CAT tools, particularly speeding up the translation process and increasing productivity. Although most participants believe that knowledge of CAT tools enhances their career, they still do not think they would lose much without them. Students and less experienced translators revealed lack of knowledge on many aspects of CAT tools as indicated by their numerous neutral responses. More experienced translators, on the other hand, surprisingly display more unfavorable attitudes to CAT tools in many respects, despite their supposedly greater familiarity with them.

Participants mostly consider CAT tools user-friendly and easy to use, especially those with better computer skills, with facilitating teamwork and work recoverability in case of system malfunction being the most prominent points of agreement in this respect. The need for thorough training is, nevertheless, suggested by the responses.

The findings point to an overall positive attitude towards the compatibility of CAT tools with participants’ needs, including their working style, the document formats they use and the type of texts they translate. Indeed, translators of specialized texts, especially financial and legal ones find the tools more suitable to their needs than those of general texts. The most obvious shortcoming according to the results of both the survey and the interview is the unaffordability of CAT tools, as most participants believe they are too expensive. Several negative attitudes also point to the tools hindering translators’ creativity and sometimes resulting in segmented incoherent texts.

The semi-structured interviews have served to provide further insights into users’ attitudes. Whereas most interviewees agree that the basic benefits of CAT tools lie in saving time and increasing productivity, they show mixed, even contradicting opinions on several aspects. Regarding cost, some translators said that CAT tools are cost-effective since they enable them to accomplish more translation tasks in less time, thus increasing their profit. Others, by contrast, claim that the tools negatively affect their pay since matches, whether perfect or fuzzy, reduce the word count of their work. Moreover, whereas translators indicated that TM and TBs save time, students mentioned that creating and updating these files are already time-consuming. Another point of contradiction involves depending on previous translation, which is viewed by some as a good opportunity to benefit from previous experience and by others as posing the risk of inaccurate translation. In addition to these opposing views, while some consider segmentation a helpful feature to guide the translation process and highlight finished and remaining portions, others...
believe it may result in incoherent texts. Overall, almost all interviewees agreed that CAT tools are not affordable.

It may thus be argued that the findings of the present study are in line with Dillon and Fraser’s (2006) findings that self-rated computer skills positively correlate with user attitudes to CAT tools. They also show some agreement with their finding that translators who are relatively new to the translation profession have more favorable attitudes to CAT tools than more experienced ones, although this correlation cannot be spotted in all aspects.

7. Conclusion
The present study has attempted to examine users’ attitudes to CAT tools among 114 translation students and professional translators in Egypt with specific reference to their perceived benefits, ease of use and compatibility. The modifications introduced to Moore and Benbasat’s (1991) instrument in order to capture aspects such as effect on teamwork and translator’s creativity as well as the importance of training and text types have proved helpful. The semi-structured interviews have also served further important insights into user attitudes.

The use of CAT has clearly brought about many advantages to all players in the translation process, but this has not happened without significant changes to work practices and serious challenges for the translation profession and translator trainers (O’Brien, 2010). In the literature, the question of how technology will impact the work of translators in the future is often recurrent. Some view computers as a ‘job killer’ to translators. The ubiquity of translation technologies has resulted in the emergence of new types of translation-related roles, such as localization, post-editing, project management, and quality assessment (Doherty, 2016).

Further research is needed in the following areas:

- Applying the same instrument to other samples both of translation students and professional translators in other contexts.
- Conducting more qualitative research involving analysis of users’ attitudes over time, in addition to extended interviews in order to yield more profound insights into this issue.
- Exploring instructors’ and learners’ attitudes and their perceived effectiveness of courses devoted to teaching CAT tools.
- Investigating the effectiveness of CAT tools in particular areas, such as localization, terminology standardization, post-editing as well as quality checks, which require more in-depth research into the technical aspects of CAT.
- Gearing attention towards psycholinguistic studies into the effect of using CAT tools on the cognitive and mental aspects of the translation process.

According to Christensen and Schjoldager (2010), there is a consensus among scholars that CAT technology is here to stay. Krüger (2016) also suggests that “the good old days of pen-and-paper translation are inevitably coming to an end” (p. 114). As Elimam (2007) highlights, “the question now for translators is not whether to use electronic tools or not but rather which tools to buy, learn, and use” (par. 10). He suggests that “a translator is no longer someone sitting at a desk with a pen in hand, sheets of paper before him/her and a number of dictionaries within reach (Elimam, 2007, par. 12). CAT tools are likely to affect the image of the translator and the
translation profession as a whole. Unlike what some may think, the image and role of the translator in Egypt and probably in the entire Arab world may be witnessing a turning point due to the proliferation of CAT tools.

**About the Autor:**
Dr. Iman Mahfouz earned her PhD from Alexandria University, Egypt. She is currently a lecturer at the College of Language and Communication at the Arab Academy for Science, Technology and Maritime Transport in Alexandria. Her research interests include Computer-assisted text analysis, Computer-mediated discourse, in addition to translation studies.

ORCid ID: https://orcid.org/0000-0001-9080-2493

**References**


Considerations for the Development of Computer-Assisted Language Learning (CALL) Teacher Training Course: A Practical Experience from a Call Course Development in Indonesia

Mokhamad Syaifudin
Faculty of Education
UINSA Surabaya, East Java, Indonesia

Henriette van Rensburg
Faculty of Business, Education and Law
The University of Southern Queensland, Toowoomba, Queensland, Australia

Abstract
The need for technology training for teachers will keep on growing in line with the development of technology itself. Although technology nowadays is more and more user friendly and may need no specific training on how to use it, teachers need to possess the knowledge that underpins the idea of using it for teaching and learning process. Teachers need to have solid pedagogical knowledge on how to use the technology to deliver contents to their students. Therefore, a technology-training course for teachers is always necessary. This paper presents the partial results of a design based study/research (DBR) on the development of online technology training for teachers with focus on CALL in Indonesia. Questions regarding factors affecting online CALL course and ways to improve the course in terms of training materials, activities, as well as the administration of the training are addressed in the study. Based on the study, some considerations on how to design such technology-training course are proposed. The considerations are ranging from aspects associated with technology competence for teacher standards, constructivism in online learning, adult learning theory, online instructional models, the technology, pedagogy and content knowledge (TPACK) framework and open educational resources (OER). Information regarding those aspects will be useful to assist other CALL teacher training course developers later to inform their decision in the development of the course which is based on a good theoretical understanding as well as highly practical in learning activities.

Keywords: OER, online CALL course development, online teacher-training, TPACK

**Introduction**

Reviewing literature on CALL teacher education, there are a few interesting facts that need to be well observed. Hubbard and Levy (2006) state that CALL teacher education is in demand and will always be in demand to accompany teachers to keep up with technology. Much effort has been made to provide teacher education in CALL whether formally in the form of degree programs in CALL or CALL-related courses (e.g. Partridge, 2006; Slaouti & Motteram, 2006; Son, 2009), or even informally such as through learning communities (e.g. Hanson-Smith, 2006; Stockwell, 2009). However, unfortunately, there are still no teacher-focused technology standards that guide such CALL teacher education, especially ones which are related to language teaching (Hubbard, 2008). In response to that, the TESOL consortium has made some proposals with regards to TESOL technology standards (Hubbard & Kessler, 2008). CALL teacher education should then be developed through adapting such standards. In addition, in developing CALL teacher education, Curwood (2011) recommends that teachers should be allowed to directly experience digital learning in context so that the education process can run effective. The CALL teacher education should be hands on and make use of current and up-to-date-technology usable in language teaching and learning.

In the case of Higher Education in Indonesia, responsible for training teachers, not many universities have provided courses dedicated to the training of CALL practice in the classroom. This is so unfortunate and very contradictory to the government regulation requiring teachers to integrate technology in their classroom activities. Therefore, it is such an urgent call for teacher training providers to offer CALL course to meet such government expectation. In order to meet the expectation, a design-based research (DBR) was conducted. The DBR conducted adopted reeve’s (2006) model that proposes 4 phases of an iterative process.

However, the paper is not going to discuss the whole process of the DBR research, yet it will only be discussing a practical aspect of developing the online CALL teacher training course in an Indonesia higher education context. The aspect is related to the considerations taken in designing the CALL course syllabus.

**Literature Review**

Hubbard (2008) argues that although the future of CALL depends on the future of language teacher education, CALL teacher education is still lacking. Kessler (2006) observes that the number of institutions requiring CALL teacher training is increasing, but not many teacher education programs address this issue of shortage in CALL teacher education. In line with that, the OECD (2009) reports that in general there is a serious shortage of capacity building in terms of Information and Communication Technology (ICT) use for instruction, especially in the countries that fall under the organization for economic cooperation and development (OECD). Adding to this phenomenon, Hubbard and Levy (2006) mention that many teachers are not able to find formal courses to help them learn more about CALL. As a result, more and more teachers self-educate themselves to be CALL specialists.

Many authors agree with the idea that technology training should be offered as part of teacher education (Hubbard, 2009; Kessler, 2006; Stockwell, 2009). However, not many educational institutions offer technology training for teachers, including CALL teacher training. Hubbard (2008) suggests few possible reasons for why many education institutions do not attempt
to provide such training. Inertia is one of them. Those institutions have felt that they have been successful teacher education providers (TEP) and therefore are reluctant to make further efforts to achieve more success. This phenomenon is worsened by the fact that many TEPs do not have enough resources for delivering CALL courses, such as insufficient infrastructure, lack of CALL-capable faculty and experienced CALL educators. Thus, they are lacking a CALL teaching methodology. Moreover, the absence of sufficient ICT competence for teacher standards makes the TEPs not attempt to help their student teachers to achieve them.

In language teacher education, many attempts have been made to offer technology training for teachers (Hoven, 2007; Kessler, 2006; McNeil, 2013; Stockwell, 2009). However, since the demands for technology competent language teachers is still high (Hubbard, 2008), and TEPs cannot sufficiently meet the demand at the same time, TEPs and individual teachers everywhere around the globe should keep innovating in order to meet the demand. Addressing the high need for technology training for teachers, Stockwell (2009) says that technology training for language teachers is inevitable. Leaving them without sufficient technology training will put them in very daunting situation. Although they may learn the technology themselves, that condition would just make them feel unpleasant and may only focus on learning technology rather than exploring how to use the technology for education. At the same time, with the exponential growth of ICT use in education and ICT use by students, Kessler (2006) notices that it is a common knowledge that ICT training for teachers in the TEPs is often left behind in terms of appropriate technology. The technology used for teacher training in the TEPs is often no longer relevant with the technology used at schools when the student teachers begin to teach later. All in all, addressing the above issues to prepare teachers, both pre-service and in-service, to be ready for infusing technology in their instruction is urgent (Healey et al., 2008; Hubbard, 2008; Kessler, 2006).

Development of CALL Teacher Courses

Reviewing literature on CALL teacher education, there are a few interesting facts that need to be well observed. Hubbard and Levy (2006) state that CALL teacher training is in demand and will always be in demand to accompany teachers to keep up with technology. Much effort has been made to provide teacher education in CALL whether formally in the form of degree programs in CALL or CALL-related courses (e.g.Partridge, 2006; Slouti & Motteram, 2006; Son, 2009), or even informally such as through learning communities (e.g.Hanson-Smith, 2006; Stockwell, 2009). However, unfortunately, there are still no teacher-focused technology standards that guide such CALL teacher education, especially ones which are related to language teaching (Hubbard, 2008). In response to that, the TESOL consortium have made some proposals with regards to TESOL technology standards (Hubbard & Kessler, 2008). CALL teacher education should then be developed through adapting such standards. In developing CALL teacher education, it is also important to consider Curwood’s (2011) recommendation that to make the technology-focused teacher professional development effective, teachers should be allowed to directly experience digital learning in context. The CALL teacher education should be hands on and make use of current and up-to-date-technology usable in language teaching and learning.

In developing online CALL teacher education, Motteram (2014) suggests two things: what the CALL teacher education should provide (materials), and how to provide it (procedure). In this section, to have a good basis for developing CALL teacher education materials, relevant
technology competence standards for teachers will be reviewed. Then, to learn about developing the CALL teacher education procedure, an approach will be developed through reviewing literature on constructivism in online learning, adult learning theory, online instructional models, online instructional design principles, the technological, pedagogical, content knowledge (TPACK), and open educational resources (OER).

**Technology competence for teacher standards**

Few studies suggesting and directing CALL course development have been conducted (Hanson-Smith, 2006; Hubbard & Kessler, 2008; Kessler, 2006; Slaouti & Motteram, 2006; Son, 2004). In developing a CALL course, Hubbard (2008) recommends that the existence of technology for teacher standards are important in order to appropriately direct CALL teacher education. Consequently, if the standards are not yet available, development of the standards or adaptation from relevant standards should be done. Regarding the development of the standards, Hubbard (2008) suggests that there are at least two approaches to do so. The first is by directly adopting language teaching standards and incorporate technology into them. The second is by adopting technology standards and adjust them to fit language teaching requirements. Samples of specifically developed and ready-to-use standards, intended for guiding teacher education in CALL, can be seen in Hubbard and Kessler (2008) and Healey et al. (2008).

Besides the available technology standards for language teachers (e.g. Hubbard & Kessler, 2008; Healey et al., 2008), in developing a CALL teacher course, it is also necessary to take into account relevant and specific socio-political backgrounds of the target students and institutions, because of the contextualization purpose that is seen as a potential facilitating factor in a course (Anderson, 2008), which in this case is a CALL course. Standards that might be referred to when developing a CALL course can be various. There are standards that may be associated with language and technology, while others may be associated with local government teacher education policies, local teacher education curriculum, and local institutional educational delivery standards. During the development of CALL course in this study few standards that are referred to are listed below. Starting with the Government of Indonesia (GoI)-issued standards; the Indonesian ICT competence for teacher standards (IICFT) (Purwanto, Bodrogini, Sumarwanto, Chauerman, & Butcher, 2012), and Indonesian National Qualification Framework (INQF), which later will be used as the main reference when developing an Indonesia-specific CALL teacher course, which are then compared with other standards such as (1) SEAMEO Competency Framework for South East Asia (SEA) teachers of the 21st century (Widiani et al., 2010) (2) UNESCO ICT Competence for Teachers (ICTCFT) (UNESCO, 2015) (3) ISTE Standards for Teachers (ISTE, 2008) (4) Framework for 21st Century Learning (P21) (P21, 2011) (5) International Computer Driving License standards (ICDL) (http://www.icdlasia.org/) (6) TESOL’s New Technology Standards Framework (TTSF) (Hubbard & Kessler, 2008) and (7) TESOL Technology Standard Frameworks (Healey et al., 2008).

Accommodating all the standards in one CALL teacher training course would be too difficult, especially if it is only a one or two semester course embedded in an undergraduate or graduate program. Therefore, careful selection of standards to be adapted, to meet the expectation of local institutional policies, local government policies and local curriculum, should be made. The selection process is meant to find similarities and priorities of knowledge and skills to be taught,
Considerations for the Development of Computer Syaifudin & van Rensburg

as suggested across those standards. Other things that should also be considered during the selection of standards are what knowledge on technology that teachers should know and the pedagogy.

ITEA (2003) highlights that in order to be able to educate students to use technology, teachers should firstly know the technology. Consequently, it is necessary to adapt standards associated with technology knowledge and skills. However, as suggested by (Compton, 2009; Hubbard, 2008; Kessler, 2006), technology is just part of pedagogy. Therefore, teaching pedagogy to student teachers should remain the priority over teaching technology itself (Healey et al., 2008). As a result, selecting pedagogically relevant standards should be prioritized as well. Last but not least, it is important to accommodate standards associated with the essential skills for success in today’s world such as communicating skills, collaborating skills, critical thinking, and problem solving (P21, 2011).

Selecting one standard out of the above-mentioned standards to adopt in a CALL teacher course is probably a good start. However, as Healey et al. (2008) advice, specific technology standards for developing CALL teacher education should not limit the expectations of a teacher education program. Adopting only one standard is implementing just such a limit because one standard is unlikely to be able to accommodate various expectations and address various limitations that CALL teacher education programs might have. Alternatively, selecting various relevant standards to adapt and to tailor new CALL teacher standards should be done to ensure many expectations of the CALL teacher programs can be accommodated. Midoro (2013) asserts that adaptation to meet local expectations of the teacher education program is unavoidable.

**Constructivism in online learning**

Constructivism is a theory about how humans construct their own knowledge during the process of learning. It examines ways in which humans make meaning of what they experience as part of their learning process (Bryceson, 2007). The theory is based on Piaget’s theory of cognitive development (Kaufman, 2004; Powell & Kalina, 2009). According to Piaget’s theory, human beings cannot be forced to understand information and then directly use it. Instead, human beings need to process and to construct knowledge through experiencing it and reflecting on it (Piaget, 1953). Although this theory is not pedagogy-specific, it seems that it has influenced many education reform movements so far ("Constructivism," 2014). Powell and Kalina (2009) note that there are two major types of constructivism in the classroom environment: cognitive or individual constructivism, and social constructivism. While the former is based on Piaget’s theory, the latter is based on Vygotsky’s.

Vygotsky’s social constructivism also perceives learning as happening within individuals where children receive and process information based on their critical reflection of what they have experienced. However, according to Vygotsky’s social constructivism, social interaction (such as when they are in the classroom) is seen as assisting children in their receiving and processing information process. Therefore, although students in the classroom may learn by themselves, they will learn more easily and will be assisted when others, such as teachers and their peers, are involved (Kaufman, 2004; Powell & Kalina, 2009).
In the online learning environment, the process of either individual or social constructivism are very much enhanced by the availability of various online tools. Search engines for example, enable students to easily search for relevant information and confirm their understanding towards that information in a breeze. Thus, the process of assimilation and accommodation, as suggested in the individual constructivist paradigm, can be shorter. Through social communication tools such as social media, discussion boards, mailing lists, and LMSs, the idea of social constructivism is well supported because through such media students can easily interact virtually to share knowledge and assist one another. Bryceson (2007) confirms that the utilization of learning managements systems (LMSs) in online learning is one of successful socialization mechanisms that assist students’ learning. Similarly, Carwile (2007) points out that through the medium of the LMS, deeper reflection leading to deeper understanding is facilitated. Deeper understanding is possible because in a shared online space such as in an LMS, students learn together in a virtual crowd where they can share various interpretations and perspectives with their online peers. Thus, eventually by getting involved in such virtual discussions, they are exposed to ample choices of interpretation and perspectives to select and to help them further process the knowledge within themselves. This is thus when the socially-assisted process of assimilation and accommodation of new information within the students happens.

**Adult learning theory**

Fidishun (2000) acknowledges that Malcolm Knowles’ theory of andragogy provides an effective methodology for adult learning. He recommends that it be integrated in the design of technology-based adult learning, which will not only facilitate adult learners’ needs to use technology but also fulfil their requirements as an adult. In a CALL teacher education program where the participants are normally adult learners, the idea is believed to be essential. As adult learners, teachers are very likely to have had years of experiences in education whether as students or as teachers. Accordingly, they have already had experiences, knowledge, motivation, and goals that may direct them to decide what to do in their learning.

In Knowles’s (2005) andragogical model there are some basic assumptions about adult learners. First, adult learners are autonomous and self-directed. Consequently, they should be involved in determining what to learn and how they want to learn (Cercone, 2008; Lieb, 1991). Secondly, they have already had life experiences and knowledge. This will benefit them if they can relate what they are learning with their previous experiences and knowledge. Yet, their previous learning experience may also bring about some potential negative effects such as resistance to new knowledge due to mental habits formed by previous experiences (Knowles, Holton, & Swanson, 2005). Third, most adult learners are relevancy-oriented, meaning that they need to know why they learn specific things. For this reason, it is essential that teachers identify learners’ objectives for learning in order to design lessons that meet their expectations and thus further motivates them. Fourth, adult learners are practical. Teachers, therefore, have to let their adult learners know how particular knowledge they learn in a course or program may fit into their preferred job. Additionally, they should be informed how their learning will be useful to assist them in performing life tasks and solving life problems. Fifthly, the assumption is that adult learners need to be shown respect. Therefore, they should be treated as individuals having experiences and knowledge, and be given opportunities to express opinions and share knowledge with others in the class (Lieb, 1991).
Online instructional models

Many have argued that shifting to online instruction does not mean simply copying face-to-face teaching materials to an online learning management system (Ko & Rossen, 2010). There is a lot more to be done such as preparing strategies to accommodate students’ online learning preferences, choosing the right instructional model and strategies, and selecting suitable resources available and needed for online instruction. According to Anderson and Elloumi (2008) they are very important and have great influence on the effectiveness of students’ online learning. In addition, Salmon (2013) recommends that to go through the process of online instruction successfully and happily, students need to be well-prepared and supported through a structured developmental process. Once the students feel happy and achieve success, teachers and other stakeholders will also gain satisfaction because their efforts are paying off. As a result, they will be motivated to keep on performing well in the online environment (Bolliger & Wasilik, 2009). Below are three distinct models of online teaching and learning that direct the online instruction and offer a structured developmental process through structured scaffolding to support students’ online learning. The models are developed in various different context but they are all aimed at helping learners to learn online.

The first model is proposed by Lan, Chang, and Chen (2012). The model is developed to deliver synchronous online instruction to train teachers to have better ICT capacity to teach foreign languages online and synchronously. In this three stage model, they propose three different elements to focus on during each stage: cognition, action, and reflection (see Figure 1). In the cognition stage, which is the first stage, students learn the technology that can be used for synchronous online instruction. During this stage they also learn pedagogical theories to inform them what to do during the teaching practice they will have to do in the next stage. Subsequently, students directly implement what they learn during the first stage through an online peer teaching practice in the second stage, which is called the action stage. During the action stage their teaching practices are recorded. This record is later used for self-reflection and peer reflection in the third stage, the reflection stage. This model is reported to benefit students much in their experience of directly implementing theories into practice. Because of that experience, students become aware of the gap between knowledge and reality and the gap between planning and action. The students taught using the model are also reported to have made sound and gradual progress in their ability to design online synchronous teaching activities.
The second model is the explicitisation, socialisation, combination, internalisation and externalisation (ESCIE). The designer claims that the acronym is similar in sound as the word ESKY in Australian English, which refers to an icebox that is usually used to carry things for socialization purposes such as drinks. The model is developed based on Vygotsky’s social constructivism and the knowledge creation model of Nonaka and Konno (1998). Nonaka and Konno call their four stage model SECI. According to them the model describes “how tacit knowledge through a process of Socialisation, is Externalised (becomes explicit), with the explicit knowledge then being Combined via communication and diffusion processes across peers or a group, to be finally Internalised by group members as learning”. The SECI process is said to happen in a ‘Ba’, an imaginary and conceptual place of where and how the knowledge is created (Bryceson, 2007). Following the two theories, he then proposes the following model of online learning (see Figure 2).

![ESCIE online learning model](Bryceson_2007)

According to Bryceson (2007), the knowledge creation process happens once the students visit the learning website consisting of the learning content modules (explicitisation stage). After that, students go through the socialisation stage where they do the online discussion to share and construct knowledge together with their peers. It is in this stage where their tacit knowledge is made explicit as a result of online exchanges with their peers. At the same time, students also enter the combination stage, where they combine knowledge gathered from online discussions with knowledge they obtain from reading the content modules. To internalize the newly obtained knowledge they then do the assignments set by their teachers. At the final stage they are to produce a written output as part of the process of externalization of the newly internalized knowledge.
The third online instruction model is proposed by Salmon (2013). Her idea of the five-stage model is to provide scaffolding to individual development. Providing such scaffolding is believed to be one way of moving from direct instruction to a constructivist teaching approach. Figure 3 depicts her model. The model consists of five stages. Stage 1 is dedicated to making sure that students have the ability to access and use an online system such as WebCT or Blackboard virtual learning environment. This ability is an essential prerequisite for the success of an online learning program. At this stage tutors motivate students to acquire social and emotional capacities in an online environment by providing a brief overview about the course and help them to feel comfortable with the system used. At stage 2, students are encouraged to establish initial interactions with others to familiarize them with online tools for communication and with the online environment. Next, at stage 3 participants are encouraged to exchange information relevant to the particular topics, and in the meantime tutors help students with ways of finding answers on the Internet to the given tasks or issues that they may encounter during the course. At this stage tutors also provide feedback on students’ activities and introduce assessment. After that, at stage 4 students are grouped to do online discussions and work collaboratively, while tutors facilitate the process of the online collaborative work. At this stage, students are motivated to be authors of information instead of only receivers of information. Finally, at stage 5 tutors guide students to explore more benefits of the available online learning system to achieve their personal goals, and to reflect on the process they have been through to realize what they have achieved during the program.

**Online instruction design principles**

Designing online instruction needs to be based on solid theoretical foundation. Many studies suggest such theoretical foundations for designing online instructions and these are summarized below.
<table>
<thead>
<tr>
<th>No</th>
<th>Principles</th>
<th>Operationalization</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reliable and Accessible Support</td>
<td>Engagement by students and teachers should be maintained throughout the course.</td>
<td>Bailey and Card (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engagement is important to provide continuous, accessible and timely support and assistance required by students</td>
<td>Anderson (2004), Elias (2011), Gunn, 2011, Jung (2005b)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use various available CMCs which are preferred by online learners nowadays</td>
<td>Lan et. Al (2012)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cognitive, social and teaching presence is necessary in online discussion during online learning. Ensure a secure feeling of getting easy access to support</td>
<td>Pelz (2010) and Herrington (2006)</td>
</tr>
<tr>
<td>2</td>
<td>Involving collaboration components</td>
<td>Collaborative work is recommended for online learners</td>
<td>Bailey and Card (2009), Elias (2011), Gaytan and McEwen (2007), Pelz, (2010), and Son (2014)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interaction underpins effective online instructions</td>
<td>Pelz (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborative work promotes not only active learning but also higher order thinking skills</td>
<td>Bailey and Card (2009) and Yan (2009)</td>
</tr>
<tr>
<td>3</td>
<td>Continuous and constructive feedback</td>
<td>Continuous feedback contributes much to the students’ success in learning.</td>
<td>Bailey and Card (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Constructive timely feedback for online learners is not only preferred but also mentioned as one of the advantages of online learning</td>
<td>Gaytan and McEwen (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feedback is a critical success component in online learning and should be accessible anytime and anywhere by students</td>
<td>Bailey and Card (2009), Gaytan and McEwen (2007), and Gunn (2010)</td>
</tr>
<tr>
<td>4</td>
<td>Contextual teaching and learning</td>
<td>Education processes should be aimed at helping students to make meaning of what they are learning by connecting it to the context of their daily lives</td>
<td>Johnson (2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students should see the connection between what they learn and what they may experience in the real world</td>
<td>Hudson and Whisler, (2008) and Shamsid-Deen and Smith (2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The clearer the connection between what students learn and what they need</td>
<td>Park and Choy (2009)</td>
</tr>
<tr>
<td>No</td>
<td>Principles</td>
<td>Operationalization</td>
<td>Authors</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Timeliness in providing feedback and support</td>
<td>Timely feedback is one of the strategies to improve online assessment</td>
<td>Gaytan and McEwen (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Timely feedback gives students much opportunity to benefit from the online courses</td>
<td>Bailey and Card (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Timely feedback is an important design principle determining the success of online learning</td>
<td>Gunn (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Timely support by empowering staff is necessary in ICT-rich training</td>
<td>Jung (2005b)</td>
</tr>
<tr>
<td>6</td>
<td>Using reliable technology and assisting the mastery of sufficient technological skills and knowledge</td>
<td>Technology often becomes an issue in online instruction if it is not reliable</td>
<td>Keengwe and Kidd (2010), Muilenberg and Berge (2005), and Sun et al. (2008)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students often find learning online frustrating and demotivating if the materials are difficult to access or the technology being used is not easy to master</td>
<td>Anderson (2008)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prior training is necessary to equip teachers and students with sufficient technological knowledge and skills</td>
<td>Bhati et al., (2010), Ko and Rossen (2010), and Sun et al. (2008)</td>
</tr>
</tbody>
</table>

The Technological, Pedagogical, Content Knowledge (TPACK)

In a technology rich teaching and learning environment, to engage learners, teachers should be competent in technology, pedagogy, and content knowledge (Lan et al., 2012). In line with this, Koehler and Mishra (2009, p. 60) state that “the interaction of technology, pedagogy, and content both theoretically and in practice produces knowledge needed to successfully integrate technology use into teaching”. Mishra and Koehler (2006) developed a framework to help understand the complexity of knowledge and skills that have to be mastered by teachers in order to effectively integrate technology in teaching. The framework was developed based on Shulman’s idea of pedagogical content knowledge. He refers to such knowledge as the integration of teachers’ content knowledge and pedagogical knowledge. He argues that the knowledge is significant in the teachers’ performance in teaching (Mishra & Koehler, 2006; Shulman, 1986). By adding the component of technology knowledge to Shulman’s idea, Mishra and Koehler (2006) proposed the concept of technological, pedagogical, content knowledge (TPACK).

The TPACK encompasses seven components of teachers’ knowledge: Technology Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), Pedagogical Content Knowledge (PCK), and Technological Pedagogical Content Knowledge (TPCK). Koh and
Divaharan (2011) clarify that there are two main groups of knowledge in TPACK. The first group comprises of TK, CK, and PK. TK is the teacher’s knowledge of technology /tools that they can use for teaching or learning. CK is teacher’s knowledge about the subject matter to be taught or learned. PK is the knowledge that should be possessed by teachers in order to be able to teach. The second group of knowledge is derived from the interactions of the three bodies of knowledge: technology, pedagogy, and content. Thus, the interactions form the TCK, PCK, TPK, and TPACK is shown as the intersection of the three knowledge in Figure 4.

![Figure 4 The TPACK framework and its knowledge components](image)

The definition of PCK, TCK, and TPK are often found to be significantly different within literature discussing TPACK (Cox & Graham, 2009). However, there are actually similarities among the definitions that allows them to be defined as follows. PCK is often referred to as knowledge about the content to teach and how to teach that content to students. TCK is knowledge that enables teachers to appropriately select and use technology to communicate particular content. TPK is knowledge about how particular technologies can be used to influence teaching and learning. TPACK is complex knowledge that is a combination of the above-mentioned 7 components of teachers’ knowledge. It is the basis of effective technology-assisted teaching requiring teachers to have good understanding of pedagogy, content, and technology. However, it is not only knowledge about each of those components individually but rather it is knowledge about how the combination of the components can be used together to facilitate students to learn effectively (Cox & Graham, 2009; Harris & Hofer, 2009; Koehler & Mishra, 2009; Mishra & Koehler, 2006).

So far, there have been a growing number of studies on the TPACK framework. Some embrace it as a potential model for directing or evaluating the implementation of technology in education (e.g. Harris & Hofer, 2009; Koh & Divaharan, 2011; McGrath, Karabas, & Willis, 2011; Schmidt et al., 2009), while some others criticize the framework and even suggest the need for improvement of the framework (e.g. Archambault & Barnett, 2010; Graham, 2011; Voogt, Fisser, Pareja Roblin, Tondeur, & van Braak, 2013). Despite the critics, the TPACK framework has been gaining much attention of educational technology researchers and have been perceived positively by many of them as guidance for the integration of technology in education. It has also been used...
as framework for developing teacher education courses on ICT in education. Many have reported that the framework has been positively useful for ICT course development purposes (e.g. Chai, Koh, & Tsai, 2010; Koh & Divaharan, 2011; Maor, 2013; McGrath et al., 2011). Therefore, it is not surprising that many teacher education programs have been redesigned based on the framework (Chai et al., 2010). Thus, developing another teacher course on ICT in education based on TPACK is worth doing. Whatever outcomes result from the study later, can be a contribution to enrich the literature on the study of the TPACK framework and ICT education for teachers.

**Open educational resources (OER)**

Nowadays the practice of re-using online educational content for teaching and learning is ubiquitous (White, Manton, & Warren, 2011). This type of online content is often referred to as open educational resources (OER), which are recognized by many as resources that are given open licenses and thus give the end users such as educators, students, and self-directed learners rights to use and re-use them for teaching, learning, and research (Atkins, Brown, & Hammond, 2007; Friesen, 2013; OECD, 2007). Table 2 summarizes the benefits and challenges of OER.

<table>
<thead>
<tr>
<th>Authors</th>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheeler (2010)</td>
<td>• Sharing development costs of learning resources</td>
<td>• Content licensing can be troublesome if used with other contents licensed under different licenses.</td>
</tr>
<tr>
<td></td>
<td>• Promoting digital competencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tools and content that enable learners to develop creativity and critical thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Improving the quality of content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Supporting lifelong learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wider accessibility to resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Offering wider range of subjects and topics to learn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Saving time to develop materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Copyright issues is resolved</td>
<td></td>
</tr>
<tr>
<td>Caswell, Henson, Jensen, and Wiley (2008)</td>
<td>• Accessible by wider audiences at no cost or just a little</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enables to universal rights to education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Making distance education a tool for social transformation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Faculty members can easily share their work with others</td>
<td></td>
</tr>
<tr>
<td>Hodginsen-Williams (2010)</td>
<td>• Learners can easily access materials from around the world</td>
<td>• Hardware reliability and compatibility issues</td>
</tr>
<tr>
<td></td>
<td>• Promoting informal learning</td>
<td>• Absence of technical skills</td>
</tr>
<tr>
<td></td>
<td>• Teachers can preserve the records of their teaching and others can build upon them</td>
<td>• Assuring the shared contents’ quality</td>
</tr>
<tr>
<td></td>
<td>• Teachers can gain reputation by being online and share their work</td>
<td>• Low interest in others’ created resources</td>
</tr>
<tr>
<td></td>
<td>• Education institutions may improve their recruitment because students can easily find them</td>
<td>• Quality assurance and financial sustainability</td>
</tr>
<tr>
<td></td>
<td>• Promoting lifelong learning</td>
<td></td>
</tr>
<tr>
<td>Thakran, Wolfender, and Zinn (2009)</td>
<td>• Possible exposure to authentic samples (e.g. vocabularies by native speakers)</td>
<td>• Hardware issues (such the reliability of internet connection, printers and other technology-related devices)</td>
</tr>
<tr>
<td></td>
<td>• Representing multinational ideas</td>
<td>• Technological knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>• Democratizing access to knowledge</td>
<td>• Discoverability of the OER and adaptability of the OER</td>
</tr>
<tr>
<td></td>
<td>• Promoting communities of practice</td>
<td></td>
</tr>
</tbody>
</table>
Research Methodology

Several studies (e.g. Amiel & Reeves, 2008; Hramiak, 2010; Reeves, 2006; Wang & Hannafin, 2005) assert that DBR is suitable for the inquiry into best practice or the improvement of practice in educational technology or technology-enhanced learning environments. The choice of this method is due to its characteristics, which are problem based, interventionist, process oriented, contextual practical and theory oriented (van den Akker, Gravemeijer, McKenney, & Nieveen, 2006).

The study is underpinned by Reeves’ (2006) DBR model (see Figure 5).

Following the model, the step-by-step process of the study is described diagrammatically in more detail in Figure 6:

Results from the CALL course development during the stage one of the study are presented below.
Results and Discussion

CALL course was offered on the research site. Yet there were no online sessions where students can directly experience the current online technology trend available for classroom instruction. The CALL course offered was mostly discussing various CALL related articles and with very limited practical activities during the course. Below is a brief overview about the existing CALL course offered.

Course Content and Activities

Reviewing the existing CALL course syllabus, it was identified that the aims of CALL 1 course were to guide students to understand the potential of CALL as well as to practice and evaluate CALL software and courseware. The materials presented were to help students achieve three basic competencies: understanding what CALL is and its development history; practicing the use of CALL-associated software which was categorized in the syllabus into three types - generic software, dedicated software, authoring software; and evaluating CALL courseware. Then, the CALL 2 syllabus was aimed at developing students’ understanding and ability in using online tools for language teaching and learning. To achieve these aims, students were guided to master three basic competencies associated with the aims: knowing the functions of the various available online tools for language teaching and learning; being skilful in searching for EFL teaching materials online and in integrating them in language teaching; and understanding the concept of computer mediated communication (CMC). The last basic competence was aimed at equipping students with tools necessary for online collaboration.

Based on the CALL syllabi reviewed, it was seen that the activities of student teachers in each of the CALL courses were various. The activities included observing presentations by the instructors and the students, doing group work, experiencing hands on practices, and attending tutorials. Both students and the instructors conducted all these activities face-to-face. However, certainly not all those activities were covered in every meeting. There were variations of activities in each meeting to keep students and instructors motivated in the allocated time. The time for each meeting was allocated for 2 x 45 minutes, while there were about 12 meetings minimum and 16 meetings maximum within one semester.

Yet there were few questions regarding the design of the course; How would the course be improved in alignment with the current government policy direction on the technology use for classroom instruction? And how would the content be balanced in terms of pedagogy, content and technology knowledge? And what principles that might be adapted in order to develop such online CALL course?

To address such questions then a course syllabus was designed based on few aspects as discussed on the literature review above. The course syllabus design process is diagrammatically described in Figure 7:

Figure 7 The syllabus design process
The syllabus design was initially begun by determining the standards to be aimed to. The course standards, then, were determined by considering few aspects as previously mentioned. Figure 8 below depicts the relation between each aspect with the selected standards for the online CALL teacher training course.

In selecting the standards, there were three conditions taken into consideration (See Figure 8): first, the contextualization factors (Midoro, 2013, Anderson, 2008), second, the technology competence standards for teachers (ITEA, 2003), and third, the technology and pedagogy standards (Compton, 2009; Hubbard, 2008; Kessler, 2006). For contextualization purposes, the following standards were reviewed: Indonesia ICT Competence for Teachers standards (IICFT) and the Indonesian National Qualification Framework (INQF). Regarding what technology competence should be achieved by students during the OCTT, the standards reviewed were the International Computer Driving License standards (ICDL) with reference to technology and pedagogy, the standards reviewed were UNESCO ICT Competence for Teachers (ICTCFT) TESOL Technology Standard Frameworks (TTSF), International Society for Technology in Education (ISTE) Standards for Teacher (ISTE, 2008), and the Framework for 21st Century Learning (P21) (P21, 2011).

The standards were compared and similar qualities and competencies were identified to then formulate the competence objectives later during the syllabus development. Similar qualities may not have appeared in every standard reviewed but those appearing in two or more standards...
were considered to be necessary for consideration in the online CALL syllabus development. Table 2 maps the qualities derived from each of the above-mentioned standards.

Table 2 Qualities and Competences Derived from Various Standards

<table>
<thead>
<tr>
<th>Qualities to achieve through online training</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Knowledge</td>
<td>b &amp; c</td>
<td>Developing, Designing, Adopting Assessing materials (for teaching)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>b</td>
<td>Using ICT for assessing students learning outcomes</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Creating Media/Products</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b &amp; c</td>
<td>Using up-to-date digital tools/resources for accessing helps, experts, and resources</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b &amp; c</td>
<td>Using up-to-date technology</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c &amp; d</td>
<td>Contributing/Participating in Communities of Practice (CoP)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Contributing to Knowledge</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c &amp; d</td>
<td>Communicating effectively and efficiently using ICT tools (including presentation skills)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>c &amp; d</td>
<td>Accessing/searching, evaluating, managing and using information by using ICT</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>b</td>
<td>Managing lesson or schools using ICT</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>b, c &amp; d</td>
<td>Accessing the internet through various devices</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b &amp; c</td>
<td>Using social networks for learning, collaborating and professional development</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Understanding Global Societal issues</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Knowing and respecting Intellectual Property</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a &amp; d</td>
<td>Netiquette</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online learning strategies</td>
<td>c &amp; d</td>
<td>Collaborative Work</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>b &amp; c</td>
<td>Problem-based Learning</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Facilitating critical thinking</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>b</td>
<td>Personalized Learning Styles/Accommodate different learning styles</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a &amp; d</td>
<td>Promoting cross cultural understanding</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c &amp; d</td>
<td>Promoting Sustainable/Continuous TPD</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>d</td>
<td>Equitable Access</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Sustainability</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Having an impact on administration and management of the school</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Promoting/Motivating the use of ICT for learning</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>a</td>
<td>Using open education resources/open source software</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Note:
1. Indonesia ICT Competence for Teachers.
2. Indonesian National Qualification Framework.
4. UNESCO ICT Competence for Teachers.
5. TESOL Technology Standards Framework.
6. ISTE Standards for Teachers.

Once the standards were determined (See Table 2), the next step was to state the competence objectives and determine what content and activities were to be assigned during the OCTT. The content chosen and activities chosen should later lead to the achievement of the stated competence objectives. Further, to obtain the optimum benefit of the interaction between technology and pedagogy, there should be balance between the technology and pedagogy in the learning context. The course content and activities, therefore, were also mapped based on the TPACK framework.

Other aspects were also taken into consideration to determine course content and design learning activities to be assigned. They were the adult learning principles and the online learning instructional model that have been previously discussed. For the online learning model adapted in this study it was decided that Salmon’s model was to be used. The model was chosen because it was perceived to be relevant to the habits and conditions of the students on site as well as to the objectives of the course. The model suggests graded scaffolding for the online learning activities. The scaffolding guides the online learning novices through four stages: familiarizing the online
learners with the online environment, facilitating online socialization among online learners, motivating extensive exchange of information during the online learning, and eventually encouraging students to contribute to knowledge by utilizing what they have learned.

Such features facilitate online learners to always interact with others and thus feel safe in a collaborative environment. The feeling of always being in a society that most online learners demand can still be met through implementing this model. This Salmon’s (2013) model was designed to gradually prepare students to become ready for continuous and professional self-development, which is one of the ultimate goals of the designed CALL course. Using the model, the online instructors were also made aware of their roles regarding what type of support they should provide in each stage and how much interactivity they should maintain to make sure that learning occurs amongst students. This model was also perceived as facilitating the socially constructed learning process to happen among the online students due to the possibility of intensive collaborative work that was very much encouraged at each level of the model. Last but not least, another important aspect to consider during the online CALL course syllabus development was the adult learning principles. All students in the OCTT were adult learners, and adopting these principles helped inform what and how adults actually learn. Therefore, taking the principles into consideration helped to make sure that the acceptance of the OCTT by the students was good.

Below are some examples of how the discussed theories are implemented in the designed CALL course syllabus such as how the standards are accommodated (see Table 3) and How the adult learning theory was implemented during the stage one of the DBR research (see Table 4)

Table 3 Samples of How the Standard Qualities Realized in the Designed Course Syllabus

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Description from the materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating media products</td>
<td>Students are asked to produce a comic for language learning and a piece of writing.</td>
</tr>
<tr>
<td>Up-to-date technology</td>
<td>Students use comic creator and cloud-based collaborative tools such as Google drive</td>
</tr>
<tr>
<td>Contributing to knowledge</td>
<td>Students store their products (comics) in a public repository for access by others.</td>
</tr>
<tr>
<td>Communicating effectively using ICT</td>
<td>Students present ideas using comics and communicate through Google chat during collaborative writing</td>
</tr>
<tr>
<td>Cater for various learning styles</td>
<td>The materials do not only use text, but also, images, videos, as well as webinars. Students do not only read and write but also experience practical experiences like making comics</td>
</tr>
<tr>
<td>Collaborative works</td>
<td>Students produce a piece of writing collaboratively online</td>
</tr>
<tr>
<td>Promoting the use of ICT for learning</td>
<td>Students learn and do the assignment online</td>
</tr>
<tr>
<td>Open education resource</td>
<td>The materials promote the use of open education resource (OER) applications like Google Drive, Cloud-based time-lining tools, YouTube videos etc.</td>
</tr>
</tbody>
</table>
Considerations for the Development of Computer

Syaidudin & van Rensburg

Table 4 Realization of Adults Learning Theory in the Implementation of the OCTT

<table>
<thead>
<tr>
<th>Adult learning theory (Knowles’s Theory)</th>
<th>Realization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult learners are autonomous and self-motivated</td>
<td>In the OCTT the theory was manifested in the form of fostering learners’ independence to explore and discuss materials within themselves. All forms of tutorials were given in the form of links to OER, i.e. video, text animation, or images. The students were also equipped at the beginning of the course with the skills to do web research to find possible solutions to their problems during online learning. The skills taught included skills to effectively use search engines, video sharing websites, and participating in specific online forums.</td>
</tr>
<tr>
<td>Adult learners have already had life experiences and knowledge</td>
<td>The activities in the OCTT assumed that students had no problem with ICT, which was based on the findings during the survey as presented above. Therefore, the tutorials and assignments, which were mostly web-based, were presented with such an assumption. In addition, in other assignments where students were asked to make lesson plans, the instructor assumed that they had been previously had teaching experiences that they could incorporate in the lesson plan design, even though, of course, they might still need a model. Therefore, a model of a lesson plan was also presented prior to the lesson planning assignment. See Appendix G (Session 12).</td>
</tr>
<tr>
<td>Adult learners are relevancy-oriented</td>
<td>The materials and activities chosen were always based on their educational background. Since they were majoring in EFL teaching and preparing to teach in elementary and high schools the sample activities were always adjusted to meet the teaching needs at the level of education. For example, creating creation and creating timelines that are usually taught in high school especially when they learn to write and recount text.</td>
</tr>
<tr>
<td>Adult learners are practical</td>
<td>Each session in the OCTT consisted not only of readings on theory or watching tutorials, but also some practical assignments where students were required to perform certain skills, such as creating timelines, preparing presentations, authoring comics and games, which were all designed for EFL learning purposes.</td>
</tr>
</tbody>
</table>

The online learning design principles as previously reviewed was also carefully adhered to during the implementation of the CALL course and realized in the forms of materials presented or learning and teaching activities (see Table 5)

Table 5 The Realization of Online Learning Design Principles during the Course Teaching

<table>
<thead>
<tr>
<th>Principles</th>
<th>Realization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable and Accessible Support</td>
<td>The use of a built-in messaging application in the LMS used provides ease of communication between students and instructors or students and students. The built-in messaging application within the LMS was interconnected with the students’ or instructor’s individual emails accessible from their mobile devices.</td>
</tr>
<tr>
<td>Involving collaboration components</td>
<td>Most of the assignments in each session were designed for group work requiring group commitment to complete them.</td>
</tr>
<tr>
<td>Continuous, constructive and meaningful feedback</td>
<td>The instructor made a necessary effort to be always present socially, cognitively, or even only socially online. The interconnectivity feature between the LMS and the Mobile App in the instructor’s Mobile device helps the realization of this kind of presence.</td>
</tr>
<tr>
<td>Contextual teaching and learning</td>
<td>The materials and activities selected to be used during the OCTT were those directly relevant to the students’ context, such as teaching, reading, and writing skills and using accessible web applications like Google Drive. Moreover, the activities they did during the OCTT were activities that they could directly implement in their classes once they would be deployed in the real classroom.</td>
</tr>
<tr>
<td>Timeliness in providing feedback and support</td>
<td>The timeliness in providing feedback and support were very much assisted with the mobile device friendly features of the LMS used. As examples of this would be the case when students post questions on the LMS, after which the instructors and other students are almost instantly alerted in their mobile devices and could respond to questions immediately.</td>
</tr>
<tr>
<td>Reliable technology and sufficient technological skills and knowledge</td>
<td>The LMS used was the one that is reliable in terms of connection, multiple devices accessible and compatible, has a user friendly interface, provide user analytics features to help keep track of student progress, includes accessible professional and community support, is free and most important of all, has received good feedback from prominent institutions or users.</td>
</tr>
</tbody>
</table>
Learning Materials

The learning Materials are for the CALL course are carefully selected from the widely available OER on the internet. The selection is certainly adhering to the standards, principles, and theories as previously discussed. An example of the OER selected for the teaching and learning activities of CALL is the learning management system (LMS), Schoology (http://www.schoology.com). The LMS chosen is the one which is hosted and is freely available for reliable access through personal computer and mobile devices by students, teacher, and parents.

Conclusion

Teacher training with focus on CALL is always in demand in line with the rapid development of technology. Careful design and preparation of a quality CALL course is, therefore, necessary. All the ideas presented in the paper would certainly be suitable fit for such a CALL course design although the ideas need to be explored much to better them especially to be used in other context. However, these results from our CALL course development project would certainly be a good starting point for those interested in the CALL course development.

About the Authors:
Mokhamad Syaifudin is a senior lecturer and teacher trainer in the Department of English Language Teacher Education of UIN Sunan Ampel University (Indonesia). His interest is in the CALL area and technology integration in the classroom instruction. Currently, he also serves as a coordinating board of the Indonesian Association of English Teaching in Indonesia (TEFLIN).
[ORCID ID: 0000-0002-7066-6882]

Henriette van Rensburg is an Associate Professor (Special Education) in the Faculty of Business, Education, Law and Arts, at the Toowoomba campus of the University of Southern Queensland, Australia. Her publications are mostly in the CALL area.
[ORCID ID: 0000-0002-1685-9237]

References
Considerations for the Development of Computer Syaifudin & van Rensburg


Considerations for the Development of Computer Syaifudin & van Rensburg


Maor, D. (2013). *Does the use of the TPACK model enhance digital pedagogies: We don’t understand the present so how can we imagine the future?* Paper presented at the 30th ASCILITE Conference, Sydney.


Considerations for the Development of Computer Syaifudin & van Rensburg


doi:10.1108/10650740910946837
EFL Teachers' and Students' Approaches in Using Teaching Aids: A case Study

Awwad Othman Abdelaziz Ahmed
Department of Foreign Languages, College of Arts
Taif University, Taif, Saudi Arabia

Abstract
The use of teaching aids plays an important role in enhancing students' interaction and participation. Therefore, this research aims to investigate teachers' and students' approaches in using teaching aids and to reinforce their importance. This research also tried to verify whether teaching aids activate teaching and learning processes and more specifically if they make students interactive and effective participants. Moreover, it encourages teachers to update their methods of teaching. A questionnaire is used as an instrument to collect the necessary data. The questionnaire content was based on items to maximize the benefits of various teaching aids use in English as a foreign language (EFL) classroom settings. Twenty teachers and fifty students took part in the questionnaire survey. Findings from the teachers' and students' questionnaires demonstrated that teaching aids help teachers and students activate their teaching and learning processes. Moreover, they help in classroom setting and management. Teachers' attitudes as well as their perception toward using teaching aids to motivate students are positive since they all find the necessity of using them to improve students' English performance. As a result, teachers should be aware that disregarding of teaching aids use impedes learners' motivation. It has been recommended that teachers need to systematically design their own teaching aids for effective teaching and learning betterment.

Key words: Teaching aids, Traditional class methods, EFL teachers, EFL students


Introduction
There has been an increasing interest in the use of learning and teaching aids in education. Teaching aids are designed to teach, illustrate and reinforce lessons. Teachers need to be aware of the important role of visual as well as verbal tools and technologies, especially with this younger generation of learners who are familiar with the visual interface of multimedia and internet technologies. Because of the directly variable nature of language teaching and learning, many language teachers underestimate the potentially constructive role learning aids can play in enhancing the language learning classroom. Brinton (2000, p.22) asserts that the use of teaching aids can enhance language teaching as they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting. Moreover, visual literacy is the key to obtain information, construct knowledge and build successful educational outcomes. However, it is important to point that students bring to the classroom their own background, that nowadays is associated with images provided by mass media in general. Santas (2009) emphasizes on how teachers ask students to think without any of this help, what seems to require convincing them to give up what they have experienced in their lives.

Teaching aids can be a helpful tool in the language classroom as Mannan (2005) points out that they "help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid" (p. 108). However, visuals clarify and enhance students learning, the information will be recognized and remembered for longer durations than verbal information alone.

Teachers need to motivate their students in different level of education. This study promotes the use of teaching aids in secondary level schools as a technique for motivating learners and improve their understanding of English language. Teaching aids can be interactive and can customize the learning process. When learners have something to look at, teaching and learning attract their attention and make their lessons more memorable Thus, this research investigates teachers’ and students' approaches in using teaching aids; mainly to what extent teachers use aids in their classes. This research paper will be limited to English as a foreign language EFL teachers and students in secondary schools in Hasaisa locality, Gezira State, Sudan. The basic focus is on teachers' and students' approaches in using teaching aids.

This research paper aims to achieve the following objectives:

1. To emphasize the important use of teaching aids in classroom interaction.
2. To maximize the benefits of various teaching aids use in EFL secondary classroom settings.
3. To encourage teachers to update their methods of teaching, the teaching aids they use as well.
4. To encourage students to think and create learning aids of their own.
5. To utilize teaching aids needed for effective learning process in EFL classrooms.

The significance of the study stems from that teaching aids are learning tools that can make an abstract idea more congregate to the learner. They help the students to focus on their thoughts and ideas on the subjects, which in turn help them to understand and interpret the information being presented. Also, it is hoped that this study will pave the way toward using teaching aids in the field of EFL.

This research paper hypothesizes the following:
1. Teachers have positive attitudes towards using teaching aids.
2. Teaching aids activate teaching and learning processes.
3. Teaching materials encourage learner-learner interaction.
4. Teaching aids help in classrooms setting and management.

The research paper adopts both the descriptive and analytical methods. The researcher uses two questionnaires as a tool to collect the data from the EFL secondary school teachers and students. The collected data will be analyzed by using SPSS Program.

**Literature Review**

Teaching aids are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating (Rather, 2004). The material like models, charts, maps are called instructional aids. Since traditional classroom methods and tools such as chalkboard and textbook do not satisfy the students’ needs, most of the teachers are still far away from the implementation of teaching aids such as visual aids even though those tools are not new but it is not widely used Rather (2004). Thus, teachers need to be aware of this issue and try to create an enjoyable atmosphere and attractive classroom so that learners feel interested and involved in teaching English language.

Teaching aids are any graphics, images or pictures that help students to create relations amongst the words. Nation et al., (1990) claim that

Visual aids are materials that used to convey meaning to students by demonstration or pictures (using an object, using a cut out figure, using gesture, performing and action, photographs, blackboard drawings or diagrams and pictures from books) and by verbal explanation (analytical definition, putting the new word in a defining context, and translating into another language). (p. 22)

Moreover, teaching aids offer many pedagogical methods for developing vocabulary skills. It is claimed that new words should be presented in a context using familiar vocabulary and grammar. To learn new vocabulary more effectively it is suggested the use of instructional aids for presenting new words. When learning word items there are some aids which help the learners to find the meaning of words.

Mannan (2005) emphasizes that

teaching aids can be a helpful tool in the language classroom as points out they help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. (p.108).

In order to achieve an effective learning, there must be a firsthand experience by displaying real objects of everyday life such as: chair, table, flash-cards, charts, diagrams, maps, the globe, pictures which are the ideal means to help facilitate and present information in an interesting and entertaining way that the lesson would look more fun.
The use of instructional aids can enhance language teaching. They help teachers to bring the real world into the classroom, they make learning more meaningful and exciting. Moreover, teaching aids are the key to obtain information, construct knowledge and build successful educational outcomes. Garton and Graves (2004) assert that "Materials are fundamental to language learning and teaching, but materials cannot be viewed independently of their users." (p. 11). Besides choosing and adapting materials represent quite a challenge for most new language teachers, it is important to mention that teaching materials can create a harmony between the students and the instructional methodology and the materials used. If students feel comfortable with the materials and the methodology, they are expected to perform well, they will feel confident and will experience low level of anxiety.

Learning can be reinforced with different teaching and learning resources because they stimulate, motivate as well as focus learners’ attention during the instructional process. Teaching aids arouse the interest of learners and help the teachers to explain the learning concepts easily. Singh (2005) claims that: “Any device which by sight increases the individuals' practice, outside that attained through read labeled as visual aids.” (p. 36). Jain (2004) also illustrates that teaching aids distribute the learners with true knowledge, which detention their devotion and help in the understanding of the ancient marvels. Teaching aid is one of the aspects which roots participation of students in the lesson because when students look at visual model they promote their participation. Mohanty (2001) also explains that “Visual aids give chance to speakers to make a more professional and consistent performance. The teaching career is full with limitless opportunities to enrich the academic survives of students through teaching aids.” (p.68).

According to Burrow (1986), teaching aids can be very useful in supporting a topic. Good learning resources can help solve certain language barrier problem as they provide accurate visual image and make learning easier for the students (Chacko, 1981). Another use of learning resources is to clarify the relationship between material objects and the concepts which need to be presented. Symbols, graphs, and diagrams can also show associations of location, time, size, value and frequency. It is important to point that in order to improve memory for lesson content, teaching aids should be aligned with goals of the instruction.

Lynch et al., (2012) think that "teacher-learning situation can be changed if there were many types of teaching aids used in teaching English. Using teaching aids is an important factor to facilitate the comprehension of both written and spoken words in teaching-learning situation." (p.63). Also, by using the visual aids, the teaching process, especially that of languages and for the English case can be upgraded and students would gain practical learning experiences in all phases of learning activities.

Lynch et al., (2012) also agree that teaching aids can be helpful in the learning process since they are stimulators, motivators, and points of focus in which the learner’s attention is concentrated. However, most of the qualified teachers and the professional training courses are able to rely on some of those learning aids. They apply them because their use has proved efficiency on learning outcomes and it is practiced consciously as revealed through the teaching process.
Bellver (1989) argues that clear pictures augment the students’ level of comprehension of the current material, and they should be used to reinforce the message, clarify points, and create excitement. Teaching aids make smooth tension from one activity to another. They encourage the use of body language and eye movement. This added movement helps to give the speaker the control over the presentation. Using teaching aids then is beneficial to both learners and teacher. Teaching aids create influence and excitement to a presentation. Butcher (2003) agrees that teaching aids help targeting more than one sense simultaneously, therefore they increase the learners’ comprehension. With pictures, the concepts or ideas presented are no longer simply words- but words plus images.

Moss (2000, p.63) points out the following types of teaching material used in teaching and learning processes:

1 Charts: Charts are the graphic teaching materials including diagrams, posters, pictures, maps and graphs. It is defined as an illustrative visual material for describing a logical relationship between main ideas and supporting facts.

2. Pictures: Pictures are the most commonly used and available graphical aids, pictures includes photographs, painting, illustrations clipped from periodicals. They remind the learner of the meaning of words and help him/her communicate effectively. They help the teacher to well save his/her voice. But too much detail confuses and distracts, while too little prevents recognition. A suitable show of teaching aids is always used according to the teaching situation.

3 Diagrams: A diagram is the simplified drawing of an object, product, appliance or process to explain finer points of the same. A diagram shows relationships with the help of lines and symbols without the pictorial elements.

4 Graphs: They are teaching aids for presenting statistical information and comparing the current situations and changes of certain attributes. Graphs deal with the presentation of quantitative data, it make it easily interpretable and readily understood. The use of huge data and long list of figure is always boring but the same represented by graphs arrests attention and induces students to think.

5 Maps: A map is a graphic aid that is considered as a diagram which depicts the surface of the earth, world or parts of it. A map is always drawn to scale, which is mentioned, on one corner of it. Every map should have the following descriptions on it: a title, a grid, a scale, a key, dates on which it has been prepared (Moss, 2000).

6 Poster: Posters are the graphic aids with short, quick and typical messages with attention capturing paintings.

7. Cartoons: A cartoon is humorous drawing which gives an indirect twisted message. They add that it is a unique pictorial medium which has a visual appeal. In a cartoon, objects and people are depicted in an exaggerated manner with an understood message which is perceived symbolically. It is simply a figurative and subtle graphic aid.
8. Comic Strips: A comic strip is the graphic depiction in a series of pictures or sketches of some characters and events full of action. Children find this tool of communication interesting and exciting for telling stories and historical events. As it is enjoyable by the young as well the old.

9. Flashcards: Flash cards are small cards of generally (25) to (30) cm size which are shown for a few moments before the class to send across a message or impart an idea. The idea on the flash card should be brief. Flash cards are useful in classroom presentation. The lesson will be more effective when using flashcards with other graphic aids. The following steps can be used while displaying flash cards. 1. Give brief introduction about the lesson to students. 2. Give instructions to students about their actions while flashing the cards. 3. Flash the card in front of the class by holding it high with both hands so that all the students can see it. 4. Let the student respond as per instructions already given. 5. Review the lesson by selectively using flash cards (Moss, 2000).

10. Pictures and images: Pictures are another teaching aids used to provide information and attract the students’ intention as Harmer (1998) said that pictures could be used as an aid for speaking activities, writing tasks, or as focus on discussion and description. Also, Jurich (2000) confirms that the use of pictures provides individual students with a tool to connect the new word to a known meaning, thus facilitating understanding and memorization. Therefore, pictures should be appropriate not only for the language to be learned but also for the classes they are being used. According to Harmer (1998), there are two kinds of pictures: pictures charts which are considered helpful in introducing new vocabulary and revising the previous lessons. They play an important role in conducting good oral work and developing conversation skills. Charts can be profitably used for developing stories, writing paragraphs, drilling vocabulary and phrases, teaching grammar and making final recapitulation. Picture cards can be used for various purposes like enriching vocabulary, revising structures and tenses, practicing articles and prepositions, drilling pronunciation. Alkhuli (2000) points out the purpose of using pictures in classes is to achieve what may be called the collective eye of the class. Students are made to focus their attention on one thing at the same time. Thus, pictures may be used in teaching the meanings of new words through word picture association. Pictures are used as stimuli to conversation and other of similar oral activities. Pictures play function as visual cues to substitution drills. They can introduce some sorts of variety and, consequently, be a source of external motivation in the foreign language lesson. Images play an important role as well as a useful resource in teaching and learning language. Goldstein (2008) asserts that it is visual aids can be very powerful tool used to enhance the impact of presentations. Words and images presented in different formats can appeal directly to audience's imagination and can add power to spoken words.

11. Realia: It is real objects designed to be used in real life. Examples of realia which teachers can bring objects in classroom in order to support his/her words such as: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers and so on. In addition, it is used in teaching vocabulary and word meaning especially with beginners at that sense. Harmer (1998) emphasizes the usefulness of bringing real objects in teaching meaning of words as well as increase students stimulation; teachers sometimes appear in class with card board, plastic fruits and so on. The most benefit of using realia is offering to students the chance and the ability to remember new words.
12. Models: According to Akram et al., (2012), it is a recognizable representation of real things. It is the same as realia characteristics in bringing real object in classroom; used in order to highlight of things and make learning direct and meaningful as they are. In teaching. Models present simplified form of abstract and complex concepts.

13. Cuisenaire Rods: Harmer (1998) claims that it is considered as one type of teaching aids. According to (Oxford dictionaries online, 2018), “Cuisenaire rods are small blocks of wood of different lengths and colors. Each length is a different color”. It is used to provide visible actions or situation of any language structure. Rods trigger meanings to teach word order in sentences.

14. Chalkboard: It is considered as a basic teaching tool. It has different usages such as presentation new vocabulary items and their meanings, present new grammatical structure, drawing of pictures or diagrams to explain certain difficulties and others. There are other kinds of board such as bulletin board: it is called pin board or notice board in English. According to Akram et al., (2012), it is simple device used to display photographs, publications, posters and so on. In addition, students in the EFL classroom can use bulletin board to display the new vocabulary they have gathered during the lesson. Peg board: it is a type of board which contains small holes to fix certain letters on them, the peg boards are usually attached to wall. They are mainly used for games and displaying information. The third kind is magnetic board; it is an iron sheet that can be used to display pictures, cutouts and light objects. It makes use of iron or any other material that attract the magnet towards it.

The selection of teaching aids depends mainly on what and how to teach (who/where the learners are; what they are learning the language for; how much the time is available; available resources, among others) Generally speaking, material design should consider and try to harmonize situated possibilities with learners’ needs.

**Method**

**Participants**

The populations of this study are English language teachers and students at secondary level schools in Hasaheisa Locality in Sudan. The sample of the study has been selected randomly from teachers and students of Hasaheisa secondary schools. The questionnaires has been distributed to twenty teachers and fifty students to select their answers or responses from a number of options.

**Instruments**

The study used questionnaires as a tool for collecting data from English language teachers and the other for the learners. It included of twenty five statements for teachers and fifteen statements for the students. Each statement has five options, they are: strongly agree, agree, neutral, disagree and strongly disagree. The study used (SPSS) to analyze the collected data. For the presentation of the results the researcher used percentages, tables and figures for more explanation.

**Measures**

The questionnaires are distributed to EFL teachers and students at secondary schools. The questionnaire statement options are: strongly agree, agree, neutral, disagree and strongly disagree to obtain information which related to the research.
The study used the statistical package for social sciences (SPSS) to analyze the reliability of the teachers’ questionnaire. The researcher used Pearson's correlation and the results obtained are as follows:

\[
 r_{xy} = \frac{N(\Sigma XY) - (\Sigma X\Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}
\]

Where
- \( r \) = correlation
- \( R \): Reliability of the test
- \( N \): number of all items in the test
- \( X \): odd scores
- \( Y \): even scores
- \( \Sigma \): Sum

\[
 R = \frac{2xr}{1+r}
\]

\[
 Val = \sqrt{\text{Reliability}}
\]

Correlation = 0.920

**Reliability Statistics**

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.920</td>
<td>25</td>
</tr>
</tbody>
</table>

This indicates that teachers' questionnaire is highly reliable.

**Results and Discussion**

In this section, the collected data is analyzed and presented in tables and figures. This is done according to the order of the statements of the questionnaire. In this section, the hypotheses of the study are also tested in relation to the results of the data.

**Teachers' Questionnaire**

As mentioned earlier that the number of the participants who have taken part in this research are twenty teachers who teach in secondary schools. Their responses are presented in table (4.1).

**Table 1. Teachers' responses**

<table>
<thead>
<tr>
<th>Item</th>
<th>Statements</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Cumulative percent</th>
</tr>
</thead>
</table>

---

Arab World English Journal (AWEJ) Special Issue on CALL Number 4. July 2018
EFL Teachers' and Students' Approaches in Using Teaching Aids

Ahmed
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Teachers use teaching aids in all their EFL lessons.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Teachers need to be trained on how to design teaching aids.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Simple and cheap resources are available for designing teaching aids.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Teaching aids are effective in teaching and reinforcing the lesson objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Teaching aids help in classrooms setting and management.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>The selection of teaching aids depends mainly on what and how to teach and who/where the learners are.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>EFL textbooks with technological aids promote motivation in classroom instruction.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Teaching aids are helpful in saving EFL lessons time.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Teaching aids are helpful in changing the view of teacher-centered class.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Teaching aids arouse EFL learners' motivation.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Teaching aids increase EFL learners' interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Teachers use modern technologies when teaching English in EFL classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>Teachers use whiteboard when teaching English in EFL classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>Teachers use blackboard when teaching English in EFL classroom.</td>
</tr>
<tr>
<td>15</td>
<td>Teachers use graphs as one of the teaching aids when presenting statistical information.</td>
</tr>
<tr>
<td>16</td>
<td>Teachers use cartoons or humorous drawings when teaching English in EFL classroom.</td>
</tr>
<tr>
<td>17</td>
<td>Teachers use realia such as: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers and so on when teaching English in EFL classroom.</td>
</tr>
<tr>
<td>18</td>
<td>Teachers use Cuisenaire rods (small blocks of wood of different lengths and colors. Each length is a different colour) when giving visible actions or situations of any language structure.</td>
</tr>
<tr>
<td>19</td>
<td>Teachers use chalkboard when explaining certain difficulties in EFL classroom.</td>
</tr>
<tr>
<td>20</td>
<td>Teaching aids develop EFL learners’ writing skills.</td>
</tr>
<tr>
<td>21</td>
<td>Teaching aids develop EFL learners’ oral skills.</td>
</tr>
<tr>
<td>22</td>
<td>Teaching aids develop EFL learners’ reading skills.</td>
</tr>
<tr>
<td>23</td>
<td>Teaching aids develop EFL learners’ listening skills.</td>
</tr>
</tbody>
</table>
Teaching aids develops learners’ ability to communicate ideas effectively.

<table>
<thead>
<tr>
<th>Teaching aids make the lessons more memorable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
</tr>
<tr>
<td>25</td>
</tr>
</tbody>
</table>

The Analysis of the teachers’ questionnaire

Based on the statistical analysis of the above table, it is clear that (58%) of the participants do not use teaching aids whereas (36%) agree upon using them in all their lessons. Furthermore, most respondents (80%) agree that training enables them to design teaching aids. According to the statistics of third statement most respondents (87%) confirm the availability of resources for designing teaching aids. However, (2%) are neutral and (11%) disagree with this statement. The majority of the respondents (82%) indicate the effectiveness of teaching aids in teaching and reinforcing the English lessons. It is clear that most respondents (75%) agree that teaching aids help in classrooms setting and management. Furthermore, the statistical analysis of statement (6) emphasizes that most of the sample participants (59%) agree, (22%) are neutral and (19%) disagree that the selection of teaching aids depends mainly on what and how to teach and who/where the learners. A great number of respondents (66%) agree that EFL textbooks with technological aids promote motivation in classroom instruction. By referring to statement (8), (50%) of the participants agree, (24%) are neutral and (26%) of the participants disagree that teaching aids are helpful in saving lessons time. Statistics of statement (9) show that (63%) of respondents consider teaching aids are helpful in changing the view of teacher centered class. Statement (10) says (63%) of the participants think that teaching aids arouse learners’ motivation. The information presented in statement (11) reflects that (65%) of the participants say teaching aids increase learners’ interaction. Statement (12) indicates (56%) of the participants do not use modern technologies when teaching English in EFL classrooms. This may have negative effect on the students performance. Teachers use different boards when delivering their classes and statement (13) presents (68%) of the participants do not use whiteboard when teaching English in EFL classrooms while in statement (14), (63%) of the participants indicate the effectiveness of the blackboard when teaching English in classrooms. Teachers sometimes need to explain statistical information. Statement (15) presents that (60%) of the teachers do not use graphs whereas (39%) of them use them when presenting statistical information. Teachers also need to be skillful and creative. Statement (16) reflects that the majority of teachers (51%) do not use cartoons or humorous drawings whereas (46%) of the participants use them when teaching English in EFL classrooms. The information presented in statement (17) is also closely related to the previous statement. It is found that (46%) of the teachers use clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers and so on them while (46%) of the teachers do not use realia when teaching English in EFL classrooms. For language structure presentation, statement (18) shows that (68%) of the participants do not use Cuisenaire rods when giving visible actions or situations of any language structure in EFL classrooms. Statement (19) states that (68%) of the teachers use chalkboard when explaining certain difficulties in EFL classrooms. Teachers are asked whether they use teaching aids to develop their learners’ writing skills and statement (20) briefly indicates that (58%) of the
participants confirm the importance of teaching aids use in developing writing in general. Apparently, statement (21) reflects that (60%) of the teachers ascertain the use of teaching aids in developing learners’ oral skills. In addition, statement (22) reflects that (62%) of the participants use teaching aids to develop learners’ reading skills. Similarly, statement (23) mentions that (62%) of the participants use teaching aids to develop EFL learners’ listening skills. Generally speaking, statement (24) reports that (58%) of the teachers use teaching aids to develop learners’ ability to communicate their ideas effectively in English. The last statement provides measurements that (62%) of the teachers say teaching aids make the lessons more memorable.

**Table 2. Students’ Responses**

<table>
<thead>
<tr>
<th>Responses with Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>
The second instrument used to elicit data from the participants is also a questionnaire was given to (50) students. In general, the teachers' questionnaire is similar to the students' one. However, there are few items which existed in the students' questionnaire and did not exist in the teachers' questionnaire. The first statement indicates that the majority of the students (61%) say the use of teaching aids attract their attention to the lesson. Statement (2) is closely related to the first one which reports that (84%) of the participants confirm the importance of teaching aids in activating their participation in the lesson. The statistical analysis of the third statement positively indicates that (74%) of the participants say teaching aids make their lessons more memorable. In statement (4), it is noticed that (80%) of the participants agree (5%) are neutral and only (15%) disagree that they understand the new vocabulary well when the teacher uses realia such as: clocks, food items,
calendars, plastic fruits and vegetables, maps, household objects, real and play money and food containers. Both statements (4) and (5) correspond closely to each other. In statement (5), (65%) of the participants indicate that the use of teaching aids helps them link the meaning of concepts and words in sentences. The next statement centers on the use of pictures and (63%) of the participants disagree that teachers use pictures from books in their English language lessons. It is clear from the statistics of statement (7) the majority of the teachers do not use diagrams in their English language lessons. Moreover, statement (8) supports the fact that the majority of the teachers do not use posters in their English language lessons. Similarly as presented in the previous statement, statement (9) shows that great numbers of the teachers do not use graphs in their English language lessons from their students' perspectives. Closely related to the previous statement, statement (10) confirms that (53%) of the participants say teachers do not use maps in their English language lessons. It is noticed in statement (11) that (59%) of the participants say teachers do not use cartoons or humorous drawings in their English language lessons. Statement (12) presents the data that (70%) of the teachers do not use Cuisenaire rods in their English language lessons. Statement (13) states that (67%) of the participants say teachers use chalkboard in their English language lessons. Statement (14) concentrates on comic strips and it is found that a great number of teachers (68%) do not use comic strips in their English language lessons from their students' perspective. Based on the students' views, the statistics of the last statement reflect that (82%) of the teachers do not use flashcards in their English language lessons.

Hypotheses Testing
This study tries to test and verify these hypotheses.

1- Teachers have positive attitudes towards using teaching aids. According to the statistical analysis of statement (4) in table (1) most respondents (82%) indicate the effectiveness of teaching aids in teaching and reinforcing lesson objectives. However, statements (1, 12, 13, 15,16 and 18) of the teacher's questionnaire and statements (6, 7, 8, 9, 10, 11, 12, 13, 14 and 15) of the students' questionnaire show negative attitudes of using teaching aids in the teaching process. This reflects the incorrectness of this hypotheses.

2- Teaching aids help teachers and learners activate teaching and learning processes. Based on the information of statements (9) and (11) in table (1), it is proved that this hypothesis is true.

3- Teaching materials encourage learner-learner interaction. By referring to table (1) and to the statistical analysis of statements (10), (11) and (24), it is clear that their results indicate the acceptance of this hypothesis.

4- Teaching aids help in classrooms setting and management.

Reviewing table (1), statement (5) and table (2), statement (1) and their statistical analysis, one can prove the trueness of this hypothesis.

Conclusion
The statistical analysis drawn in the previous section presents that teachers need to be trained on how to design teaching aids to fit their English language lessons. The use of teaching aids in EFL classes eases the understanding of difficult concepts. Furthermore, EFL learners lack motivation through traditional methods of learning and teaching aids arouse the interest of learners and help
the teachers to explain the learning concepts easily. In fact the selection of teaching aids depends mainly on what and how to teach and who/where the learners are. It is noticed that modern teaching aids develop EFL learners’ language skills and increase learners’ productive skills. This means teaching aids develop learners’ ability to communicate their ideas effectively. To conclude, visual aids are effective in teaching and reinforcing lessons; they make the lessons more memorable. They also help in classrooms setting and management. Based on the above conclusion, the researcher recommends the following:

1. EFL teachers should have knowledge of how to use information technology in ELT teaching. It is known that online and video chatting approach the EFL learners to the culture of English-speaking-countries. Technology, such as youtube, learning websites can expose students to the native authentic materials. Moreover, mobile digital devices like laptops, iPods, tablets, smart phones make English language learning easier. Furthermore, Interactive board can be used as a tool for promoting interaction.

2. EFL teachers should include teaching aids when designing and planning their lessons.

3. EFL teachers should design their own teaching aids for effective teaching and learning betterment.

**About the Author:**

**Awwad Othman Abelaziz Ahmed** is associate professor of Applied Linguistics in the foreign languages department of Taif University, KSA. He teaches various courses of linguistics to BA and MA students. His current research interests include sociolinguistics and second-language learning, teaching and assessment. He is also interested in finding more efficient and innovative methods of teaching. https://orcid.org/0000-0001-7153-9722

**References**


Moss, C. M. (2000). *Professional learning on the cyber sea: What is the point of contact?*. CyberPsychology and Behavior, 3(1), (pp.41-50).


Experienced and Novice Teachers’ Awareness and Attitudes towards ICT in Language Classroom: A study conducted in a Thai context

Rusma Kalra
Department of Business English,
Theodore Maria School of Arts, Assumption University, Thailand

Abstract
This paper aims to investigate the English as foreign language (EFL) as teachers’ attitudes towards the use of information and communication technology (ICT) in Thai setting. The participants of this study were six English teachers from an international university in Thailand which were further classified into two groups of “novice” and “experienced” teachers. Data were collected via interview methods with 6 teachers at an international university in Thailand. Findings show novice teachers have a positive attitude towards the use of ICT in their language classroom as compared to their experienced peers. The novice teacher makes use of more ICT-related materials and activities when compared to their more experienced counterpart. Nevertheless, many language instructors mentioned certain challenges in using ICT. Besides, teachers’ acceptance or rejection of ICTs has pedagogical implications. It is agreed upon that ICTs make the learning process more enjoyable since students becomes more involved to learn through wide range of topics, materials and tools.

Keywords: ICT, Teachers’ Awareness, ELT

Cite as: Kalra, R. (2018). Minding the Gap in Vocabulary Knowledge: Incidental Focus on Collocation through Reading. Arab World English Journal (AWEJ) Special Issue on CALL (4) DOI: https://dx.doi.org/10.24093/awej/call4.9
Introduction

Education institutions are intended to prepare students for their professional lives. The influence of information and communication technology (ICT) is developing ways on how to better deliver instruction has been regarded as beneficial in educational settings. Moreover, in language classroom, this use of ICT can as well be an impactful experience. As observed by Tinio (2002), globalization has made both teaching and learning intricate and the transformation in part has been driven by technological innovation. In the view of Warschauer (cited in Jung, 2006) with the dual impact of globalization and the spread of English language, both English and ICT have become vital requirement for growing numbers of non-native speakers of English to ensure full participation in this era (Jung, 2006).

E-readiness, or the readiness to use technology to achieve certain goals or work (Parasuraman, 2000) displays that teachers as human resources are technologically competent (Lawson & Comber, 1999). Teachers with e-readiness are able to use and adopt technology into their classroom when they think that technology is a tool that can be used by both teachers and students to obtain more knowledge and share meaning (Vrasidas & McIsaac, 2001). However, literature also notes that there are some factors that impact teachers’ use of technology in the learning process, which includes positive perceptions and negative perceptions.

In terms of positive perceptions, if teachers perceive training in ICT is worthwhile, they are inclined to use it in their teaching (Galanouli, Murphy & Gardner, 2004). Moreover, their openness toward the possible changes with technology is derived from their perception that technology can bring about innovation such as impact on higher thinking skill and on content acquisition for language learning (Baylor & Ritchie, 2002). Besides, Cope and Ward (2002) found that teachers’ perceptions toward to technology include ‘how’ and ‘what’ effects technology can bring to students, for instance, whether students can manipulate language with specific software and interact directly with computers. Likewise, teachers can also identify the potential of technology to motivate students. On the contrary, negative perceptions from teachers reveal barriers which limit the use of ICT. Teachers may have knowledge of using ICT for their teaching, but insufficient numbers of computers may prevent them from using it. Moreover, lack of facilities may also mean lack of access. The limited number of computers may always be booked and cause frustration to users to gain access to them (Samuel & Bakar, 2005).

Literature review

The rise of internet and computer-mediated communication have reshaped the use of computers for language classrooms. Lee (2000) states, network-based technology can contribute significantly to experiential learning, learner motivation, enhanced achievement, and individualization. In order to prepare students for the real life in this era, the teachers must first have a positive attitude towards the use of technology in their classrooms. Ofsted (2004) points out that English language is one of the most difficult subjects and teachers must create an interactive classroom atmosphere to maintain the students’ interest in the subject. Therefore, using ICT in a language classroom can be very beneficial.

Tanveer (2011) studied the students’ and teachers’ perception regarding e-learning tools in the language classroom by employing both qualitative and quantitative methods from eight English
language instructors and 46 learners and found out that both learners and instructors perceived that e-learning helps introvert students to interact better and allow for a more student-centered learning environment. Another study by Isisag (2012) examined the necessity of ICT and highlight its positive effects on foreign languages found that integrating ICT in foreign language teaching has positive effects on both the teachers and students to help them aware of the modernized world and meet the current demands of the new era.

In Khalid (2007)’s study investigates the use of ICT among thirteen teachers in English language classroom in Malaysia found that only 33% were integrating computer in their teaching. As such, lack of training and time factors are the main reasons for not integrating computer technology in classroom environment.

Several studies and research have been carried out on ICT integration in the classroom in general. A paper by Motshegwe (2005) explains “If the teacher has the skills to organize and stimulate the ICT-based activity, then both whole-class and individual work can be equally effective.”(p.10). Regarding this point of view, it is clear that teachers should make use of ICT in their language classroom as well in order to enhance students’ language learning. As Abdelhak (2015) puts, if used in a knowledgeable way, ICT can help promote civilisation to its significant place in today’s curriculum. Moreover, the adoption of new teaching and learning approaches will certainly foster EFL students’ talents, and produce future workers with adequate scientific knowledge, with sound professional skills, creativity, and discipline.

Ofsted (2004) says English Language is one of the most difficult subjects. Therefore, language teachers must create an interactive classroom teaching and learning atmosphere by implementing ICT in their language classrooms. According to Giordano (2007) learners needs to be equipped with ICT literacy and be lifelong learners ICT must be successfully integrated into both the English Language curriculum and academic practice in general.

Methodology
To gather the data on perception and attitudes of two groups of language teachers on the used of ICT in their classroom, two research instruments were used which included the questionnaire and semi-structured interview. The questions were validated by two experts in the field. The questionnaire consists of 13 items. The IOC was also carried out to validate the tool.
After both groups have completed the questionnaire survey for about 20 minutes, the researcher conducted a semi-structured interview session with all the participants separately for about 35-45 minutes each. After the completion of data collection, the researcher analyzed and compared the responses of the novice group with the experienced group.

Participants of the study
The participants of this study were six English teachers from an international university in Thailand which were further classified into two groups of “novice” and “experienced” teachers.
Results and Discussion

Table 1. Novice teachers’ Detail

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Years of teaching</th>
<th>Age</th>
<th>Computer usage in daily life</th>
<th>Percentage of ICT usage in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice teacher 1</td>
<td>Female</td>
<td>1</td>
<td>22</td>
<td>Daily</td>
<td>94% of all lessons</td>
</tr>
<tr>
<td>Novice teacher 2</td>
<td>Female</td>
<td>2</td>
<td>24</td>
<td>Daily</td>
<td>92% of all lessons</td>
</tr>
<tr>
<td>Novice teacher 3</td>
<td>Male</td>
<td>3</td>
<td>28</td>
<td>Daily</td>
<td>85% of all lessons</td>
</tr>
</tbody>
</table>

Table 2. Experienced teachers’ Detail

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Years of teaching</th>
<th>Age</th>
<th>Computer usage in daily life</th>
<th>Percentage of ICT usage in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced teacher 1</td>
<td>Male</td>
<td>8</td>
<td>35</td>
<td>Almost weekly</td>
<td>50% of all lessons</td>
</tr>
<tr>
<td>Experienced teacher 2</td>
<td>Female</td>
<td>12</td>
<td>42</td>
<td>Almost weekly</td>
<td>25% of all lessons</td>
</tr>
<tr>
<td>Experienced teacher 3</td>
<td>Female</td>
<td>16</td>
<td>50</td>
<td>Almost monthly</td>
<td>5% of all lessons</td>
</tr>
</tbody>
</table>

Table 1 and table 2 present the personal background information of the subjects that were deemed relevant to the study. The questionnaire responses suggested that both novice and experienced teachers were aware that ICT can be used in language classroom. However, the novice teachers believed that ICT will bring positive impacts on the teaching and learning process unlike their experienced counterpart. According to novice teachers, ICT makes it easier as some students are better to learn via visual or audio. The experienced teacher only used ICT in lesson and material preparation like PowerPoint slides as they reported that they do not understand some of the software or other programs.

Table 3. Likert scale rating, 1 = strongly disagree, 5 = strongly agree

<table>
<thead>
<tr>
<th></th>
<th>Novice teacher 1</th>
<th>Novice teacher 2</th>
<th>Novice teacher 3</th>
<th>Mean rating novice teacher</th>
<th>Experienced teacher 1</th>
<th>Experienced teacher 2</th>
<th>Experienced teacher 3</th>
<th>Mean rating experienced teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT is important in language teaching</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2.6</td>
</tr>
</tbody>
</table>
ICT increases students’ motivation
ICT makes learning more fun
ICT makes learning more interesting
ICT makes learning more effective
ICT makes learning more diverse
ICT enhances my teaching performance

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>5</th>
<th>4</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>2.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2.3</td>
</tr>
<tr>
<td>Novice</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Experienced</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Novice</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1.6</td>
</tr>
</tbody>
</table>

This was also supported by the semi-structured interview. In terms of effectiveness the experienced teachers are not very sure about it. As describe by one of the experienced teacher, “I am not sure if using ICT will make things easier for me and the students” Novice teachers in contrast had a better perception towards the effectiveness of ICT as described “in some occasion students can learn more autonomously or the learning procedure can truly be student-centered”. One of the novice teacher said that ICT with internet facility facilitated teachers in many ways. In terms of perceived ease of use, there were several factors which prevented the experienced teachers from using ICT, such as knowledge of certain software. They said if they had received training on additional software other than basic Microsoft office, they might consider using ICT in their classrooms in the future. Therefore, besides the ability to use which became of their setback in using ICT, their perceived usefulness in which they think that using certain software is not useful for language teaching was also a barrier. As confirmed by both groups that the university provide a stable wi-fi throughout the campus so the network accessing was not an obstacle that prevent teachers from using ICT in their classrooms.

Generally, the successful use of technology in education is very much determined by the teachers’ personal beliefs and concerns (Angers & Machtmes, 2005) that pursue their probability to use technology (Russell et al., 2003). Moreover, the way that teachers view their role will influence the way they teach with technology (Angers & Machtmes, 2005). Teachers’
beliefs toward a particular practice will help them set their goals for technology use. Angers and Machtmes (1999) assert that those teachers who believe technology tools can be used to enhance lessons, motivate, and bring changes to their teaching and strategies will tend to adopt technology with confidence. In contrast, those who do not will tend to block the implementation of technology. Such external barriers as the belief on teaching, computers, established classroom practice, and unwillingness to change confront them with the current practice (Angers & Machtmes, 2005).

In line with many researchers lack of ICT knowledge also prevents teachers from adopting technology. When there is no skill to use it, the equipment just becomes useless and availability does not bring benefits. Technical problems and effective operation of educational software are also among the concerns of teachers (Demetriadis et al., 2003). They can lead to lack of confidence because teachers see themselves as incapable of running technological applications. The incompetence to use technology caused teachers to be recognized as one of the limitations of information technology use in the classroom (Lawson & Comber, 1999).

**Conclusion**

Teachers’ acceptance or rejection of ICTs has pedagogical implications. It is agreed upon that ICTs make the learning process more enjoyable since students becomes more involved to learn through wide range of topics, materials and tools. It also offers benefit to the teachers to enhance his/her performances. From the study by Cox, Preston and Cox (1999), it revealed that ICT based teaching improved presentation of materials, are enjoyable to be used in the classroom, made the lesson more interesting for students and lessen the teachers’ difficulty in controlling the class. This study, however, is limited to small samples and cannot be generalized to other teachers in various universities. Therefore, a further in-depth approach such as the interview on teachers’ perceptions, needs and challenges are needed from more respondents to obtain broader knowledge about ICT implementation, especially in developing countries.

**About the Author:**

Dr. Rusma Kalra is a full-time lecturer in the Department of Business English, Faculty of Arts, Assumption University, Thailand. With over 9 years of teaching experience at tertiary level, she has covered a wide range of areas in her teaching including English for specific purposes and business communication writing. Her research includes classroom-based research and English for specific purposes. Orcid no. 0000-0003-3639-3614

**References**

Abdelhak, E. (2015). An ICT-Based Approach to Teaching Civilisation to EFL Learners. *Arab World English Journal, 8* (1). DOI: https://dx.doi.org/10.24093/awej/vol6no1.15


Cope, C., & Ward, P. (2002). Integrating Technology into Classrooms: the important of teachers’


Jung, S. (2006). *Information and Communication Technology Use and Skills (ICTUS) for learning English*


Unraveling English Department Students’ Perception of Using e-Learning

Fatchul Mu’in
English Department, Faculty of Teacher Training and Education
Universitas Lambung Mangkurat, Banjarmasin, Indonesia

Rizky Amelia
English Department, Faculty of Teacher Training and Education
Universitas Lambung Mangkurat, Banjarmasin, Indonesia

Abstract
One of the most current issues in recent years is the development of integrating online learning in the classroom. In Indonesia, it is seen on the Act of the Minister of Education and Culture No. 109 Year 2013. This issue came from the problems on the availability, accessibility, quality, equality, and guarantee. Further, an effort conducted by the Ministry of Education is developing e-Learning platform at universities. As one of the universities who supports the government policy, the English Department of Universitas Lambung Mangkurat applies for this e-Learning program through the http://elearning.ulm.ac.id. As a result, there is a need to unravel students’ perceptions in the implementation of this policy as one of the ways to see the successful standard and to explore students’ views. Employing qualitative method, this study uncovered the foci of English Department students’ view of the independent assessment, learning outcome, and evaluation of learning English online. Using a validated questionnaire and an interview, the results showed that e-Learning program supports students in learning English. It is seen from their perceptions of the independent assessment that the students gave a good response. On the learning outcome, the students responses were in the category of fair. Meanwhile, on the e-Learning evaluation, the students’ responses were in the fair category. The availability, accessibility, quality, equality, and guarantee problems can be lessened through e-Learning. Thus, this study offers proof to other universities which are about to integrate e-Learning to improve and complete their face-to-face classroom.

Keywords: e-Learning in face-to-face classroom, English, students’ perception

DOI: https://dx.doi.org/10.24093/aewej/call4.10
Introduction
In the digital era, many things are tried and developed to be accessed online and paperless. Many types of interaction such as discussion, chats, email, document sharing, publishing, access, resources, questionnaires, assessment, portfolio, and institutional operations such as secretarial services are supported by the online technology (Dias et al., 2014 in Babula & Mareira, 2014). In the educational field, the applied technology is called online learning or e-Learning. Online learning itself is any learning that employs the Internet to facilitate the teaching and learning to students separated by time, distance, and both (Dempsey & Eck, year of publication, as cited in Reiser & Dempsey, 2002, p. 283).

In fact, as the other universities and countries worldwide such as the e-Learning Centre (i-LeC) of Universiti Teknologi MARA Malaysia (UiTM) which was established in December 2005 to serve as the core unit in initiating and implementing e-Learning on a campus-wide level (Endut, et al, 2010), Indonesia is also trying to develop its educational sector advancement by applying e-Learning since 2011. In Indonesia this issue is seen on the issuance of the education minister’s decree (Keputusan Menteri Pendidikan Nasional – kepmen-diknas) No: 107/U/2001 and the Act of the Minister of Education and Culture No. 109 Year 2013 that e-Learning provides higher educational services to society who cannot study directly, and it broadens the access and eases the service of higher education in teaching and learning as well as encourages the creativity and innovation.

One government consideration to encourage e-Learning implementation is for achieving the national target of APK (Target 2015, Angka Partisipasi Kasar) (KEMENDIKBUD, 2015) for university students (Kwary & Fa’uzie, 2017). The Directorate General of Higher Education (DIKTI) believes that by offering e-Learning, the number of Indonesian people studying in universities will increase rapidly. By 2014, it is expected that the APK will have reached 60%. In addition, if the use of online technology is accompanied by the institutional changes and society’s necessity, it can produce the desired effect in terms of the learning process in formal and informal context (Punie et al., 2006 as cited in Balula & Moreira, 2014: 5). As a result, these Acts strengthen the universities parties to apply e-Learning in teaching and learning activities.

Nowadays, the development in integrating online learning in the classroom becomes one of the most current and potential issues in Indonesia. An effort conducted by the Ministry of Education is developing e-Learning platform at universities. As one of the universities who supports the government policy, the English Department of Universitas Lambung Mangkurat applies for this e-Learning program through Integrated e-Learning ULM (iE-ULM) which can be accessed on http://elearning.ulg.ac.id. Further, what becomes the concern of this paper is that there is a need to unravel the students’ perceptions in the implementation of this policy as one of the ways to see the successful standard and to explore students’ views. The problems on the availability, accessibility, quality, equality, and guarantee are the concerns of this paper to see whether or not the developed e-Learning platform is well-developed by meeting the students’ expectations particularly in the independent assessment, learning outcome, and evaluation of learning English online. This study involved students as the subjects because their perceptions are the component that has not been covered in the developed e-learning. In other words, this e-
Learning has been planned and developed by experts in its field, handled by ICT experts in the field, and operated by lecturers. Yet, the students’ view has not been taken into account.

The literature and previous studies on attitudes on the use of e-Learning are abundant. However, the concern of the current blended learning applied and developed at Universitas Lambung Mangkurat, Indonesia is still scarce. To name some, Kwary and Fauzie (2017) conducted a study on this field on students’ achievement and opinions on the implementation of e-Learning for phonetics and phonology lectures at Airlangga University, Indonesia. Its e-Learning platform is AULA (Airlangga University e-Learning Application). The results showed that there is no significant difference between the results of e-Learning and those of classroom learning.

Armstrong (2011) conducted a study on the students’ perceptions of online learning and instructional tools. The results showed that the students did not perceive the negative attributes of technology to be inherent. This result is in line with Kwary and Fauzie’s study in 2017 showing that 85% of the students were satisfied with e-Learning implementation. It was revealed that they think it makes it easier for the students to understand the materials; it is fun, and it is convenient to access. Quite similar to Armstrong (2011) and Kwary and Fauzie (217) studies, Fedynich, et al. (2015) conducted a study on graduate students perceptions of online learning. However, it did not focus on assessment, learning outcome, and evaluation. It focused more on interaction. It showed that students and instructor interaction have a major impact on their satisfaction. However, there are challenges, namely insufficient resources, the needs for varying instructional design, and the delivery to facilitate students. In contrast, students perceived that they were highly satisfied especially with the clarity and organization of instruction. The role of the instructor was to identify as being important to students’ satisfaction. In particular concern, a study by Bunts-Anderson (2016) focusing on the writing outcome in the online learning environment yielded a positive result. Then, the study by Denekamp (2017) concerning an online exploration also showed the increase in the writing skill proficiency.

In regard to this study, to be specific on the online term, the mechanism of the Integrated e-Learning ULM (iE-ULM) in this study comprises of several steps, namely class registration, lecturing, synchronous and asynchronous discussion, and working on the task/exercise, mid-term, and final tests. The three foci of this study namely independent assessment, learning outcome, and evaluation were taken into account based on the consideration of their parts on the teaching and learning, and more importantly, it has been already set up on the provided and adapted instrument developed by the e-Learning developers and researchers. Therefore, the following research questions are examined in this present study:

1) What are the English Department students’ perceptions of the e-Learning independent assessment?
2) What are the English Department students’ perceptions of the e-Learning outcome?
3) What are the English Department students’ perceptions of the e-Learning evaluation?

Research Method
Research Design
This study delves closely into the students’ perceptions of using e-Learning. Employing a descriptive qualitative method with an analysis of a survey by gathering information from a sample
Unraveling English Department Students’ Perception

Mu’in & Amelia

by asking through a questionnaire and an interview that illustrate various aspects of the population; this study uncovered the foci of English Department students’ view of the independent assessment, learning outcome, and evaluation of English online learning. The trustworthiness was established by being clear about the perspective, providing adequate information, and using examples to support the results. Each of these techniques has been attempted to be done in this study.

Participants and Setting

This current study focuses on the English Department students’ perception of the use of E-Learning. The English Department of Universitas Lambung Mangkurat, which has an A accreditation and is in the process of applying online learning to its offered courses, was chosen as the setting of the study. The participants of this study were 100 English Department students of Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia. These students have experienced the online learning in the courses offered at this English Department, namely Introduction to Linguistics, Sociolinguistics, and Translation. The selection criteria of participants in this study are as follows: (1) participants are English Department students, (2) participants are studying at least on the third semester, (3) participants have experienced E-Learning at least in one course.

Instruments

The instruments used in this study were a questionnaire and an interview guide of the independent assessment, learning outcome, and evaluation of English online learning. Both of these instruments function to gather information on the English Department students perception of using E-learning. In the questionnaire, the independent assessment was covered on questions number 1 – 6 (6 questions); learning outcome was on questions 7 – 15 (9 questions), and evaluation of learning English online on questions 16 – 33 (18 questions). Totally, there were 33 questions.

This available questionnaire was adapted from the Ministry of Education and Culture 2014 on the Guideline of Quality Assurance of Assessment and Evaluation of Online Learning. It is noted that the more the YES answer, the better the quality of the assessment and evaluation of the online learning. The questionnaire was originally written in Indonesia language and the modified one was delivered to the students in Indonesia language as well to avoid misinterpretation of the questions. The questionnaire was modified by adding one column. Therefore, there were three options, namely “YES”, “NO”, and “OTHERS”. The “OTHERS” option accommodates the students’ perceptions when their answer is neither “YES” nor “NO”, and it allows students to give additional information as their response. In addition, question numbers 5, 24, and 25 on the original version of the questionnaire were omitted since the questions were invalid. In regard to the interview, the interview questions were the questions listed on the questionnaire. They were asked to the students as the effort to crosscheck the students’ answers written on the questionnaire.

Data Collection Procedure

Data was collected using a written questionnaire. Participants were given a copy of the written questionnaire. The questionnaire was completed by the students during the meetings and collected by the chairmen of each class. The questionnaire used in this study was adjusted to the need of this study. Then, it was distributed to the participants of this study. There were 100
students involved voluntarily to fill in the questionnaire and 17 students were willing to give further information on the interview.

**Data Analysis**

![Image](data-analysis-components.png)

*Figure 1. The data analysis components*
*Source: Bungin (2003)*

Figure 1 shows the data collection and analysis flows. As the data of this study have been collected, they were processed to the data reduction. In this step, the data were edited, coded, and tabulated. All of the participants’ responses given on the questionnaires were recorded. The Yes, No, and Others responses were coded and tabulated. These steps were also applied to the interview responses. Then, all of the data were displayed and verified, and finally, conclusions were drawn based on the available data and supporting data of this study.

**Results and Discussion**

In this part, the results of the study are provided along with the discussion of each research question. In order to interpret the results, the following criteria guideline which is seen in Table 1 is used.

**Table 1. The Criteria Guideline**

<table>
<thead>
<tr>
<th>The Interval Data of the Perception</th>
<th>The Converted Number to Letter</th>
<th>The Converted Number of Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>25,00 % - 43,75 %</td>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>43,76 % - 62,50 %</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>62,51 % - 81,25 %</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>81,26 % - 100,00 %</td>
<td>A</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

The first research question of this study dealt with the students’ perception of the independent assessment of using e-Learning. Table 2 shows the detailed results.

**Table 2. Students’ Perception of the Independent Assessment of using e-Learning**

<table>
<thead>
<tr>
<th>N = 100</th>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises and Quizzes</td>
<td></td>
<td>95%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>1. The exercises and quizzes are clearly constructed.</td>
<td>95%</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>2. The exercises and quizzes are constructed to strengthen the concepts that have been studied.</td>
<td>95%</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Average of exercises and quizzes</td>
<td>95%</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Learning Progress</td>
<td></td>
<td>82%</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>3. The assessment of the learning progress is constructed based on the rule of developing a good instrument.</td>
<td>78%</td>
<td>8%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>4. The assessment of the learning progress is used to identify the concepts that have not been understood.</td>
<td>62%</td>
<td>28%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>5. The assessment of the learning progress is accompanied with how to know the learning mastery.</td>
<td>56%</td>
<td>38%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>6. The assessment of the learning progress is accompanied by the guidance to improve the learning weaknesses.</td>
<td>69.5%</td>
<td>20%</td>
<td>10.5%</td>
<td></td>
</tr>
<tr>
<td>Average of learning progress</td>
<td>78%</td>
<td>14.33%</td>
<td>7.67%</td>
<td></td>
</tr>
</tbody>
</table>

It can be seen that the average score of “yes” answer on the independent assessment of e-Learning is 78%. Then, 14.33% of the students gave no response while the rest 7.67% gave the other answers. Seventy eight percent is between 62.51% - 81.25%. This result indicates that the students’ perceptions towards the independent assessment of e-Learning are on the good category. This number is a high number and it is near 81.25%. This positive result is also supported by their responses on the comments section on the questionnaire and the interview conducted after the given questionnaire was distributed.

The students showed good satisfaction with the independent assessment of the e-Learning. They claimed that the tasks, exercises, mid and final tests submission were easier and well-constructed using e-Learning. Different from this study, Addowesh, et al. (2015) show that students agreed with the summative assessment and tended to disagree with the formative assessment. This disagreement was because the lecturer’s comment was in a form of a wrong answer for their work. On the other hand, it is a form of constructive comments for the students for their betterment. The availability of well-constructed exercises, quizzes, and exams motivates students in learning and develops a more student-centered learning environment.
In this study, the appropriate feedback in the forms of comments, suggestions, or call attention to errors depends on lecturers while Brown (2004: 6) mentions that the key of formation in assessment is delivery by teachers and internalization by students. Additionally, the availability of other things such as a rubric also depends on lecturers who teach the courses. Consequently, 14 students stated that there is still lack of information regarding the guidance on how to improve their weaknesses. It is expected that the assessment of the learning progress is accompanied by the assessment construction. This perception is in line with Warnock’s statement (2009) quoted in Karnedi (2015) that assessment is able to tell how well the students are doing the tasks given. This is due to its importance to tell students how well they are doing the exercises, tasks, and exams. Moreover, teachers’ role is important to the students (Fedynich, et al. 2015). Kearns (2012) addresses this teachers workload demand issue as one of the constraints of teachers who run online courses; he mentions other constraints such as physical distance between teachers and students and the need to depend on technological capabilities. However, apart from these comments, most students admitted that they felt better about learning by using e-Learning; hence, the problems of availability and accessibility, particularly on the independent assessment of the e-Learning program are already addressed. What teachers need to keep in mind are the principles of classroom tests namely ensuring the test procedures are practical; the test is reliable; the procedure demonstrates content validity; the procedure face is valid, and the test tasks are as authentic as possible (Brown, 2004).

The second research question of this study was on the students’ perception of the learning outcome of using e-Learning. Table 3 shows that students indicated their satisfaction with the learning outcome of e-Learning.

Table 3. Students’ Perception of the Learning Outcome of using e-Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement of the Item</th>
<th>Yes</th>
<th>No</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>The instrument in the scoring to measure the students competence has been determined on the syllabus.</td>
<td>82%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>8.</td>
<td>The lecturer(s) has (have) developed the guidelines of the learning progress assessment.</td>
<td>51%</td>
<td>28%</td>
<td>21%</td>
</tr>
<tr>
<td>9.</td>
<td>The instrument of the learning progress assessment has been developed based on the guideline.</td>
<td>63%</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>10.</td>
<td>The instrument of the learning progress assessment has been constructed based on the guidelines for constructing a good instrument.</td>
<td>72%</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>11.</td>
<td>The scoring has been done strictly.</td>
<td>49%</td>
<td>31%</td>
<td>20%</td>
</tr>
<tr>
<td>12.</td>
<td>The students who are involved in this e-Learning are not someone else.</td>
<td>82%</td>
<td>8%</td>
<td>10%</td>
</tr>
</tbody>
</table>
There are few possibilities of cheating on the exams.  

- 57%
- 30%
- 13%

The scoring is conducted objectively.  

- 74%
- 11%
- 15%

The scoring is done well based on the blended learning characteristics.  

- 69%
- 12%
- 19%

Average  

- 66.56%
- 17.78%
- 15.67%

The result of this research question is in a good category (66.56%). This result indicates that e-Learning implementation is considerable. This good category is in line with previous studies of Kwary and Fauzie (2017), Nguyen (2015), and Kekkonen-Moneta and Moneta (2002) which show that there was not any difference between e-Learning and classroom learning outcome. One given suggestion in Kekkonen-Moneta and Moneta’s study (2002) is that the interactive e-Learning modules must be carefully designed to foster the learning outcomes. In other words, even though e-Learning did not outperform classroom learning, this result suggests that e-Learning integration is at least as effective as face-to-face classroom. It also does not mean that e-Learning cannot be implemented as a supplementary tool or medium in teaching and learning. In fact, e-Learning in the setting of this study is not possible to be 100% implemented. The apparent reasons are internet connection problems and impossibility of fast shifting from face-to-face classroom to fully online classroom. That is why the implemented e-Learning program is on the ongoing evaluation and development. More importantly, it does not intend to replace the current face-to-face teaching and learning. It is more to assist and equip students with the demand of the future learning environment.

Despite the obstacles in e-Learning implementation, for instance, internet connection problems and feedback availability, e-Learning proved some promising benefits for our students in terms of participation, interaction, and ease of use compared to its former one. A study conducted by Ni (2012) provides evidence that although online environment is more challenging, it is less intimidating to students’ participation and more increasing students’ interaction. Besides, it makes it easier for students to understand the materials (Kwary & Fauzy, 2017). Through the questionnaire in their study, the students claimed that they could easily download the provided materials and read them at home before class. In addition, it is fun and convenient to access. This result is in accordance with Sobha’s statement (2017) that technology stimulates students’ curiosity and desire to study. Most students like something new brought to their classroom, in this case, the integration of technology.

This integration of technology is not uncommon among students who are categorized as digital natives. According to Labbas and Shaban (2013) adopting Prensky’s point of view, digital natives are people who were born after 1980 while those who were born before the digital revolution are called digital immigrants. These digital native students are expected to be proficient in using technology. Finally, online learning brings students to a self-directed learning (Hambali, 2016) in which students are given the opportunity to take initiatives in their learning. As the indirect effect, the problem of quality is already proven even though the result is solely in the good category. In support of these results, another study by Armstrong (2011) on student’s perception also notified that the students did not perceive negative attributes on e-Learning implementation.
The third research question of this study dealt with the students’ perception of the evaluation of using e-Learning. Results of the study indicate that the students’ perceptions towards the independent assessment of e-Learning are fair. It can be clearly seen in Table 4.

Table 4. Students’ Perception of the Evaluation of using e-Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement of the Item</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Others (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The e-Learning application can be used easily.</td>
<td>75%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>17.</td>
<td>The e-Learning application can be used for all courses in the English Department.</td>
<td>71%</td>
<td>24%</td>
<td>5%</td>
</tr>
<tr>
<td>18.</td>
<td>The e-Learning application is dependable and cannot be easily suspended during the teaching and learning.</td>
<td>44%</td>
<td>41%</td>
<td>15%</td>
</tr>
<tr>
<td>19.</td>
<td>The e-Learning materials have been prepared before the lesson starts.</td>
<td>67%</td>
<td>20%</td>
<td>13%</td>
</tr>
<tr>
<td>20.</td>
<td>The lecturer(s) has (have) developed the tutorial activity.</td>
<td>55%</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
<td>21.</td>
<td>The lecturer(s) has (have) developed the syllabus.</td>
<td>57%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>22.</td>
<td>The lecturer(s) has (have) developed the scoring specifications.</td>
<td>58%</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>e-Learning Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>The e-Learning socialization has been done.</td>
<td>65%</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>24.</td>
<td>The students know how to use e-Learning.</td>
<td>80%</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>25.</td>
<td>The students receive the e-Learning tutorial schedule before the tutorial starts.</td>
<td>47%</td>
<td>42%</td>
<td>11%</td>
</tr>
<tr>
<td>26.</td>
<td>The students get e-Learning services.</td>
<td>64%</td>
<td>24%</td>
<td>12%</td>
</tr>
<tr>
<td>Program Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>The used instruments in scoring have high validity and reliability.</td>
<td>59%</td>
<td>14%</td>
<td>27%</td>
</tr>
<tr>
<td>28.</td>
<td>After scoring, the students master the competence written in the syllabus.</td>
<td>50%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>The students are satisfied with e-Learning preparation by administrators.</td>
<td>63%</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>30.</td>
<td>The students are satisfied with e-Learning services.</td>
<td>64%</td>
<td>20%</td>
<td>16%</td>
</tr>
<tr>
<td>31.</td>
<td>The students are satisfied with e-Learning quality given by the lecturer(s).</td>
<td>72%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>32.</td>
<td>The students are satisfied with e-Learning.</td>
<td>70%</td>
<td>13%</td>
<td>17%</td>
</tr>
</tbody>
</table>
The students are satisfied with learning outcomes. The result of the students who responded with yes is as much as 62%; no response is 22.22% and others are 15.78%. In regards to e-Learning planning, these results revealed fair response that e-Learning can be used easily. Students’ additional responses to the questionnaire and interview yielded e-Learning can be accessed everytime and everywhere. In addition, students showed an optimistic response to the possibility of integrating e-Learning in other courses in the English Department. This possibility is because the respondents of this study took different courses. Therefore, any courses are possible to employ e-Learning. In contrast, Owston, et al. (2013) in their study on students’ perception and achievement in a university blended learning strategic initiative suggest us to consider offering students a choice to integrate e-Learning or fully opt for the face-to-face classroom, particularly on the subjects that they find difficult.

On the teachers’ position as the ones who take roles in providing e-Learning integration, Jones, et al.in Reiser and Dempsey (2002) provide a few simple guidelines: (1) a system is a set of organized components working toward a common goal, (2) a change to one component of a system may cause a change in every other component of that system, and (3) every educational system is different; therefore, different environments will have different requirements.

The next positive concern of e-Learning planning on the evaluation and the materials have been prepared by teachers; unfortunately, e-Learning is easily suspended and the developed the tutorial activity, syllabus, and scoring specification need more attention. Then, in terms of e-Learning management, the results showed the students did not have much difficulty in using the developed e-Learning, but more socialization such as providing the needed tutorial and e-Learning services. Instruction and socialization of complete user guide of e-Learning are crucial for students because some tools and how to operate them well are still unfamiliar to the students. The administrator is ready to help. Some teachers informed the students directly or indirectly. Therefore, a notification of the submission or other activities such as uploaded or updated document is needed.

The program’s results of evaluation, validity, and reliability of the instuments and the written competence in the syllabus revealed students’ unsatisfactory perception. Meanwhile, the administrator preparation, e-Learning services, lectures quality, and the overall e-Learning program show good results even though the students were solely fairly satisfied with the obtained results. All in all, the results of this evaluation is fairly able to cope with the equality and guarantee problems of the the developed e-Learning.

Conclusion

This study which aims at unraveling students’ perceptions of the use of the developed e-Learning at Universitas Lambung Mangkurat revealed some conclusions. First, the students’ perceptions towards the independent assessment of e-Learning showed a positive response. Very positive responses were seen on the availability and accessibility of the well-established exercises, quizzes, and exams. Meanwhile, enough feedback which was absent from certain lecturers during
learning was expected by the students. Second, the students’ perception of the learning outcome of using e-Learning was on the good category. e-Learning integration in the setting of this study does not intend to replace or outperform face-to-face classrooms. Therefore, the students’ positive and constructive perceptions due to e-Learning limitations strengthen this developed e-Learning to supplement face-to-face classrooms in the form of a blended learning classroom. Third, the student's perceptions towards the evaluation of using e-Learning are on the fair category. The students perceived e-Learning planning, management, program results, and satisfaction are already on a good track development.

In the nutshell, seen from the students’ point of view, the developed e-Learning program is effective to support the students’ learning drawn from their perceptions on this study. However, thorough evaluation to identify e-Learning effectiveness not only on the students but also the teachers. In addition, evaluation during the integration, before and after the e-Learning integration is necessary. Finally, e-Learning integration in face-to-face classrooms benefits the world general education in some ways, namely by providing flexibility of place and time, forming independent learning, and fulfilling on-demand availability in this ever-changing world. Thus, this study is expected to shade and provide proof to other universities which are about to integrate e-Learning in their face-to-face classroom as a supplement to improve and complete the face-to-face learning.

About the Authors:
Fatchul Mu’in is a Lecturer in Literature/Linguistics at Universitas Lambung Mangkurat, Indonesia. He earned his Doctoral degree from Universitas Negeri Malang, Indonesia. His latest article was published in AWEJ Vol. 8 No. 4, 2017 and his latest participation was in the 14th CamTESOL Conference in Cambodia, 2018. ORCiD ID 0000-0003-4498-3515.

Rizky Amelia is a lecturer at the English Department Universitas Lambung Mangkurat, Indonesia. Her article with Dr. Fatchul Mu’in was published in AWEJ and she also presented in the 14th CamTESOL Conference in Cambodia. Her interests is on writing and online learning. ORCiD ID 0000-0002-9176-7906.

References


Effectiveness of an Educational Software System (Desire2Learn) in Teaching English Grammar

Mohammad Seemab Khan
Department of English, College of Education
Al-Majmaah University, Majmaah, Saudi Arabia

Fatimah Ali
Centre for Modern Languages & Human Sciences
Universiti Malaysia Pahang, Kuantan, Pahang, Malaysia

Ghulam Mustafa
Deanship of Preparatory Year
Al-Majmaah University, Majmaah, Saudi Arabia

Shahzad-ul-Hassan Farooqi
Department of English, College of Education,
Al-Majmaah University, Majmaah, Saudi Arabia.

Abstract
Computer Assisted Language Learning (CALL) has brought enormous developments in teaching and learning process recently. Teaching with computer technology using different methodologies is one of the widely investigated areas in education sector nowadays. This research aims at exploring the efficacy of Computer Assisted Language Teaching (CALT) using Desire2Learn (D2L) Educational software, for teaching subject-verb agreement deductively at Al-Majma’ah University in Saudi Arabia. This study also investigates the attitude of Saudi EFL learners towards CALT-D2L’s effect on their learning achievement. Sixty nine undergraduate students of level three from Department of English, College of Education, Al-Majmaah University, were involved in this study. The sample was divided into two groups: (CALT-D2L “Experimental Group” while the other traditional chalk and talk method based as “Control Group”. Analysis of the data of both groups indicates that experimental group outperformed control group in term of the percentage of result compared. Moreover students exhibit positive attitude towards using D2L software in grammar learning.

Keywords: Computer assisted language teaching (CALT), Desire2Learn (D2L), English as a foreign language (EFL), Saudi undergraduate students (Learners), subject-verb agreement

Introduction

Background of the study

In the field of language teaching and learning, focus of attention was given by the researchers and developers on grammar teaching and learning since the start of the research on language. With the passage of time researchers suggested many methods, techniques and strategies to teach language, some of the most popular approaches for the last half century are, Grammar Translation Method, Direct Method, Structural Method of Teaching, Suggestopedia, Audio-Lingual Method, Total Physical Response (TPR), Task-Based Teaching and Communicative Language Teaching (CLT). Although these have their individual advantages for teaching foreign language, however, a mixed method teaching approach is recommended by the modern researchers and pedagogues. Thornbury, (1999) describes grammar teaching as “Teaching grammar has always been the most controversial and least understood aspect of language teaching.” Another research states that the controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use.” (Nassaji & Fotos, 2011, p. 1).

(Khan et al., 2018; Shahbaz & Khan, 2017) assert that technology plays a great role in the development of foreign language learning. With the advancement in technology and its use in teaching and learning, especially language learning has become more focused by the teachers to teach a foreign language using technology. For the last one and half decade, computer technology has achieved in acquiring a central role in educational process and its applications have proved to be mostly used applications in the field of education to enhance the teaching and learning process. The development of ICT has infused a great potential to the computer applications used for teaching and learning a language as computers and internet became cheaper and more accessible to everyone. Moreover, ICT reduce the anxiety level of English as a foreign language (EFL) learners by making communication process live and effective (Shahbaz et al., 2016).

During my teaching in Saudi Arabia I find that most of the students feel grammar as a boring subject in learning because of its overgeneralized rules, but now thanks to modern technology which present these types of activities interestingly in traditional classrooms as well as outside of the class. Under this broader term various concepts like; CALL and CALT have emerged in teaching and learning a second language. Biswal and Patel (2012) concluded that the developed Computer Assisted Instruction or Computer Aided Instruction (CAI) was found to be effective in terms of the students’ achievement and the reaction. Their study also revealed that the modes of teaching can have different effects on the achievement of the students as the teaching through CAI with discussion has proved to be more effective in comparison to other two modes of teaching. CAI can be used for self-learning so that student can learn at their own pace, convenience and interest.

CALT is a methodology that uses computer and its associated resources such as internet, websites, computer software, learning programs, Microsoft PowerPoint Presentation, audio and videos, learning tools etc. to teach and learn a foreign language where these resources are used to interact, save, delete, retrieve, reinforce and access the material as many times as required by the learner. Many studies point out that CALL has provided advanced and real alternative for language teachers (Warshauer & Healey, 1998). But for this study, CALT particularly refers to computer-
assisted language teaching connected with internet and specifically using D2L educational software for teaching and learning English grammatical aspect subject-verb agreement to Saudi EFL learners.

In view of Alshawi (2013), in 1990s the Saudi people started using internet applications extensively in the Kingdom. First, internet technology was used by higher educational universities and after few years the use of internet spread across campuses all over the kingdom. A little experimental research was made by the faculty of communication, teaching and research to explore the factors that are related to internet connectivity in higher educational institutions with the use of internet. With the increasing population of Saudi learners in higher education the use of computer technology and particularly, ICT has become very significant offering many opportunities for all students, as traditional methods cannot cope with larger number of students in the classes.

In this study, researcher investigated the efficacy of ICT based grammar teaching using CALT-D2L educational software to EFL learners targeting subject-verb agreement in English language. It has been seen and observed that an explicit and deductive method of teaching grammar has its advantages to these learners. Negahdaripour and Amirghassemi, (2016) claim that deductive method facilitates EFL learners in fostering their skills to comprehend the subject-verb agreement. Daher (2014) states in his study that “teachers and professors need to adapt technology particularly ICT in order to better connect with their students and more effectively lead their classes” (p. 42).

**Research Problem**
Arabic language syntactic structure is different from English language syntactic structure. To make the concept clearer, English has SVO (Subject-Verb-Object) sentence structure whereas Arabic has VSO (Verb-Subject-Object) structure (Eltantawi, 2012, p. 17). Also, Arabic language differs from English language in terms of the concept of time expressed in form of tenses, too. Hence, the structure to describe a particular time in Arabic is different from the structure used in the English language. The basic reason for this is that Arabic has only two time parameters “Past and Present "which also performs the functions to express future on the basis of contextual details. Whereas, English has three explicitly drawn time parameters: past, present and future. This causes great difficulty for the Arabic EFL learners to construct proper subject-verb agreement in their speaking and writing.

Al-Buainain (2007) describes in his study that the lack of subject-verb agreement is widespread in Arab students since Arabic language has no subject-verb agreement. Therefore, most of the Arab students commit mistakes in making subject-verb agreement. This study also shows that Arabian students need to improve their level in subject-verb agreement. Researcher’s personal experience of teaching grammar to Saudi EFL learners also reveals that students make lots of mistake while dealing with subject-verb agreement. So, this study aims at investigating the Saudi EFL learners’ improvement in subject-verb agreement using CALT-D2L software. It also investigated their attitude towards CALT-D2L software.
Significance of the Study
A lot of research has been done to investigate how English grammar can be taught effectively using traditional, modern and computer technology (Basturkmen et al. 2004; Borg 1998, 1999; Farrell 1999; Farrell & Lim 2005; Barnard & Scampton 2008; Thu 2009. However, to the best of researcher knowledge no research has been found on ICT based grammar teaching using CALT-D2L educational software, especially on Arabic speaker EFL learners and particularly in Saudi context. In this respect, this study will be an addition in the persisting teaching methods for teaching grammar by using CALT-D2L software. This study will also be helpful to curricular designers to integrate ICT for teaching and learning English grammar in the process of teaching and learning. Furthermore, it is hoped that this study will encourage more researchers of the region to investigate other aspects of teaching and learning English language with other e-learning tools and software with different variables. So, this study tried to find the effects of CALT-D2L software in deductive grammar teaching.

So, this study tried to find the effects of CALT-D2L software in deductive grammar teaching. Results of this study have presented to verify the efficacy of teaching subject-verb agreement to EFL Saudi students using CALT-D2L Education software, whether there is any improvement in learning this grammatical aspect with the use of ICT and their attitude towards ICT’s CALT-D2L software is positive.

Objective of the Study
The key objective of this research study is to investigate the effect of ICT based grammar teaching using CALT-D2L educational software and to find the attitudes of Saudi EFL learners towards ICT based grammar teaching using CALT-D2L system.

Research Questions
This study aims to provide the answers for the following questions:
1. To what extent does the D2L educational software is effective in teaching English language grammar?
2. What attitudes do Saudi EFL learners have towards using the D2L educational software in teaching English language grammar?

Literature Review
Studies on Deductive Instruction
It is important to set a background knowledge about approaches and methods used in teaching and learning grammar in past. It has already been mentioned in the introduction that a plethora of approaches used for teaching language and especially grammar learning and teaching. Results of previous studies; Negahdaripour & Amirghassemi (2016), Kubra Sik (2015), Berendse (2012), Al-Mansour & Shorman (2011) show the superiority of deductive grammar teaching methodology.

Deductive teaching implicates the use of metalinguistic material presented explicitly by the instructor to the language learners at the start of the session. In deductive language learning approach, language rules are taught and specific information are given. Then, learners apply these rules or specific information when they practice language, (Al-Kharrat, 2000).
Al-Shehri (2017) investigated the learners’ perception on efficiency of D2L (e-learning) system by using a questionnaire that was based on The Unified Theory of Acceptance and Use of Technology (UTAUT). In his study, researcher claimed that in information and communication filed, this is one of the most successful acceptance model. He concluded in the results data with a population of 213 students that D2L system facilities for the learners have positive and significant effect for D2L e-learning.

A study conducted by Negahdaripour and Amirghassemi (2016), show the efficacy of deductive and inductive grammar teaching in EFL language teaching contexts that affected EFL learners’ fluency and accuracy. This study compared the performances of two groups’ fluency and accuracy in using three tenses of English: present simple, present progressive and past simple of pre-intermediate Iranian EFL learners (i.e., deductive approach group vs. inductive approach group). They used oral picture sketch activities for comparison. Results of this study indicate that in oral fluency, the two groups’ achievements do not show much difference, but there was a noteworthy difference in their correct use of two of the above-mentioned tenses. This difference indicated that grammar teaching would be beneficial by teaching deductively and have positive effect on EFL learners’ oral accuracy.

A quantitative research of Kubra Sik (2015) investigates the difference between deductive vs. inductive methods’ of grammar teaching to adult EFL learners for effectiveness on academic achievement. Population of the study was 190 students and 10 lecturers from different departments of a public university. These 200 participants were randomly divided into two groups as “inductive” and “deductive”. A feedback questionnaire, a pretest, four weeks of grammar teaching and a posttest were conducted from the participants and all these tests were evaluated to get an authentic and deep insight about the efficacy of inductive and deductive methods of teaching on the academic achievement of adult EFL learners. Considering the academic achievements of the participants, the results of the study indicated that deductive method of teaching grammar is to some extent more effective than inductive method. Though, this difference is not prominent or significant as per statistical data.

Berendse’s quasi-experimental study (2012), in which two groups of Dutch secondary school students were taught English past simple and present perfect tenses for three sessions indicates that deductive method group achieved higher score than the other group which was taught by inductive method.

Mansour and Shorman (2011) investigated the effect of computer-assisted teaching on Saudi University EFL learners. This study compared the use of computer together with the traditional method and using the traditional method alone. It was hypothesized by these two researchers that the teaching through computer-assisted language teaching in addition to the traditional method gave better results than teaching with the traditional method alone. These researchers’ hypothesis was later tested at the 0.05 level of significance. A pretest – treatment - posttest design was used to collect data for both the groups and later results were analyzed using the statistical package SPSS. Results were positive for computer-assisted language teaching. Similarly, Kiliçkaya & Seferoğlu (2013) explore the effectiveness of CALL instruction on EFL teachers in their language classrooms. They trained 35 EFL learners to use CALL with their
traditional classroom activities. The findings of the investigation indicate that learner who gained ample training session found teaching material helpful in their EFL learning.

Shih (2008) studied the effects of deductive vs. inductive teaching on junior high school language learners in Taiwan for teaching relative clauses. The population for this study was 70 students and these participants were divided into two groups as experimental and controlled group. Experimental group was taught by inductive method whereas the control group was taught through traditional deductive instruction. Furthermore, according to their proficiency level, these 70 students were categorized into three levels: high achievers, mid-achievers and low-achievers. After the treatment, it was concluded that the high-achievers group benefitted more through deductive approach to grammar teaching, whereas no statistically significant difference between these two teaching methods was observed with respect to the mid- and low-achievers. Buainain (2007) is of the opinion that the lack of subject-verb agreement is rampant among Arab students since Arabic language has no subject-verb agreement. So most Arab students commit mistakes in making subject-verb agreement.

Besides this, my personal experience shows that Arab students need to improve in subject-verb agreement. In this regard, researcher of this study wants to investigate the effect of ICT based CALT-D2L software on leaning of students as well as their attitude towards the use of this software using deductive method for teaching grammar.

Rahimi and Hosseini (2011) investigated learners’ attitudes of Iranian EFL learners towards CALL. Learners exhibit positive attitudes towards the CALL integration with traditional teaching. However, learners did not assert that computers can take the place of teachers. Likewise, Zhang, (2011) also conducted an extensive study on learners attitudes toward the CALL integration in Chinese context. The results of study indicate that ESL female learners had significantly positive attitudes toward CALL by accepting CALL as a key factor in their ESL learning.

Methodology

Design of the research study

The present research used a quasi-experimental design engaging two groups of Saudi EFL learners in a public university in Saudi Arabia. These EFL learners were level 3 students enrolled in a four year Bachelor in Education program of the university. Purpose of this course was to teach students advance concepts of grammar. The experimental group was taught using CALT-D2L educational software and the other control group was taught by face-to-face chalk and talk method. The researcher used the D2L educational software in the university and deductively taught content material to CALT-D2L experimental group. The same content and exercises were taught to controlled group in the classroom as face-to-face lecture.

Participants

The study sample for this research consisted of 69 male students of level 3 (third semester) Bachelor in Education Degree program of the university, who were promoted after passing level 2, age ranging from 18 to 25. The sample were all native Arabic speakers and chosen for this study who obtained the GPA between 2.5 to 3 in level 2 in the same degree program. It is hypothesized
by the researcher that all the students have equal level of ability in subject-verb agreement. Later these students were divided into two groups by using random sampling. Experimental group consisted of 35 participants and control group with 34 participants. No pre-test was taken as the participants of this study were promoted from level-2 to level-3 in the same program.

**Instruments**
The instruments of the study were mainly a post test and attitude questionnaire. Post-test was consisted of 50 items. 4 items for each rule were specified in the test and 2 extra examples were added to make its percentage 100. The items were taken from the internet websites. The second tool was Likert Scale attitude questionnaire and was consisted of 12 items.

D2L educational is useful software for teaching and learning English grammatical aspect subject-verb agreement to Saudi EFL learners. Desire2Learn (D2L) Educational software is a Learning Management System (LMS) used in cloud-based learning environment.

One of the D2L software’s screenshot (figure 1) shows that this software has lots of facilities for teaching and learning.

![D2L software’s screenshot](image)

To measure the attitude of the leaners towards CALT-D2L software’s efficacy a questionnaire was designed that comprised twelve different items eliciting general attitude towards ICT based EFL learning, to find out the attitude and efficacy of CALT-D2L software for teaching and learning EFL Grammar deductively, on a five-point Likert Scale [Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree]. Table-2 (4.1, Part-2) shows the questionnaire. Finally, results of the experimental group students were assessed for positive or negative attitude on percentage basis.
Procedure
To investigate the answers of the research questions, the researcher used already existing CALT-D2L software in the university website for teaching and learning. The two groups CALT-D2L as “Experimental Group” and traditional group as “Control group” were taught for 8 weeks, two days per week and one and a half hour lecture per day with same grammar subject-verb rule (one rule per lecture) for both the groups. A total of 12 rules were taught to both the groups. The instructions to the experimental group were given on D2L by first uploading rules of each item on subject-verb-agreement for reading and understanding for a time period of 30 minutes. After reading and understanding the rules of the item, students were able to access the exercise which consisted of 30 sentences for each rule. Three different types of sentences were in each exercise (see an example appendix - 1): 1. Correct / Incorrect, 2. Complete the blank with correct subject or verb and 3. Choose the correct subject (Noun or Pronoun) or verb having three options. Students were asked to submit the exercise after completion within the stipulated time. Time clock has already been predetermined in the D2L software for considering time limitation in completion of the task. Only one hour was allocated to the students for completion of the task after a thirty minute treatment. All the steps were well explained in the first part of the instructions to the experimental group. Most of the rules for subject-verb agreement were based on Betty Schrampfer Azar’s student text books of various series supplemented with online exercises. While the control group was taught in the classroom face-to-face instruction using talk and chalk method (traditional method). Control group was also explained the same rule on board and same exercises were provided as hard copy to complete in stipulated time. Finally, a post-test was conducted for both the groups based on all twelve taught subject-verb agreement rules, experimental group was tested on D2L software and control group was on paper. This exam was invigilated by two colleagues.

As for as measurement of attitude of the experimental group towards ICT’s CALT-D2L software is concerned, a questionnaire was designed for eliciting general attitude towards ICT based EFL learning, finding the attitude and efficacy of CALT-D2L software for teaching and learning EFL Grammar deductively by using a five-point Likert Scale Strongly Agree-Agree-Neutral- Disagree -Strongly Disagree. The participants of the study were advised to tick the box of their opinion. This questionnaire was administered at the end of the treatment. The questionnaire was given to three Ph. D doctors of the same field for validity of the questionnaire. Their suggestions were fixed in the questionnaire after detailed consent. Finally, results were assessed in form of percentage for the opinion of the learners.

Limitations of the study
The study was limited to the remote area of Riyadh region representing one of the university students, and not representing all the EFL learners of Saudi Arabia. The results of a similar study may vary from place to place, situation to situation, in case of gender study or with strong background knowledge of the subject. The study is also limited to 8 weeks treatment.

Data Analysis and Discussion
Results
Data were collected in two different forms, posttest achievement scores and attitude questionnaire. So it is discussed into two parts.
Part-1: Posttest Results of both the groups

A two hours final achievement test was administered including a total of 50 items. 4 items for each rule were given with two extra items to make the exam 50 items on subject-verb agreement and each correct item was for two marks. The total score of the exam was 100 marks. Three types of sentences were used in the exam; 1. True/False, 2. Complete the blank with correct subject or verb and 3. Choose the correct subject (Noun or Pronoun) or verb with three options. Graded achievements of both the groups are discussed below.

![Post Test Grades of two Groups](chart.png)

**Figure 2. Comparison of experimental & control group posttest achievement score**

The variation in number of students’ shows the difference in achievement. From experimental group, A+ grade was achieved by 11 students whereas 3 students from control group secured A+ grade. Therefore, experimental group achieved 22.6% greater scores than control group in this category. In the category of grade A, we find 9 students of experimental group while only 4 students of control group. Hence, experimental group is showing a considerable difference of 13.95% over the control group. In the category of B+, 7 students of experimental group showed up and on the other hand 6 students of control group could obtain this grade. Again experimental group showed higher number of students in this category also. In the categories of B, C+, C, D+ and D, more low achievers are found in control group. The higher achievement of experimental group proves the hypothesis of the researcher.

Part-2: Attitude Questionnaire Result of Experimental Group

The purpose of this questionnaire was to know the attitude of experimental group learners about CALT generally and D2L system particularly teaching grammar with deductive approach. Twelve items were in the questionnaire finding about CALT in general, D2L and deductive approach particularly. This questionnaire was validated from three expert colleagues in this field and then it was uploaded on D2L after the posttest. All thirty five (35) participants responded to the questionnaire and results of this questionnaire have shown in table 1.
Table 1. Participants’ attitude towards CALT, D2L software and Deductive Grammar Teaching

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I understand that the rules of subject-verb agreement explained in each lesson by the instructor before start of each exercise on D2L helped me to complete the exercise accurately.</td>
<td>21</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>ICT based D2L system has sufficient facilities for teaching and learning English.</td>
<td>18</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>D2L system helped me a lot in studying English.</td>
<td>20</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>This system helped me in improving my English Grammar.</td>
<td>22</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>This system helped me to improve my level in English subject-verb agreement.</td>
<td>21</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I felt comfortable while using D2L system.</td>
<td>17</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>All teachers should use D2L system for teaching other language learning materials.</td>
<td>17</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>D2L system is efficient and convenient for learning English language.</td>
<td>18</td>
<td>11</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>I will use D2L for other language learning activities.</td>
<td>16</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>The use of ICT based D2L system enhanced my confidence .</td>
<td>16</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>The use of D2L system enabled me to take part actively in solving grammar exercises.</td>
<td>20</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>Deductive Method of teaching grammar is an effective method.</td>
<td>19</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

[SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree and SD=Strongly Disagree]

Figure 3. Percentage of learners’ attitude towards CALT-D2L

Results of this questionnaire significantly show that learners attitude is positive towards CALT-D2L software and deductive method of teaching grammar as 53.56% learners strongly
agree, 26.90 are agree, 11.89% are neutral about this system and method, whereas only 7.61% are disagree. On the whole 80.46% learners’ attitude towards CALT-D2L software using deductive method of teaching grammar is positive.

**Discussion**

After the treatment there is improvement in learning subject-verb agreement by using ICT’s CALT-D2L educational software with deductive method as compared to talk and chalk method of teaching to Saudi EFL learners and attitude of the learners towards CALT-D2L is also positive.

Findings of the first research question: Result percentage of experimental group over control group indicates a significant difference in the learners’ achievement with CALT-D2L software in teaching grammar deductively.

Findings of the second research question: Questionnaire result proves that experimental group’s attitude towards CALT-D2L software in teaching grammar deductively is positive. On the basis of these two findings, it is deduced that CALT-D2L software using deductive approach is effective for teaching English grammar to Saudi EFL learners.

This study results prove the studies of Negahdaripour and Amirghassemi (2016), Kubra Sik (2015), Berendse (2012), Al-Mansour and Shorman (2011) that teaching grammar deductively using computer technology is better than inductive method for Saudi EFL learners. Learners exhibit overall a positive attitude on the use of CALT with traditional activities. Moreover learners showed their interest to use this software for other language learning pursuits in the EFL context.

**Conclusion and Recommendations**

This study asserts that using CALT-D2L system with deductive approach to teach English grammatical aspect subject-verb agreement achieved higher grades, proving the researcher’s hypothesis that D2L system with deductive method of teaching will improve learners’ achievements. The results of the experimental group which was taught using D2L system with deductive approach show significantly higher level of achievement than the controlled group which was taught by chalk and talk deductive method. Furthermore, the experimental group’s attitude towards D2L system with deductive approach of teaching and learning a foreign language, especially English and particularly grammatical aspect subject-verb agreement indicates that the combination of these two found far better for language teaching and learning achievements.

Keeping in view the results of both the groups, it can be concluded that D2L system using deductive method of teaching grammar has the potential and learners showed greater achievement and interest to achieve their target. So, it is recommended that teachers of English should use D2L system with deductive methodology to teach EFL leaners the other aspects of English grammar. It is also recommended that researchers of the region should investigate the attitude of gender towards ICT CALT D2L software with deductive approach of teaching. Additionally, D2L teaching environment can create an attractive and interesting setup in teaching process, if teachers use it according the need of the learners.
About the Author:
Mohammad Seemab Khan is an English Language Lecturer at Department of English, College of Education, Al-Majmaah University, Majmaah, Saudi Arabia. He has over 15-year teaching experience in the field of Teaching English as a Foreign and Second Language. He has M.A in English Language & Literature from the University of Azad Jammu & Kashmir, Pakistan. https://orcid.org/0000-0001-6290-8338

References
Abuseileek, (2009), The Effect of using an Online-based Course on the Learning of Grammar Inductively and Deductively, ReCALL, 21 (3) 319-336
Al-Buainain, H. (2007). Researching Types and Causes of Errors in Arabic Speakers’ Writings; Associate Professor Department of Foreign Languages, Qatar University. lingbuzz/001054
Al-Shawi (2013). Internet Usage by Faculty in Saudi Higher Education. IJCSI International Journal of Computer Science Issues, 10, (2), May 2013


Appendices
Appendix - A: An Example Exercise

**Exercise on Rule-5**
Indefinite pronouns *anybody, either, neither, one, anyone, everybody, nobody, somebody, anything, everyone, no one, someone, each, everything, nothing, something* are usually singular and take a verb form that ends in “s.” *Few, both, many, several* are plural. *All, any, more, most, none and some* may be either singular or plural, depending on their meaning in a sentence.

**Q. 1: Choose the correct verb:**
1. Neither of my friends (wants – want) to go.
2. Both of my friends (want – wants) to go.
3. None of my friends (are – is) going.
4. None of the money (was – were) wasted.
5. Many of the points needed to win (is, are) given for the talent portion.
6. Both of my friends (is, are) practicing tonight.
7. Everybody (was, were) shocked that the contestant chose that song.
8. Nobody (approve, approves) of the choice that the judges made.
9. Most of the people (think, thinks) Sally should have won the contest.
10. Few (agree, agrees) with the choice that was made by the judges.

**Q. 2: Circle Correct or Incorrect.**
1. Anyone wanting to enter the contest needs to complete the form. (Correct – Incorrect)
2. Many of the girls is going to enter the contest. (Correct – Incorrect)
3. Some of the girls seems to be worried about the talent portion. (Correct – Incorrect)
4. Most of them think they are more beautiful than talented. (Correct – Incorrect)
5. Few knows that they are talented as well as beautiful. (Correct – Incorrect)
6. Of course, everybody want to win. (Correct – Incorrect)
7. All need to decide whether they are going to sing or dance. (Correct – Incorrect)
8. Any of the girls is beautiful enough to win. (Correct – Incorrect)
9. Many of the points needed to win are given for the talent portion. (Correct – Incorrect)
10. Everybody is welcome at the skating party. (Correct – Incorrect)

**Q. 3: Choose the correct Indefinite Pronoun.**
1. (One – Several) of my sisters runs in the marathon every year.
2. (Many – Nobody) is predicting rain for tomorrow.
3. (Everyone – Several) wears a coat in this weather.
4. (One – Many) of my brothers like mathematics.
5. (Both – Each) of my sisters like Physics.
6. (None – No one) of the performances take place outside.
7. (Some – Few) are strong enough to swim across the English Channel.
8. (All – Neither) have seen that movie.
9. (Each – Most) has an opinion about the review in the newspaper.
10. (Somebody – Both) have been given that responsibility.

Appendix – B: Questionnaire on Students’ Attitude

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
</table>

Arab World English Journal

www.awej.org

ISSN: 2229-9327
1. I understand that the rules of subject-verb agreement explained in each lesson by the instructor before start of each exercise on D2L helped me to complete the exercise accurately.

2. ICT based D2L system has sufficient facilities for teaching and learning English.

3. D2L system helped me a lot in studying English.

4. This system helped me in improving my English Grammar.

5. This system helped me to improve my level in English subject-verb agreement.

6. I felt comfortable while using D2L system.

7. All teachers should use D2L system for teaching other language learning materials.

8. D2L system is efficient and convenient for learning English language.

9. I will use D2L for other language learning activities.

10. The use of ICT based D2L system enhanced my confidence.

11. The use of D2L system enabled me to take part actively in solving grammar exercises.

12. Deductive Method of teaching grammar is an effective method.

Appendix – C: Post Test

**Post Test on Subject-Verb Agreement**

Each correct answer has 2 marks. Total Marks: 100

Student’s Name: ____________________________________________

**Basic Principal:** Singular subjects need singular verbs and plural subjects need plural verbs.

1. The car (stay – stays – is stay) in the garage.
2. The flower (smells – smell – is smell) good.
3. The drivers were on strike. (Correct / Incorrect)
4. My parents work in an office. (Correct / Incorrect)
5. Raj, Sirtaj and Waleed (is – am – are) working in an office.
6. Rahim and his sisters (work – working – works) in an office.
7. Saeed is a student. (Correct / Incorrect)
8. (He/We/I) play football every day.
9. Each boy and girl in my class writes English very well. (Correct / Incorrect)
10. Every student in this room (has – have) a book on grammar.
11. Every football player runs five miles every day. (Correct / Incorrect)
12. Each of these minerals (is – are – am) found in every country.
13. Either Sarah or her brother (writes – write – writing) English very well.
14. Neither Sarah nor her brothers write English very well. (Correct / Incorrect)
15. Not Sarah but her brothers (writes – write – writing) English very well.
17. Someone in the game was were are hurt.
18. Everyone in the class has have having to complete the exercise.
19. Neither of the men is working in this office. (Correct / Incorrect)
20. Nothing is am are possible now.
21. Most of the (student – students) are excellent in this class.
22. None of the students is excellent in this class. (Correct / Incorrect)
23. All of the students were was is present except Sarah.
24. Half of the book is – are – am about a poet’s biography.
25. The television news is not a true source of information. (Correct / Incorrect)
26. Economics __________ a subject. (Complete it)
27. The wages of sin is death. (Correct / Incorrect)
28. Mathematics is – are – were a subject that taught in most of the classes.
29. Twenty minutes is given to each writer. (Correct / Incorrect)
30. Three parts of the book have finished by Sarah. (Correct / Incorrect)
31. Ten thousand dollars is – are – were enough for a tour to America.
32. Fifteen kilometers is – are – were a long distance.
33. There is a book on the table. (Correct / Incorrect)
34. There __________ books on the table. (Complete it)
35. There are – is – was many jackets in that store.
36. Where is my jacket? (Correct / Incorrect)
37. Sarah, as well as her friends goes – go – going in the park every evening.
38. The house, with its contents, was insured. (Correct / Incorrect)
39. The teacher, with his students, is to be present. (Correct / Incorrect)
40. Saeed, along with his sister went go goes to the bank yesterday.
41. Ahmad plays – play – playing cricket every day.
42. He write – writes – writing an e-mail to his parents every day.
43. It is – are – am cheap here.
44. She goes – go – going to school every day.
45. The committee has issued its report. (Correct / Incorrect)
46. The number of applicants is gradually increasing. (Correct / Incorrect)
47. People in my city are – is – am friendly.
48. My family goes – go – going on vacation every year.
49. The United States has a big navy. (Correct / Incorrect)
50. (You / He / She) play hockey every evening.

Marks Obtained: ____/100
The Implementation of Hybrid Computer Mediated Collaborative Learning (HCMCL) for Promoting Students’ Critical Thinking at IAIN Salatiga, Indonesia

Mashlihatul Umami
English Education Department, Faculty of Education, IAIN Salatiga, Indonesia

Mursid Saleh
English Education Department, Faculty of Language Education
Universitas Negeri Semarang, Indonesia

Januarius Mujiyanto
English Education Department, Faculty of Language Education
Universitas Negeri Semarang, Indonesia

Sri Wuli Fitriati
English Education Department, Faculty of Language Education
Universitas Negeri Semarang, Indonesia

Abstract
This article stresses on answering the questions on how HCMCL implemented for promoting students’ critical thinking, and how the students’ potentials of critical thinking in the aspects of communication, reasoning, and self-reflection promoted in the class. The ethnographic-case study was undertaken in writing skills. Descriptive-Qualitative is used to analyze the findings. The data gathered from in-depth interview, field notes, questionnaires and students’ documents. The finding reveals that the lecturer considered the four key dimensions of time, fidelity, space, and humanness in its implementation. The data also reveals that HCMCL can promote students potentials of critical thinking in communication, reasoning, and self reflection. However, some points needed to be improved by the learners in the first aspect especially related with linguistics conventions. HCMCL provides the chances for the learners to communicate with their peers and other members of group to complete the tasks. This process demand the students to work in a group which requires another set of complex skills; students needed to manage interdependence with others and to reconcile differences for mutual benefit.

Key words: Hybrid Computer Mediated Collaborative Learning (HCMCL), students’ critical thinking, communication, reasoning and self reflection

Introduction
To begin with, the importance of critical thinking as the literacy skill in the current decade needed to be undermined. Congruent with this, a number of literatures showing that critical thinking skills among third year university English students in Indonesia lag far behind American secondary and university students (Pikkert & Foster, 2014). Mills (1997) found that in particular, South-East Asian students are commonly stereotyped as passive, non-critical rote-learning students who do not engage in deep learning. He also shows evidence that cultural differences in approaches to educational learning do exist. Even so, students from South-East Asia are not a homogenous cultural group and differences between them are quite marked. Some Asian groups reflect only a few, or in some cases, none of the characteristics identified as problematic by academics (Smith, 2001). Furthermore, books like Can Asians Think? by Mahbubani (2002) and Why Asian are Less Creative than Westerners by Kwang (2001) reflect the concern felt in Asian circles. Numerous articles have focused on this issue, particularly those in journals devoted to teaching English as a foreign language. It is a topic of particular concern to English teachers in Indonesia.

The review of previous studies showed that HCMCL is enable to foster learner’s critical thinking (e.g, Areni & Syafri, 2015; Farida & Margawati , 2014; Bharati & Ardianti , 2016; Rofi’i, Rukmini, & Hartono , 2014; Omar & Albakri, 2016). All of the studies are in one similar direction saying that HCMCL is an effective learning strategy because it builds up student-student interactions and boost students’ critical thinking. However, none of the studies are emphasized on certain context of productive language skills of writing which is regarded as the most prominent factor contributing to the critical ability. Thus, this study was conducted to address the questions of how HCMCL implemented for promoting students’ critical thinking, how the students’ potentials of critical thinking in the aspects of communication, reasoning and self-reflection promoted in writing class.

Literature Review
There are many arguments of the definition of critical thinking (Mulnix , 2012 & Seaman, 2003). In this context, I take the notion from Benesch (1993), Fox, (1994) and Ballard (1995), it has the closest elements with writing activities and appropriate with socio cultural dimension of critical thinking. This concept has three identifiable aspects: communication, reasoning, and self-reflection. This concept is not simply about critical thinking; it is a model that is designed to ensure that language learners experience all the elements of critical thinking. In some numerous books and articles, it is reported that collaborative learning can promote critical thinking (Johnson & Johnson, 1994), they concluded that most studies he reviewed point in one direction: collaborative learning is more effective than other modes of instruction for higher-level tasks. The review of previous studies mentioned in the part of introduction also indicated that HCMCL can promote students’ critical thinking. In this context, Graham (2006, p.5) claimed “blended learning systems in collaborative learning combines face to face instruction with computer-mediated instruction”. Thus, in this study, instructional design and implementation of the course, both on a content and delivery level, were performed online.
Methods

In this study, an ethnographic-case study design is used to find out the answer. The research participants were fifteen students of the International class program at one of the Islamic University managed by the supervision under the Department of Religious Affairs, namely Institut Agama Islam Negeri Salatiga (IAIN Salatiga) located in Central Java, Indonesia. The key participants in this study were; a lecturer and the students. The methods of collecting the data were in-depth interview, field notes, questionnaires and students’ documents. In order to analyze the data, the researchers used content analysis, proposed by Alter and Evens (1990), it then supported by triangulation techniques to check the validity and reliability.

Results

To explain how the lecturer implemented HCMCL for promoting students’ critical thinking, the researchers conducted interview to the lecturer and the students. In line with this, the researchers developed the guideline of interview based on Grahams’ (2006) idea who has suggested that there are four key dimensions of HCMCL learning; time, fidelity, space, and humanness. From the results of interview with the lecturer, it can be inferred that the amount of time allocated to online and Face to Face (F2F) learning experiences is 50:50 or 60:40 percentage for a face to face and online learning. The class has been set up for regular meeting or face to face interaction every week. Then, the lecturer blended the mode. He did not just explain the material in the classroom but also use online approach. It is why, it was done synchronously. Related with fidelity, the lecturer used a high level of instructional experiences design and strategies. It involves the process of engaging, captivating, productive, and directly connected to course learning outcomes. The teaching materials are not only from textbook but also from the websites and blogging. In this case, the lecturer involved and revolved between the materials and the aids or the instruments. So, it has relationship each other. These decisions balanced against the level at which learning experiences contribute to the accomplishment of identified learning outcomes. Meanwhile, the element of space is characterized as a continuum that extends from full F2F (i.e., “Live”), a mixed reality of F2F/online, and totally online (i.e., “Totally Virtual). Related with this, the lecturer regarded that the currently available and accessible tools can be accessed on the internet. The lecturer used middle technology to elaborate the blended learning and extra tools to be used. For instance, when the lecturer talked about essay, he tried to provide students the material from the links. Facebook is chosen as the best tool because it gives many benefits such as uploading file, commenting on people’s posting, offering comments and making groups. And it helps a lot for online discussion. In line with humanness, the lecturer tried to make jokes and ask questions to all of the students in online and F2F forum. The lecturer also provides the space for sharing stories and appraisal. For example, he gave the acknowledgement and humor, while chatting. When the lecturer gave the example, he often gave some stories that are familiar in academic world and provided appreciation when students can answer the questions. All of these parts were built up through online interaction so that the students would have more freedom to express their opinion. The other strategy done by the lecturer is providing social presence and immediacy not only for face to face interaction but also consider the social presence and the existence while chatting with the students. Social presence can also be represented from their participation.

In addition, the results of interview with the students shows that the lecturer fulfilled the criteria of HCMCL implementation such as he divided the students into some groups and he
randomized the member of the group, stressed on the clarity of the academic work, teaching practice is emphasized on teamwork and peer review, this project was constructed from unknown into known, convention used for this synchronous teaching learning process, provided the time to do reflection and documented all of the evaluation process directly in the application of Facebook and printed to be given to students in the end. To explain the potential of students’ critical thinking promoted, the researchers undermined that there are five potentials of critical thinking in language learning, i.e; linguistic conventions, audience, communication aims, reasoning, and self-reflection.

To answer the first question, three essays produced by the students taken from the online presentations were analyzed using the text analyzing software. An analysis of Text 1 shows that the total number of words used was 392, of which up to 178 were unique or unrepeated words. There were 26 sentences, and the average number of words per sentence was 15.08. Type-Token Ratio (TTR) which indicate the greater complexity of a given text was high at 0.61. The level of lexical density was middle, i.e: 45, 41 %. However, the Gunning Fog Index (GFI) which provides an indication of the richness of the vocabulary used was low at 8.99. It can be inferred from the average number of words per sentence (15.08) that the sentence structures were complex, even if the average number of errors per sentence was high. For Text 2, the total word count was 656 and 278 were unique words. The TTR was 0.60. There were 32 sentences, and the average number of words per sentence was very high at 20.50. The lexical density was 48 %. The GFI was also High at 12, 53. As with Text 1, the vocabulary used was rich and the sentence structures were complex. However, once again there were some typographical and grammatical errors. Text 3 consisted of 405 words. The total number of sentences was 25, of which 183 were unrepeated words. The lexical density was 45.19. The GFI was 10.73 and the TTR was 0.52. Compared to Text 1, this text, which was probably edited beforehand, contained relatively few spelling errors. As with Text 2, they used complex sentence structure.

Meanwhile, in the grammatical aspects, the researcher used the software of usingenglish.com. The three essays shows that the first group essay still contain 17 mistakes on grammatical aspects, i.e; nine determiner, one incorrect phrasing, two faulty subject verb agreement, four wrong prepositions, and one modal verbs. Group two shows more mistakes, it has found that there are 22 mistakes on grammatical aspects, 15 on determiner, two incorrect phrasing, one faulty subject verb agreement and four wrong prepositions. And the last group is the best performer, in which it only has six mistakes on grammar including two wrong prepositions and four determiner use. From the data, it was apparent that considerations relating to lexis were more positive. The TTR was found to be quite high, especially in the final drafts or online presentations. It is evident that, when compared with their impromptu writing, the students’ use of English grammar in their discussions was less accurate. Perhaps, with online presentations, the students had time to pay attention to spelling and grammar. This evidence partially demonstrates that the students in general were aware of both their audience and their communication aims. The notions of aims and audience determined the complexity and accuracy of their writing, which is in tune with the major finding of Li (2000) who conducted a study on the linguistic characteristics of English as a second language writing in task-based email activities. There was a tension between accuracy and complexity. From the case study, it was found that the students improved linguistics conventions, especially on spelling. Most spelling mistakes could have been significantly reduced or avoided when the students proofread their work adequately. To answer the second question, comments from the research participants and an examination of the students’ work, including their
online discussions, were used as data analysis. In communicating with the lecturer, the peers and the researchers, it is apparent that all of the students attempt to response to the question that was posted by the researcher. The response was given from the member of the groups. In online communication, their language seems to be informal with some grammatical errors but still easy to be understood by other members. It can be proved by the feedback given from the members from other groups and the lecturer. A student [L] posted a very short message in which she explained his argument although it has not supported by supporting arguments. The opinion also lacks elaboration. This may be due to many factors, such as the student’s limited language proficiency and the limited experience with online discussion. However, it was followed by the next argument in different time. Other student (I) also argued and given the solution on how to correct it. Student [H] tried to stimulate discussion with a question whether the thesis made has correlation with the body or not.

Based on the data taken from the students’ work, it shows that the essay they made used the technical knowledge of writing promoted in the communication. It reveals that the students attempted appropriate language for their academic audience. It shows that the students purpose to attract readers’ attention explored through giving thesis statement. It names the specific topic and gives the reader a general idea of the contents of the essay. Meanwhile, the body consists of one or more paragraphs which describes a subdivision of the topic. Lastly, concluding sentence in a paragraph is a summary or review the main points discussed in the body. Despite their imperfect grammar, they managed to get their message across. The online discussion presented above shows that the participants were genuinely engaged in interaction with the audience. However, different from the more formal register of the talks, the students were more concerned with communicating their message than with observing linguistic conventions. To answer the students’ critical thinking promoted in the aspects of reasoning, the students’ works have been analyzed to explain the aspects of organization of information and use of cohesive devices. The students’ work on argumentative writing shows that they organized their information in a logical manner. They started their writing by writing the title, completing the parts of an essay such as; writing introductory paragraph which consist of the elements they are funnel introduction, attention-getting introduction and thesis statement, writing body paragraphs comprising of logical division of ideas, thesis statement for logical division of ideas, thesis statement for pitfalls, and transition signals between paragraphs. Finally, the students also wrote the concluding paragraph. In the process, they also made the outline and the draft of writing before submitting the end product. The data reveals that the students created their project using language that was suitable for the audience, and that they organized their information clearly following the patterns of logical development such as problem-solution and cause-effect. The final product in which the students made are all expressed in a logical order. The use of cohesive devices provides a good indication of the coherence of the texts. This is particularly important because coherence is overt evidence of logical reasoning. The samples of the students’ writing were examined based on five types of cohesive devices: reference, lexical cohesion, conjunction, substitution and ellipsis. It can be described as follows:

**a. Reference**

In the matter of anaphoric reference, students used pronouns widely to refer back to nouns or other pronouns. Students also used the device widely to link sentences together, as in the following example (taken from students’ work -cause-effect essay of group three)
Have you ever heard about execution place for prisoners? How about Nusakambangan? Nusakambangan is an island close to Central Java province and famous as one of the safest execution places for prisoners in Indonesia. It is the main location for carrying out capital punishment in Javanese territories.

From the above text, the pronoun ‘it’ refers back to Nusakambangan in the preceding sentence, so ‘it’ links the two sentences together.

b. Lexical cohesion
The students were also able to use lexical cohesion to demonstrate the logical flow of ideas. The example below shows how the writer used semantic chaining to link ideas into a coherent text.

To solve the overpopulation problem by to implement one family one child, I think it's not a good idea. The good way to solve this problem could be to give a good educational for adult who are married that they should plan before having a child. [Text 2]

The above text, an excerpt from Text 2, shows that the student used words repetitively that were semantically related to make the writing coherent.

c. Conjunctions
As far as the use of conjunction is concerned, students used items such as ‘and’, ‘but’ or ‘so’. The following are excerpts from the students’ writing.

Excerpt 1:
The colonial government built a high security prison on the isolated island to exile criminals and political dissidents.

[Text 1 –from the third group of cause-effect essay]

Excerpt 2:
Do you know that the content of our body is dominated by the water? And to fulfill the necessary of water in our body, we must drink. Unfortunately, most of people do not know how to drink well, that is by sitting down. But in fact, drinking while standing is habit of most people.

(Text 2-from the first group of cause-effect essay)

Excerpt 3:
We know that today’s children are crammed with homework, assignments and quizzes. Moreover, in many cities children have to go to school from Monday to Friday while Saturday is used as an extracurricular day.

(Text 1-from the fifth group of cause—effect essay)

The three excerpts above show that the simplest connective markers were frequently used. The first excerpt shows that the students used the connective marker / coordinating conjunction showing the equal relationship. The second shows use of the conjunction ‘but’, unfortunately, and in fact to contrast the two ideas. The third shows the use of ‘moreover’ to give additional
information.

d. Substitution and Ellipsis
The students’ writings also contain examples of substitution and ellipsis which contributed to overall coherence of their texts. For example, in the following excerpt, the students’ use of ‘do’ refer back to the preceding argument provided this is called as verbal substitution.

Do you have problem with your weight? If you do not, you might have an ideal and healthy body. But if you do, you have to make your body be more ideal and healthier absolutely. Diet is probably the best solution to anticipate this problem because there are many benefits of doing diet.

(Text 1 –from students’ work on cause effect essay –the 4th group)

The students’ writing also revealed their use of the ellipsis, even with error. For example:

Music can make the feelings of the children become more sensitive. Because to know the contents of a song, they need to learn and (they need to) try to enter into the thinking of the songwriter.

[Text 1 - from students’ work on cause effect essay – the 5th group ]

An analysis of cohesive devices in the students’ writing provides evidence that the students ability to develop their argument using reasoning promoted because they are offered the chance to practice critical thinking.

The last question relates with the students’ critical thinking promoted in the aspect of self-reflection. To answer this question, the researchers gained the data from peer collaboration, task and content, and feedback from the lecturer. The researchers used information from the interviews with the students plus some comments and opinions expressed by their lecturer. In addition, the written self-reflections from the student participants were included in the analysis.

The data of peer collaboration gained from students written self-reflections reflected on his learning experience with peers were taken. Here is a sample of extract from one written self-reflections.

We can get benefits of learning English by using Internet such as joining the group in Facebook and chat with other members through Whatsupp. When I login on Facebook Groups, I always looking for the topics which I’m interested in then join the group and read the messages that other members left. If I agree or disagree with them, or have other new points about that topic, I will send the message to talk about it with them. During this process, I really learn English a lot.

In addition, based on the data of students survey of writing advancements, twelve students stated that peer editing enable them to help others edit their writing, to communicate ideas to others through their writing, to give honest feedback to other students about their writing, to recognize weak points in an essay, to apply the lecturer’s or other students’ feedback comments toward their writing, to evaluate the writings of others, to help others edit their writing to be grammatically and mechanically correct, and to trust the contribution of classmates when offered suggestions about
writing.

The data of students’ questionnaire also reveals that peer collaboration gave the participants to have self-reflection, especially when it came to the phases of writing. Working in groups was challenging for many students, for example, many students reflected through their writing that they felt discouraged as they encountered difficult language and technical problems. One student confessed, “In fact we had abandoned it. I give up; I have a low connection and cannot submit the task on time”. Meanwhile, the lecturer gave this comment on the demands of the task:

*This online project was quite challenging for my students. It was the first experience for most of them to learn English through computer. They learned how to search, select the information they needed. However, most of them found that it was difficult to understand messages/data which was full of complicated grammatical structures and more advanced vocabulary.*

The task and content were mechanisms that encouraged the students to be self-reflective in their learning in the sense that the students were encouraged to develop collaborative skills because the topics were of global interest and significance. In order to work together they needed to negotiate their understanding and resolve the differences that inevitably occur when people work together.

Student (A) experienced a very significant progress in certain condition; it was the first time she had ever done such a project. Her reflection on the task revealed a great deal:

*This task was very useful for me, because I’ve never followed CMCL classroom before. I really interested in this program because it can combine among writing, typing skill and using social media. Using the computer we can improve our skill in writing task while typing in computer. We are not only discussing or sending tasks immediately in the class but we also use social media. When I read web page site, I had to check new vocabulary and new world. After we had presentation, I have more confident than before. Thank you for teaching.*

Looking the feedback from the lecturer, students consulted with their lecturer from time to time. Their lecturer gave them feedback on grammatical errors as well as on contents. Lecturer feedback was routinely given on the students’ use of linguistic conventions and information organization. Even though there was not a structured framework to monitor the students’ reaction to the feedback from their teachers, the fact that their final product contained fewer grammatical errors than their drafts shows that they acted on the teachers’ feedback. This feedback, however, was intended to encourage the students to solve their own emerging problems and was never in the form of a gift of ‘the right answer’.

Because of the challenging nature of the task, scaffolding at the task level was a key factor to successful task accomplishment. All student participants had to learn web skills. Also, they had to make decisions about topics, about working in groups and about searching for the information on the Internet. Moreover, they had to meet the challenge of presenting their work on the Internet,
responding the feedback from their lecturer, accepting and correcting their arguments, also expressing and discussing their idea with their peers and other member of the groups. The data of interview with the students also reported that they had learnt a lot from the research project.

Discussion

From the data above, it was clear that HCMCL able to promote students critical thinking in the aspects of communication, reasoning, and self reflection although the researcher also found some points in which the learners still have to improve. Related with the aspects of communication on the use of linguistics conventions, the researcher has made the lists on students’ grammatical aspects promoted on the students work starting from the first draft into the final writing, they are lexical choice (including words that should be included in the text or not), articles, major punctuation, linkers, use of capital letters, sentence structures, tenses, singular/Plural concord (including Plurality), use of prepositions and use of modal verbs. This was gained by the students because the lecturer consider the illuminating discovery of composition research, i.e there is an extent to which students ‘apparent skill level varies according to the cognitive complexity of the writing task. Schwalm (1985, p.141) claimed the relationship between error production and the difficulty level of communication task between error production and the difficulty level of a communication task in the examinations used by the government language schools to categorize students’ skills levels.

Bean (2011, p.77) also noted that grammatical problems supposedly eliminated in undergraduate work begin cropping again in their first attempts to write legal briefs. The longitudinal studies done by Carrol (2002) also claimed that the first year English going on to produce poorly written papers the next term in philosophy or political science. This research points to a relationship between grammatical competence and writers’ control over the ideas being expressed and the features of new genres. As each new course immerses students in new, unfamiliar ideas, and rhetorical contexts, the quality of students writing predictably degenerates. That is why in this class, the lecturer help counter this phenomenon by building requirements for multiple drafts into their assignments so that students can use early drafts to clarify their thinking. From this process, students write paper as draft rather than a finished product. Instead of working on errors, teacher and students focus on clarifying the ideas in the paper. The writer leaves the forum with a newly formulated thesis and an improved organizational plan. On the next draft, many of the grammatical errors disappear. This phenomenon suggests that the early error laden draft is a necessary step toward the writers’ eventually mastery of the ideas and that once the ideas have become clearer, the sentence structure begins to clear up too. It has the aim to produce correct sentences from writing process not premature editing.

Dealing with communication to the audience, there were three types of audience: fellow students, the lecturer, and the researcher and volunteers. Appropriateness in this study entailed comprehension after the students produced the errors in grammar and wording in the first draft. It also included whether the content and the topic was appropriate or not.

It was found that students’ online texts generally communicated successfully, despite the high number of linguistic errors. Moreover, in all cases, the textual evidence suggested that the students adjusted their style to suit their audiences. This aspect is similar to the main finding...
reported by Davis and Thiede (2000, p. 105) who demonstrated that L2 students tend to shift their writing style to match new situations. Such shifting of style may indicate that the students have become aware of a range of discourse conventions in L1 and are beginning to imitate or accommodate to these conventions. Actually, there were more spelling errors on the discussion boards than with the online presentations which may imply that the students, at least to a certain extent, were beginning to become aware of the communication context, that is, with their audiences.

The results showed that the students tended to write with the audience in mind, which is a similar picture to that presented by the discussion in Warschauer (1998, p.68). When the students published their work on the Internet, an act of public display, they were encouraged to make their writing more accurate and formal. From the interviews, the students were confident that their audiences understood their messages, reasoning that they had used simple words and grammatical structures. The online discussions (text-based) seemed to suggest that, despite errors, the intended messages were largely successful. It can also be seen from the way the students choose the topics and organize their writing well in terms of composing thesis statement in introduction, explaining the content of the body and integrating the whole to be summarized in conclusion.

Relating with the communication aims, the short term of goal of doing the task is that all of the students are able to compose the argumentative and cause effect essay; they followed the phases of writing from making the outlining, drafting, and finalizing. To communicate with the audience, in this case was the reader, they have fulfilled the assignments. Their lecturer commented that most students performed much better than was initially expected. In this sense, the students accomplished the short-term goal.

The long-term goal was to improve students’ language proficiency for other purposes especially those students wished to continue their study in overseas higher institution. Even though this study could not demonstrate the extent to which the students actually achieved their long term goals, this class gives them the chances to practice and familiarize themselves with academic discourse.

Based on the data got from students’ documents, it was indicated that students were thinking rhetorically about audience. It means that writers’ decisions are often functions as writers’ rhetorical situations- the writer’s purpose and audience. It will include who are their intended readers, how much do their readers already know and care about the topic and what is their stance toward the topic, what is the purpose of writing, what kind of change do they want to bring about in their readers’ understanding of the topic, when the readers finish the paper and what they want to know-believe-or do. All of those processes happened because the lecturer led their students to think about audience and purpose. The first strategy is by providing the chances for students to think about the writers aims earlier such as to inform, to explain, to analyze, to persuade, and to reflect. The second is by articulating the kinds of change the writer hopes to bring about in the readers’ view of their topic.

Articulating purpose in this way is particularly valuable in settings calling for thesis-governed prose. According to Bean (2011), the types of audiences are as follows: (1) naïve
audiences (needs new information or a clear explanation of something, the students play the role of expert relative to the assigned audience), (2) puzzled audiences with skeptical tendencies (writer and reader of equal status confront a shared questions or problem, the writers’ role is to present, through critical thinking and analysis, the audience will be interested in the writers solution but will raise the skeptical questions and (3) resistant or hostile audiences (students must imagine an audience whose views of the subjects are well formed and opposed to the writer’s view). It was clear that helping students think rhetorically about audience and purpose can lead to substantial improvements in their writing.

The second concern relates with the aspect of reasoning. The assumption of this study is that a critical thinker also reasons appropriately, that is, reasons in a logically and ethically appropriate manner. As discussed in the theory, logical reasoning was in evidence in the way students organized their information and their textual coherence, as well as in their use of cohesive devices. Appropriate reasoning also means that such reasoning is ethical, and in this sense, the content of the students’ work (writing) revealed some objectivity and open-mindedness.

Based on the data, it reveals that the students’ essay from rough draft into the finished products shows the progress on the way they used logical reasoning in their text. Logical reasoning relates with patterns of argument. Some of these patterns connect the ideas expressed in specific statements to ideas expressed in other statements in conventionally accepted ways. According to Kytle (1987), logical reasoning is a process used as an evaluative or interpretive tool that has objectivity as its prerequisite, insight as its goal and analysis as its preferred method. Most texts rely on chains of reasoning that set up several successive arguments in support of final conclusion. Chains of reasoning occur when a conclusion in one argument becomes the premises of a subsequent argument. Meanwhile, Beene and Kopple (1992) stated that induction and deduction are the two basic patterns of logical reasoning that writers used to structure their judgments and to convince others to accept their perspectives. Based on the data taken from students’ documents, it was obvious that students applied inductive and deductive reasoning to a text and it was dependable tools for identifying the text’s oversights. It was in line with Beene and Kopple (1992) who claimed that inductive reasoning deal with empirical matters such as reading, investigation, study and experience. On the other hand, deductive reasoning concerned with a limited set of items and need; it has no relationship with empirical facts. Inductive argues from specific circumstances to generalities and deductive argues from generalities into specific circumstances.

There was an improvement in the way they organized their information in a coherent manner. The texts that were produced showed the use of a variety of cohesive devices / transitional markers. According to Bram (1995), a coherent paragraph consists of interrelated sentences which move in such a way that they smooth the way, one for another. Many students do not use it appropriately in the rough draft. However, in the finished product, they proved that they can use it appropriately. So that the students as the writers will not jump out of the blue or sound too abrupt. Their ideas will flow smoothly one after the other.

From the essay they made, it also showed that the arguments and organization of their work were logical. In terms of objectivity and open-mindedness, the students researched their topics and presented their work in some depth. Heterogeneous grouping and technology helped the students
open up to new ideas. The features and functions of the online environment widened their perspectives. Also, the online environment exposed them to different perspectives, an important condition to develop critical thinking. Some issues raise different perspectives leading to controversial argument. This can be considered a healthy sign for students. As Johnson and Johnson (1994) noted that academic controversy and properly structured can result in higher quality reasoning, problem solving, and decision making.

This study has shown that there was a progress of students in expressing their arguments using logical reasoning. HCMCL enable the students from different backgrounds to interact constructively with each other. It has the potential to expand students’ learning capacity and promote communication in an open and supportive environment. Since open-mindedness becomes the characteristics of a critical thinker.

**The third aspect is self-reflection in language learning.** This class encouraged the students to be self-reflective in their language learning. It encouraged the students to be reflective in three major areas: their performance, their learning strategies, and the intervention.

When the lecturer has been asked about the goal of learning, he stated that before designing the productive small group task, he identified both a disciplinary content goal and thinking or arguing goal for each task. The teachers’ content goal is to make the students able to write the argumentative and cause-effect essay, to engage them in independent discussion of the text, and to see the students as commentators. The thinking skills goal is to increase students’ ability to pose self-sponsored questions about a text and to determine how it can be better. This is in line with meta-cognitive reflection strategy, in which according to Bruffee (1993, p.47) it was effective used in small groups to ask the students to consider their own thinking and negotiating processes meta-cognitively. This strategy is useful to help students to produce solutions. In other words, this has the purpose to tell the groups that their answers are wrong and show them the right answer. Bean (2011) also argued that the effect of this approach is to deepen students understanding of how knowledge is created: instead of accepting (and perhaps just memorizing) the right answer based on the teachers’ authority, the students struggle to understand the principles of inquiry, analysis, and problem solving used by the experts to arrive at their views. In this case, the students learn to consider an answer not only a product but also the result of a process in online discussion forum.

**Conclusion**

It can be inferred from the study that the key dimensions of HCMC, i.e.; **time, fidelity, space, and humanness** are completely implemented by the lecturer, so that the classroom runs successfully. The students’ use of linguistic conventions was at a reasonably high level of complexity, but the accuracy associated with their use was low. It seems that they also understand their audience. They interacted with their peers both inside and outside the classroom. The short-term goal of communication was concerned; the students achieved it by presenting their essay on the Internet. An increase ability to switch between registers was evident, although they still have a limited vocabulary and grammar. The logic of students’ organization was also found. Their use of certain cohesive devices such as conjunctions, equivalent words, and pronouns was competent but very basic. It demonstrates the students’ ability to promote appropriate reasoning. In this classroom, the students were involved in the completion of sets of complex tasks where peer
The implementation of hybrid computer

Collaboration was crucial for the success or failure of projects. The output of collaboration was self-reflection, since students were invited to report on their experience of participation in the group. Meanwhile, the content of the task also helped raise students’ awareness of trending issues and served as a stimulus for engaging them in controversial issues that demanded discussion skills. In brief, it was clear that HCMCL promoted students critical thinking.

About the Authors

Mashlihatul Umami, is a lecturer at the Faculty of Education at Institut Agama Islam Negeri Salatiga, Indonesia. Her major of study is writing and English for Islamic Studies. She has intrigued with the research especially on education and Social Studies. ORCID ID: 0000-0001-8973-3152

Mursid Saleh, is a senior lecturer at Universitas Negeri Semarang. His major subjects are Curriculum and Material Development, Research in ELT, Critical Review on Language Learning Research, and English Literacy Education.

Januarius Mujiyanto, is a senior lecturer at Universitas Negeri Semarang. His major subjects are Applied Linguistics in ELT, Philosophy of Education and Critical Review on Language Learning Research.

Sri Wuli Fitriati, is a lecturer at Universitas Negeri Semarang. His major of study is on Multilingualism in National Education and English Teacher Education

References

Investigating Instagram as an EFL Learning Tool

Nouf Aloraini
English Department, College of Languages and Translation
King Saud University
Riyadh, Kingdom of Saudi Arabia

Abstract
Research on Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), and Computer Mediated Communication (CMC) has informed us that the adaptation of new technologies helps in overcoming some of the challenges faced in language classrooms; such as the limited classroom time (Cardoso & Collins, 2016). In light of CALL, MALL, and CMC research, the purpose of this corpus driven study was to investigate the potential of the Instagram platform in learning English as a foreign language (EFL): particularly whether the type of Instagram post (vocabulary or grammar) had an effect on the amount of learners’ EFL output, the output accuracy, and the amount of feedback the learners received. The data was collected from authentic EFL use from the comments section of 15 Instagram accounts that were targeting the Saudi learners as their population. A total of 140 comments were analyzed (70 for vocabulary and 70 for grammar). A non-parametric Mann-Whitney test was carried out and indicated a statistical significance $Z(140) = -2.38$, $p = 0.017$ for output, with a relatively small effect size ($d = 0.438$), showing that vocabulary posts elicited more output from the commenters. However, post types did not have any influence on learners’ output accuracy and the amount of feedback they received. From a pedagogical standpoint, teachers are encouraged to use social media as means for creating language practice opportunities, and as a source of extra input outside the classroom.

Key words: EFL, Instagram, language learning, social media

DOI: https://dx.doi.org/10.24093/aiewj/call4.13
Introduction and Background Studies

Many professional fields, whether medical, commercial, or educational, were influenced by the introduction of new technologies. The field of education in general, particularly second/foreign language (L2) education, is undergoing rapid changes in teaching methodology due to the use of these new technologies, as they are adaptable to the interests and needs of students and teachers alike. Scholars believe that utilizing such technologies has the potential to solve several pedagogical problems that occur in the language classroom, such as the limited amount of time teachers have compared to the large number of students (Cardoso & Collins, 2016; Roblyer, 2003).

Indeed, the application and use of technology in the language classroom has demonstrated many advantages, as reported by a number of empirical studies, such as Computer Assisted Language Learning (CALL) research findings on the acquisition of lexical items (e.g., Smith, 2004), and grammar (e.g., Fiori, 2005). In addition to the positive impact of CALL use on L2 reading (e.g., Taylor, 2006; Taylor 2009; Taylor, 2013), writing (e.g., Suh, 2002) and pronunciation (e.g., Seferoglu, 2005; Lambacher, 1999). Some researchers have even proposed that the use of CALL may significantly promote the process of language learning in general. For example, Chapelle (2009) connects second language acquisition (SLA) theory to CALL, explaining that CALL is fully capable of facilitating and enhancing the acquisition of a second language, as it may increase opportunities for L2 input, interaction, and feedback. Chapelle also adds that while each SLA theory focuses on a single component of language acquisition, such as output, CALL is characterized by its comprehensiveness in simultaneously covering multiple areas required for language acquisition (e.g., input, output, feedback, and interaction).

Studies concerned with Mobile Assisted Language Learning (MALL) have also indicated a positive impact for technology use on language learning (e.g., Kondo et al., 2012; Liakin, Cardoso, & Liakina, 2015; 2017; Liu, Navarrete, Maradiegue, & Wivagg, 2014; Stockwell, 2010). For example, Stockwell (2010) investigated students’ preferences in completing vocabulary activities on different platforms (including mobile devices and PCs). He found that participants’ tendencies to finish learning tasks on their cellphones increased, and the use of both platforms resulted in high vocabulary scores. The study also indicated that using mobiles for vocabulary tasks did not pose any obstacles, and although tasks required slightly more time to complete on mobile phones, PCs and mobiles were alike when it comes to learners’ speed in completing the activities.

Also, Jaradat (2014) investigated students’ perceptions of using smart phones as a medium for extra readings for a French undergraduate course in Saudi Arabia. Participants were asked to complete surveys that focused on their attitudes towards using smart phones to complete exercises, access multimedia for additional reading activities, and using email and voice-over protocol applications for learning purposes. Quantitative results showed that the utilization of MALL enhanced students’ language (vocabulary), and indicated that the main advantage of mobile learning is the accessibility afforded by the technology, as it is unrestricted by place or time. The study concluded that mobile technology has the potential to improve students’ interaction, as well as their overall learning experience. Recognizing the potential of MALL even encouraged a call
for considering Mobile-Assisted Language Use (MALU) an alternative for CALL (e.g., Jarvis & Achilleos, 2013).

Moreover, Computer-Mediated Communication (CMC) studies view technology as a communication tool that decreases the pressure usually experienced in real-life, face-to-face interactions (Arnold, 2007; Baralt & Gurzynski, 2011; Bradley & Lomicka, 2000). Consequently, positive effects on learning via CMC were discussed in the literature, similar to what has been reported in CALL and MALL studies. For example, Kern (1995) quantitatively and qualitatively compared students’ production in two teacher-led class discussions: one in the classroom and the other was online (CMC). The study reported that students’ production increased in the CMC modality, and discussions were more student-centered. The results were attributed to the affordances of CMC in reducing communication anxiety.

In addition to the attested benefits of CALL, MALL, and CMC on language acquisition, research on using Social Media (SM) applications for language teaching/learning has recently begun to receive more attention (e.g., Babaee, 2012; Borau, Ullrich, Feng, & Shen, 2009; Ekoc, 2014; Hattem, 2014; Wang & Vasquez, 2014). SM is a unique medium for learning as it combines the benefits discussed in the literature regarding CALL, MALL, and CMC, given that it is accessible through both personal computers and mobile phones. SM applications fall under the umbrella of Web 2.0 sites, where users are the creators of the website’s content (Richardson, 2010). Users can write and share posts about their everyday lives, access each other’s content, and express their opinions and views. Most SM applications are available for free and, in most cases, only an email address is required for registration, as well as a Wi-Fi Internet connection or Internet from a mobile service provider. When used for learning, these applications can be categorized under Beatty’s (2003) definition of “edutainment,” since students will use them for entertainment in addition to educational purposes.

Furthermore, Kessler (2013) argues that SM is a huge linguistic corpora, characterized by authenticity and availability, and offers dense interaction opportunities for learners to develop their language skills. He adds that social media has the ability to present language in a stimulating and valuable way. Studies also revealed (e.g., Jones, 2015; Mondahl & Razmerita, 2014) that the type of language-learning prone environment that web 2.0 applications provide is the most reported technology advantage mentioned in the literature (Wang & Vasquez, 2012).

**Research Focus**

The combination of learner’s output and reception of feedback are key elements for effective language learning and are well attested in the literature. Swain (1997) states that producing language provides learners with opportunities to notice their weaknesses, as it requires deep processing levels that enable students to revise their language hypotheses. Various studies have examined the quality and quantity of such output in CALL or CALL related platforms (e.g., Wang & Vasquez 2014). The effectiveness of feedback has also been investigated in CALL environments. For example, research indicated that the feedback that highlights and explains the exact errors to students is the most successful feedback type that leads to uptake in learning (Heift, 2004). In addition, Collentine and Collentine (2015) believe that an output approach in CALL supported by feedback and meaningful language use leads to substantial development in learning
complex grammatical features. Research also indicated that feedback in CALL, especially contrastive feedback, helped Korean learners reduce the over passivization errors (Kim, 2009).

The author’s personal observations revealed that Saudi students use Instagram frequently for learning English as a foreign language (EFL). Instagram is an SM application that supports audios, images and videos. Mainly, users “Comment” on or “Like” pictures or videos that have been posted by other users. The application also has a direct messaging (“DM”) feature where users can privately send messages to one another. The number of EFL Instagram accounts dedicated to the Saudi population is increasing, and most of these accounts are created and managed by experienced learners, not certified teachers. Therefore, exploring the potential of Instagram as a learning tool would be valuable. Instagram is an SM application that does not constrain the posts or comments to a limited number of characters (cf. Twitter), and the EFL posts found on Instagram address different language features (e.g., vocabulary, grammar, and pronunciation lessons), which offers an opportunity to compare the learners’ output amount, in addition to the types and amount of feedback the learners receive in this platform, if there is any.

Based on the discussion above, and as a response to Godwin-Jones (2015) call for language teachers to develop abilities and skills that enable them to evaluate new technologies in order to judge whether or not these technological advances cater to their students’ needs and the teaching/learning context, the purpose of this study is to investigate the appropriateness of Instagram as an EFL tool. The goal of this study is to reveal if these learners are provided with opportunities to use the language (output), and whether they receive the needed feedback to enhance their language production. Thus, the current study addresses the following research question: does Instagram lesson content affect the language production opportunities (output), accuracy, and feedback that EFL learners receive?

Method

Corpus Design and Data Collection

This is a corpus-driven study of written data collected from natural occurring EFL use in the Instagram application. Instagram is a social media application that is widely used by millions of people coming from different ages and various backgrounds, mainly to publish life details or updates through posting pictures. Users can share their accounts with family, friends, or everyone if they choose to, as they can control sharing through the privacy option. Anyone who accesses to the account can either like posts (press the like button) or write a comment. In this study, a post refers to the lesson content that is in a picture form, which the account holder has created for teaching purposes. The poster refers to the account holder and creator of the content. Commenters are learners who write using EFL in their comments.

This study followed a global data collection procedure (i.e., that data came from a large scale of learners, gathered around the same period of time). Data (posts and comments) were randomly selected from 15 Instagram accounts/profiles that were created for teaching EFL to Saudi population who speak Arabic as their first language (L1). The data was collected from multiple accounts in order to eliminate the teacher effect.
**Posts selection.** Only two types of posts were included in the data pool, which were grammar and vocabulary. Posts were categorized as grammar if they specifically stated that they are about grammar, such as having “Grammar Lesson 1” as a headline. Preposition posts were categorized under grammar, in addition to posts that compared or contrasted tense uses such as the future “willgoing to”. The total number of grammar posts included in the corpus was 28 (see Table 1).

<table>
<thead>
<tr>
<th>Posts types</th>
<th>Accounts</th>
<th>Posts</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>15</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>15</td>
<td>27</td>
<td>70</td>
</tr>
</tbody>
</table>

Similarly, only posts that were labeled as vocabulary lessons, such as “Vocabulary #23” were included in the vocabulary data. If a lesson did not fit these criteria of categorization, it was excluded from the data pool and was immediately discarded. The total number of vocabulary posts included in the data pool was 27 posts (Table 1), which made the total number of posts 55 (including the grammar posts).

**Comments and feedback selection.** Comments were collected from the comment section of the posts that were included in the data pool. A total of 140 comments were gathered from the grammar and vocabulary posts, 70 comments were gathered from the vocabulary lessons, and 70 comments were collected from the grammar posts (Table 1). The inclusion criterion was set to accept only EFL comments that used the highlighted target feature in the post. All comments that simply thanked the poster for the content, or copied and pasted the post content or its examples were immediately overlooked, in addition to those that were written in the L1 or discussed previous posts or unrelated language topics. Feedback was collected from replies and mentions only and it included poster and peer feedback (from other commenters). Researcher interaction with commenters and posters was completely avoided in order to eliminate the researcher effect. The researcher role was simply to collect, categorize and code data.

**Corpus Data Coding and Analysis**

The coding did not depend on any previous coding materials as a new coding scheme was implemented to better serve the purposes of the study. Two sub-corpora were created, one for vocabulary comments and the other for grammar comments. A chart on Excel was created for the entire corpus data for coding purposes. No particular software was used to code the data as coding was done by the author, in addition to a secondary coder. Grammar posts were defined as any lesson that uses explicit terminology in the instruction, for example, nouns, verbs and present perfect, or had grammar explanations similar to this format (S + V+ O = Sentence). Vocabulary posts were defined as any lesson that provided a word, phrase, expression or idiom with its explanation either in the L1 (Arabic) or in EFL, or had an Arabic translation for the concerned word. The posts were coded nominally, with V for vocabulary and G for grammar.

Learners’ production opportunities (output) were defined according to the number of words per comment and the accuracy of using the L2 in writing the comment. The number of words per comment was coded intervally to measure learners’ production, and the number of errors per
comment was coded intervally as well in order to measure the learners’ output accuracy. Numbers were excluded from counting words per comment. For example, the total number of words in “I have 2 brothers” was considered as three words. Contractions were de-contracted and then coded. For example, “I’m” was calculated as 2 words (I + am). Proper nouns and names of cities or countries were given 1. For instance, New York equaled 1, and Saudi Arabia equaled 1 as well. In measuring accuracy, only errors that indicated pragmatics, grammar or vocabulary mistakes were counted. Spelling errors were overlooked as it was assumed that learners were writing in an informal platform and intentionally make errors, like writing “u” instead of “you”. Negative feedback was operationalized as any attempt to notify the commenters of an error, while positive feedback was defined as encouraging the commenters to provide more output. Feedback occurrences were coded intervally, but feedback types were nominal (1: positive, 2: negative, 3: mixed). Feedback sub-types were also coded nominally (Recast, explicit, mixed).

Twenty percent of the data was randomly selected and coded by a native speaking coder (35 items out of 140). Cronbach’s alpha was used to measure inter-coder reliability and resulted in 1.00 as the level of agreement on production (number of words), and .95 for accuracy (number of errors), indicating a high agreement level between the coders. Feedback inter-coder reliability was measured by simple percentage agreement of 100%, as the number of feedback occurrences in the randomly selected data was too low to run quantitative reliability tests.

The total number of vocabulary words was compared to the total number of grammar words in order to measure which lesson content elicited more output. Also, the total number of errors in the comments was calculated to compare the accuracy of output between the two lesson types. The amount and type of feedback on vocabulary posts were also compared to the amount and type of feedback found in the grammar posts to verify which lesson content provided more feedback to the commenters (learners). Alpha was reduced to p. = .017 instead of p. = .05 (.05/3) in order to account for running the inferential statistics on three DVs (production, accuracy, and feedback) in order to avoid the possibility of Type I error.

**Results**

Table 2 summarizes the descriptive statistics of the corpus data, and as shown below, the vocabulary posts elicited more output (Mean 7.53) from the commenters compared to the grammar posts (Mean 6.04). Because the data did not meet the assumptions of parametric tests, a non-parametric Mann-Whitney test was carried on output, and resulted in Z (140) = -2.38, p. = 017, indicating a statistical significance. In addition, the vocabulary comments received more feedback (Mean .67) and reflected a higher amount of error. However, Mann-Whitney indicated Z (140) = -1.389, p. = 165 for feedback, and Z (140) = -.849, p. = 396 for accuracy, showing no statistical significance.

<table>
<thead>
<tr>
<th>Dependent variables</th>
<th>Vocabulary posts</th>
<th>Grammar posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of words (output)</td>
<td>7.53</td>
<td>6.04</td>
</tr>
<tr>
<td>Number of errors (accuracy)</td>
<td>.67</td>
<td>.47</td>
</tr>
</tbody>
</table>

Table 2

**Descriptive Statistics of the Corpus Data**
Cohen’s $d$ was obtained for output and indicated $d = .438$, a relatively small effect size. As for accuracy and feedback, Cohen's $d$ values were $d = .256$, and $d = .328$ respectively, showing no major effect sizes to report.

To summarize, the answer for the research question, “Does Instagram lesson content affect the language production opportunities, accuracy, and feedback that EFL learners receive?” is yes in favor of the vocabulary posts. The vocabulary posts elicited more output from the learners and indicated a statistical significance ($p = .017$), with a small effect size ($d = .438$). As for accuracy of the output and the amount of feedback, the Mann-Whitney results showed no statistical significance, indicating that they were not influenced by the two types of posts.

Discussion

The quantitative analysis indicated a statistical significance $Z (140)= -2.38$, $p = .017$ for output, with a relatively small effect size ($d = .438$), showing that vocabulary posts elicited more output from the commenters. However, post types did not have any influence on learners’ accuracy and the amount of feedback they received. Although no control group was implemented in this study, the findings regarding output quality were similar to the results of Wang and Vasquez (2014), as they indicated that the social media group produced more output, but there was no difference in the quality of writing between the control group and the experimental group.

One possible explanation for the findings is that vocabulary lessons naturally elicit a higher number of words. For example, one of the vocabulary posts was about the idiom “Out of the question” in “Sleeping early this week is out of the question”, which had 9 words. Idioms naturally have a higher number of words compared to the verb “have” (in a grammar post) in “I have an amazing family”, which consists of only 5 words. Regarding corrective feedback, Feedback occurrences were few because the Instagram accounts from which the data was collected were open to all users, not to a particular number of learners. One of the accounts that was included in the study had over 60,000 followers; therefore, providing feedback to this huge number of learners/users would be close to impossible. As for output quality, one issue that might have impacted the results is that we do not know anything about the posters’ teaching training or the commenters’ proficiency levels. Based on Krashen (1985) comprehensible input hypothesis, it is possible that providing learners with language features that are not suitable for their level would have an impact on their language performance (output), as learners might not be developmentally ready to acquire it, or even use it properly.

Despite the research findings, Instagram could still be used effectively in EFL teaching and learning through considering the following implications in order to achieve the required goals. Firstly, teachers are encouraged to follow a social constructivists approach to language learning, and to use Instagram as a source of extra input for foreign language learners. Social constructivists believe that learning is a result of real/authentic experience with the environment and interaction with interlocutors (Jonassen, Davidson, Collins, Campbell, & Bannan Haag, 1995; Jonassen, 1999). The social constructivist theoretical framework stresses that knowledge is not simply transmitted to the individual, but rather the collaborative construction of information is needed for
learning to take place; it also highlights the role of technology, and encourages its integration in the educational environment (Jonassen et al., 1995; Jonassen, 1999). Therefore, the use of Instagram could provide this opportunity, especially in an EFL context where opportunities for language input and practice are limited. Secondly, teachers are encouraged to use Instagram as a way to change traditional classroom activities and take the learning tasks to a more fun, friendly environment that is characterized as a learning prone platform (Wang & Vasquez, 2012). However, the number of students should be controlled via the privacy option in the application in order to provide them with more feedback and to interact with them effectively.

The research findings should be interpreted with care, as there were some limitations that could have affected the results. First of all, the corpus data was small; a larger corpus would better reflect the potential of the platform. Also, there was no information on how professional the account holders were in teaching English, or the learners’ proficiency level. Future research should control these factors in order to report an accurate image about the affordances of Instagram for language learning. Also, researchers should investigate if actual learning takes place through means of experimental and control groups, to report the effectiveness of the platform in acquiring a second or a foreign language, and consider the use of pre tests, post tests, and delayed post tests in reporting the results. Another suggestion is looking into students’ perceptions towards learning through social media to find out whether they would accept using Instagram for educational purposes, and what factors might affect their perceptions, such as the learners’ age or proficiency level.

Conclusion

The purpose of this study was to investigate the potentials of the Instagram platform in learning EFL, particularly whether the type of post (vocabulary or grammar) had an effect on the amount of output the learners provided, and their level of accuracy in language production. Also, whether the type of post had an effect on the feedback the learners received has also been investigated. The study was corpus driven, as the data was collected from authentic English as a foreign language use from the comments section of 15 Instagram accounts that were targeting the Saudi learners as their population. A total of 140 comments were analyzed (70 for vocabulary and 70 for grammar). A non-parametric Mann-Whitney test was carried out and indicated a statistical significance Z (140)= -2.38, p. = 017 for output, with a relatively small effect size (d = .438), showing that vocabulary posts elicited more output from the commenters. However, post types did not have any influence on learners’ accuracy and the amount of feedback they received. What might be a possible explanation for the results is that some vocabulary lessons were naturally longer than grammar lessons. For example, idioms are longer than verbs as discussed above. Also, regarding the low amount of feedback, the investigated Instagram accounts were open to public (some had over 60,000 followers), therefore, providing feedback to this number of users is extremely challenging. In addition, the commenters’ poor output quality might be a result of not being provided with input suitable to their language competence, since the Instagram accounts that were included in the data pool were not managed by trained teachers. Therefore, controlling factors such as the commenters’ (learners’) level of proficiency and the posters’ (teachers’) language teaching training in the future is recommended.
About the Author:
Nouf Aloraini: Faculty member at the College of Languages and Translation-English Department, King Saud University. BA in English Language and Translation from King Saud University and an MA degree in Applied Linguistics from Concordia University, Montreal-Canada. Research interests include: CALL, MALL, and the implications and applications of social media use on foreign language learning and possible influences on translations. ORCID: 0000-0001-5042-9102

References


How to Use L2 Movies Effectively to Learn New Vocabulary: A New Theoretical Perspective

Abdulrahman Abdullah Alharthi
JCC, King Abdulaziz University, Jeddah, Saudi Arabia

Abstract:
This paper explores the impact of first language (L1) and second language (L2) subtitles in films. From a new perspective, the paper looks at the role of repetition as a separate entity that influences vocabulary learning despite subtitle types. To maximise vocabulary acquisition, the paper recommends that learners should be exposed to repeated input. The repetition should be comprehensible and to reach a comprehensible input, subtitles could be then considered. Overall, L1 subtitles are preferred for low proficiency learners whilst L2 subtitles could be geared towards high proficiency learners since the aim behind watching movies in the target language is to have a comprehensible input. Nonetheless, different subtitles should be used to facilitate the meaning and not as a final tool of acquiring new vocabulary as this acquisition will take place with repetition. Thus, the current paper could form a starting point in an approach that lays emphasis on repetition in movies watching rather than using a particular type of subtitle.

Keywords: comprehensible input, netflix, subtitles to learn the second language, visual materials, word repetition

Introduction

Many researchers consider that learning vocabulary provides a strong base for a successful L2 acquisition (Schmitt, 2010). Using visual material such as movies, cartoons, flash stories, etc. to learn new vocabulary seems to be an effective learning tool: such stimuli provide a full context of the vocabulary (Nasab & Motlagh, 2017). Thus, linguistic materials accompanied by visual representation are more effective for language learning. This is consistent with Mayer’s (2009) multimedia learning theory stating that learners acquire more from pictures and words than from words alone. This new way of learning L2 vocabulary is preferred by the majority of learners studying English as a foreign language: it gives them the chance to see how native speakers use the language in context (Aloqaili, 2014; Safranj, 2015).

Recently, in the English language teaching field, subtitled movies have been used to facilitate vocabulary learning by combining visual representation of the new words with the written form (Aloqaili, 2014). However, there are different styles of using subtitles (L1 subtitles, L2 subtitles, dual subtitles, captions, etc.) and the advantages and disadvantages of each version have long caused debate amongst researchers. Yet, beyond this argument, someone could place much of the emphasis on the repetition of the vocabulary in movies and how that could have a greater impact on learners, more than a particular type of subtitle.

Therefore, this paper aims to explore different methods of enhancing vocabulary learning when learners watch visual material in the target language. The benefit of L1 subtitles will be discussed first, followed by L2 subtitles. Then, I will evaluate the importance of another feature that enhances learners’ vocabulary acquisition: word repetition. This element will be compared as a separate factor against L1 subtitles and L2 subtitles. After analysing the three different components, recommendations will be proposed which could be practical to language classes.

Focusing on L1 subtitle

Earlier movies were silent. Subtitles were first used in 1903 to bridge this gap and introduce the spoken dialogue from the scene to the viewers. They took the form of “title cards” and were inserted between scenes in the film, providing the only way in which to share the spoken word from the film with the audience before inventing the soundtrack. Thus, producers would translate these “title cards” to suit viewers in foreign countries who spoke different languages. After the invention of the soundtrack in movies, producers faced a costly challenge in changing the language every time they sold their product abroad. Hence, at this point L1 subtitle was introduced in its current form to tackle this problem. Its place on the screen has changed a few times but nonetheless, the translation of the audio is presented simultaneously with the performance (Foster, 2014; Ivarsson, 2009). Since then, L1 subtitles have been used to enhance language learning, especially for those who are studying the second language in a foreign context.

Simply, L1 subtitles, also known as “interlingual” subtitles, can be defined as the translation of the film’s language into the viewer’s L1 language (Aloqaili, 2014). One of the advantages for using L1 subtitles is the translation of the target words (Tsai, 2009). Additionally, the importance of translation in learning the target language is highly crucial: it has long been used as a learning strategy, especially for beginners (Schmitt, 2000). Moreover, some researchers have found that L1 subtitles are more effective for learners who have experienced difficulty in reading
or listening skills in the target language; i.e. low proficiency learners (Vanderplank, 2010). However, Bairstow and Lavaur (2012) find that learners experience better comprehension using L1 subtitles across different proficiency levels, whereas L2 subtitles seemed to foster vocabulary acquisition.

In contrast, Koolstra and Beentjes (1999) conduct a longitudinal study regarding the effectiveness of using different subtitles on vocabulary acquisition for younger learners (12 years or less). After running the experiment on 246 Dutch children, Koolstra and Beentjes find that using L1 subtitles had a significant effect on their participants, resulting in higher vocabulary recognition and acquisition. In the same vein, Bianchi and Ciabattoni (2008) study the influence of L1 subtitles on 85 adult Italian participants. A post-test was carried out one week after the experiment had finished and they find that vocabulary recall ability developed with both L1 and L2 subtitle groups, yet the L1 subtitle group scored higher.

One of the crucial elements in L1 subtitles is that learners would have more comprehensible input: they process the meaning of the word in context as well as having the translation of the word into their native language. Thus, the writer argues here that this type of exposure will push the input increasingly towards “i+1” theory (Krashen, 1985). Hence, learners will have higher input coverage, with the help of the translation, and there will be a slight moderate chance left for development; i.e. acquisition. Another key advantage in using L1 subtitles is to prevent inaccurate translation of the new words in the target language and as such, learners will be more engaged with the material and will not lose interest because of a lack of comprehension (Mitterer & McQueen, 2009). Yet, L2 subtitles do have some strengths and weaknesses. Hence, I will focus on these in more detail in the following section.

**Focusing on L2 subtitle**

L2 subtitles, also known as “intralingual” subtitles, display the transcription of the film’s dialogue on the screen, in writing. Originally, the intralingual subtitle is intended as a service for deaf native speakers and that is why it is an available option in the vast majority of movies and films today (Rodgers, 2013). Yet, it has long been used as a language-learning tool in language classes. Thus, one of the advantages in using L2 subtitles is helping learners to link the spoken word with its written form, working as “hearing aid” (Danan, 2004). Additionally, Danan, as well as Markham and Peter (2003), affirm that L2 subtitles are more effective for language learners with a high proficiency level in the second language. Furthermore, they claim that for the successful use of L2 subtitles, learners need sharper listening skills and faster reading ability.

However, Baltova’s (1999) finding refutes this claim. He conducted an experiment on 93 French speakers studying English as a foreign language at beginners’ level. Baltova finds that learners who were exposed to L2 subtitles performed better than those who were exposed to L1 subtitles in the comprehension questions and gap-fill test, indicating a better vocabulary recall rate. As both groups were at the same language level, there is not any effect of language proficiency on learners’ performance.

Nevertheless, the influence of the language proficiency factor fluctuates between different studies. For instance, Guichon and McLornan (2008) study 40 intermediate French learners of
English. Participants were tasked to write a summary in English, along with their notes, after viewing a recording of BBC news. The group who had L2 subtitles as part of the treatment scored higher, whereas the L1 group reported that they were distracted because of the interference of meanings when they read the translation; i.e. the L1 subtitle. However, this type of distractions while using L1 subtitle, to the writer’s knowledge, have not been discussed before. Hence, this raises a robust topic for further analysis, turning the focus not on the positive side of translation, as mentioned in the previous section, but on possible negative consequences of using translation in learning vocabulary through watching movies.

Another longitudinal study conducted by Hayati and Mohamadi (2011) investigates the effect of using subtitled video in three different situations amongst 90 Iranian English language learners. After six weeks of exposure to video clips, the first group, who used English subtitles, achieved the highest marks in a comprehension test, followed by the Persian subtitle group; the group who used no subtitles achieved the lowest marks. Another scientific study by Frumuselu, Maeyer, Donche and Plana (2015), tested 40 university undergraduates from different ethnicities and different proficiency levels studying for an English degree in Spain. In this study, participants were assigned randomly to L1 or L2 subtitle groups and the experiment lasted for 7 weeks. The authors conclude that intralingual subtitles are more beneficial and learners acquire more vocabulary.

In addition, Stewart and Pertusa (2004) point out that participants were more confident in recalling new vocabulary after exposure to L2 subtitles because they were able to hear the spoken words and read it in written form. With this point in mind, we could claim that vocabulary pronunciation may be better developed using L2 subtitles. Further, learners will therefore have more confidence in using new vocabulary in their interlanguage. Moreover, d’Ydewalle and De Bruyker (2007) state that reading the subtitles does not interfere with paying attention while watching visual performance on the screen since reading is a compulsory behaviour. This finding is in line with Borrás and Lafayette (1994) and Vanderplank’s (1988) studies which show that reading and listening co-occur as the viewer processes the subtitle. Consequently, Bird and Williams (2002) expand on this theory, emphasising that not only is the reading processed automatically but also the listening. However, we could look at this automatic processing of simultaneous listening and reading as a type of repetition. Based on this, someone may claim that learners have used two channels to process the word or that they process the word twice: hence, repetition does influence word recognition and this angle will be discussed next. Focusing on vocabulary repetition

**Focusing on vocabulary repetition**

Clearly, the superiority of visual materials has inspired many researchers, as discussed in the previous two sections, to investigate how to make L2 movies more beneficial for language learners. However, this debate between the two perspectives has made me believe that the emphasis should not be on the L1 subtitles nor the L2 subtitles, but on the repetition of new vocabulary. The comparison between L1 and L2 subtitles and the role of repetition has not been discussed together, as in this article. Hence, due to the lack of resources concerning this particular perspective, I will discuss studies that use vocabulary repetition as part of their subtitle experiments
and will try to dig deeply to explore the influence of repetition on participants watching visual materials.

Frankly, for incidental vocabulary acquisition, learners need a large amount of enjoyable input that provides repeated encounters over time (Nation, 2001; Schmitt, 2008). Thus, we could apply this principle to watching movies and claim that repeating the exposure would help learners to understand the input more deeply and will result in better vocabulary acquisition. Rodgers (2013) rightly points out that lengthier visual material, such as TV episodes that last for months, usually have related storylines, repeated scenes and recurring characters, could lead to better vocabulary acquisition. The more learners see episodes of a particular programme, the more vocabulary they gain (Webb & Rodgers, 2009a). Although Webb and Rodgers did not highlight the role of repeating the exact material to the learner, they valued learners’ familiarity with the input for better vocabulary learning. Moreover, Webb (2008) states that unknown words with repeated encounters in context are more likely to be learned. From this particular point, repeating the film is really more crucial than providing the subtitle.

However, over the years no definite amount of vocabulary repetition has been agreed upon to guarantee a full acquisition of different vocabulary knowledge (Rodgers, 2013). Also, the vast majority of studies that look at the role of vocabulary repetition were conducted based on reading activities. For instance, Horst, Cobb and Meara (1998) state that at least eight or more repetitions of a target vocabulary in a written text are essential for incidental acquisition. Rott (1999) states six times, Waring and Takaki (2003) 20 to 30 times, Webb (2007) 10 times, Pellicer-Sánchez and Schmitt (2010) five to eight times when learning begins and 10 to 17 to strengthen this learning. This will lead us to interpret the variations in numbers due to the fact that the required repetition of different vocabulary knowledge in different modes of input may vary (Laufer & Ravenhorst-Kalovski, 2010). Although these results may or may not be applicable for vocabulary acquisition through watching movies, they give us a general idea regarding the amount of repetition needed for vocabulary acquisition. Therefore, my claim is to take the analysis a step further and look at subtitles as a form of repetition. Garza (1991), for instance, divided his participants into two groups: one used captions; i.e. L2 subtitles and one employed no captions. The video in each group was played twice. The result revealed that the captions group scored significantly higher in the comprehension test than the group without captions. Thus, I would argue that, after playing the video twice, the caption group benefited more from the repetition because they also encountered the subtitles.

To clarify, the caption group encountered the new vocabulary 4 times: 2 from hearing the soundtrack and 2 from reading the subtitle, while the no-caption group processed the vocabulary only twice from hearing the soundtrack. This result is in line with those discovered in Yoshino, Kano and Akahori’s (2000) experiment: their groups were divided in a similar way to Garza’s experiment (1991) and they also find the same result. Winke, Gass and Sydorenko (2010) reach the same conclusion, reporting the superiority of using subtitles in watching movies. On the other hand this repetition has some negative consequences: students might lose their interest and as a result, the activity becomes boring and time consuming (Goh, 2008). Thus, recommendation for
language teachers on how to effectively use repetition when learners watch L2 movies, as well as the role of L1 and L2 subtitles, will be proposed in the following section.

**Recommendation**

After evaluating the effectiveness of implementing different methods to enhance vocabulary learning while watching visual material, a general recommendation could be proposed in order to improve the situation for L2 learners. The recommendation will address Arab L2 learners of English, in particular, yet it could also be used elsewhere since learning through movies is a common practice worldwide (Aloqaili, 2014). During the writer’s experience as an English language learner for seven years, in Saudi Arabia, and as an English instructor for another four years, he has encountered English language learners who were successful in their learning and others who were not. Referring those successful learners to this paper’s earlier discussion, the writer could depict a map that may significantly optimise the process of vocabulary acquisition through watching movies.

First and foremost, learners must aim to watch what is appropriate for their interlanguage level. Teachers should be aware that the aim behind watching movies in the target language is to have a comprehensible input that offers a chance for learning “i+1” (Krashen, 1985). Moreover, learners should be encouraged to use a subtitle despite their level in the language, as this will provide extra repetition to the process. However, any type of subtitle is beneficial, yet their most crucial aspect is to support the input: thus, L1 subtitles are preferred for low proficiency since they explain the input by using the translation. L1 subtitles aim to facilitate learners’ understanding by preventing inaccurate meaning of the new vocabulary. Thus, learners will be more engaged with what they watch and as a result, they will immerse themselves into further watching (Mitterer & McQueen, 2009). For advanced learners, however, the L2 subtitles are recommended, as the learners already understand most of the input (Danan, 2004).

Moreover, the bedrock in learning from visual material, I would argue, is to encounter regular repetition of the target words. Hence, teachers should aim to select movies that come in series or chapters because many scenes and words will reoccur throughout the movie (Rodgers, 2013). However, the short cut to improve learners’ familiarity with visual material is not only through watching episodes of a particular programme for a long time, but to repeat the same material multiple times so learners will definitely be more familiar with the input. This repetition of movies would have a significant impact on learners, more than consulting a particular type of subtitle. The more a teacher replays the movie, the better for vocabulary acquisition: this repetition should be accompanied with subtitles to suit learners’ levels, although the aim here is also to provide extra repetition.

However, playing the same movie several times can be an obstacle in language classes because students might refuse to repeatedly watch the same film (Goh, 2008). Thus, teachers could improve the situation by introducing different activities for each repetition (e.g. the first time should be watching only; the second time, students need to write all the sentences in the movie that start with “He”; for the third time the students’ task is to count how many sentences are mentioned in the past perfect tense; the fourth time could be a competition between students regarding who can write more vocabulary appeared in the movie, etc.). The aim is to help students...
to watch the movie several times as a meaningful experience. As there are few resources concerning how many times students should watch a movie for vocabulary acquisition, the researcher concludes that the more the better, as long as the learner enjoys watching the input.

**Conclusion**

In conclusion, this paper has investigated the effect of L1 subtitles, L2 subtitles and the role of repetition in film watching, reaching the notion it is not the type of subtitles that benefit learners but word repetition. To acquire new vocabulary, learners should have input that should be repeated. The repetition should be comprehensible and to reach a comprehensible input, subtitles could be then considered. Since there has been a shortage of studies looking at movies in the interests of word repetition and, to the writer’s knowledge, there are not any in the Arab context, result from this paper cannot be generalised. Nonetheless, the result could form a starting point in this area and more approaches looking at the role of repetition in movies could be further discussed in the future.

**About the Author:** Abdulrahman Alharthi is a lecturer at King Abdulaziz University, Saudi Arabia. He has MA in Applied Linguistics from the University of Nottingham in the UK and a Bachelor degree in English Language from King Abdulaziz University. Abdulrahman’s research interests include language assessment in ELT, ESP/EAP, vocabulary acquisition, listening skill, and SLA. ORCID: https://orcid.org/0000-0003-2803-167X

**References**


Tsai, Ch.-J. (2009). Insight into learners’ perspectives on watching movies with L1 vs. L2 subtitles: Focusing on language.
The Effectiveness of YouTube Live Streaming as Digital Learning Media in Tourism and Guiding Subject

Kun Aniroh
Universitas Merdeka Malang, Malang, Indonesia

Latifah Hanum
State Islamic University of Maulana Malik Ibrahim Malang, Malang, Indonesia

Arfiyan Abdul Ghoffar Ariyanto
State Islamic University of Maulana Malik Ibrahim Malang, Malang, Indonesia

Abstract
The purpose of this paper is to study the effectiveness communication of YouTube live streaming (YTL) among the students of English Department at State Islamic University of Maulana Malik Ibrahim Malang, Indonesia concerning the teaching effectiveness. The sample of the study is 45 students of English Department who took Tourism and Guiding II in the sixth semester 2016/2017 as the elective subject. The researchers adopted exploratory study by distributing questionnaires on the communication effectiveness, learning effectiveness and You–tube Live Streaming implementation. The instrument had 15 items in which each point had five items with a three – point Likert scale. The findings show that the communication effectiveness of YTL was considered good in spite of the absence of the teacher and the noise disturbance, the learning effectiveness was increasing due to the students’ own learning style, comfortable feeling and the repetition of video display. To implement YTL teachers’ digital literacy is highly needed. On the implementation of YouTube –live streaming for teaching it is the responsibility of the school or campus management. The researchers recommends conducting further study on teachers’ digital literacy, and teachers’ made YouTube-live streaming materials.

Keywords: communication, teaching and learning, You Tube Live Streaming

Cite as: Aniroh, K., Hanum, L., & Ariyanto, A. A. (2018). The Effectiveness of YouTube Live Streaming as Digital Learning Media in Tourism and Guiding Subject. Arab World English Journal (AWEJ) Special Issue on CALL (4) DOI: https://dx.doi.org/10.24093/awej/call4.15
Introduction.

The users of internet nowadays in Indonesia reach the number of 143.26 million in 2017 (Diah Setiawan, 2018). While Kemenkominfo (2017) (Ministry of Information and Technology) based on the data of Webershandwick public relation company of service communication of Indonesia states that 63 million people in Indonesia are active in using Facebook and 33 million is active users per day. Of the 55 million active users they use it for uploading photos, videos or texts. The users of the internet are millennial generation who are mostly students from primary, secondary to tertiary level and are very familiar in operating the digital access. They use the internet not only for entertainment as the aforementioned but also becomes the easy source of learning that helps a lot for the students to look for the information assigned by their teachers.

Another strength is that internet helps a lot for the teachers in communicating with the students both in the classroom and out of the classroom. The absence of the teacher in the class can be ‘changed’ with the presence of the internet provided that the teacher has made lesson plan which has been previously sent by the teacher and clearly understood by the students. Thus the digital teaching is coming to enrich the traditional teaching which has been settled for a number of decades. In some developed countries the settledness of traditional teaching is gradually eliminated by internet technology which is commonly called as digital teaching.

You-tube as a part of digital teaching is now modernized by the live streaming which enable the channel creator to communicate with the viewers at the actual time. Based on this future teachers can record the teaching activity and the students can access, listen, ask, and communicate with the teachers. When the students miss the class they can turn on the YouTube as long as it has not been eliminated.

Live-streaming via direct broadcasting is direct on air to many people at real time through data media connected to cable or wireless. At the beginning You Tube Live Streaming (YTL) is only for you tube creator but starting from 7 February 2017 it can be used for all you tubers, and the most interesting advantage is that the live-streaming you tuber can get financial profit by uploading advertisement in between broadcasting (Sinkuakul, 2017).

Tourism and Guiding subject as one of the elective subjects at English Department of Maulana Malik Ibrahim State University is selected for this study due to the high number of students who join this subject compared to TEFL, Journalism and Translation (Document of Student Number of English Department of UIN 2017/2018, n.d).

In the digital era nowadays many campuses in the developed countries use internet for teaching and the students are not necessary to come to campus. This phenomena in the future will be the threat as well as opportunity for the teachers and also the campus, therefore it needs a wise solution to make digital teaching and conventional teaching go hand in hand.

This study aims at investigating the effectiveness of communication using YouTube live streaming specifically when the teacher is not teaching concerning communicative effectiveness, learning effectiveness and YTL implementation.
Distance Learning

As a part of distance learning, YouTube Live Streaming (YTL) attracts and gains the popularity among young people all over the world. This is because it is very easy to upload photos, videos, and many kinds of picture that most young people like. One of the findings of the YouTube in which it is used in performing arts is effective for the instructional tool and that YouTube is potential to be developed in education for the subject matter (De Witt & Alias, et al, 2013).

Distance learning which is also called e-learning is a form of education with the absence of the teacher and the students in the classroom. The students can study from home, from office or from other places where the students feel comfortable (Study in your time from home, n.d.). There are three types of distance learning: synchronous which has the meaning of at the same time is a strict communication online or chatting online which has the strict rules, asynchronous is online, has weekly deadlines and the students have more opportunities to meet the tutors. The last one is blended distance learning course and it is the combination of both in which the students have the opportunity to meet the tutors because the students are already given the materials and assessment along with the schedule of online learning (Types of distance learning and online education, n.d., para 5).

Communication Effectiveness

Communication effectiveness is a matter of transmitting information and common understanding from one person to another which covers transmitting, receiving and decoding the message and the process involves sender, feedback and noise (Lunenberg, 2010-17). It is a process that requires paying attention to the holistic system, not just the content of the message therefore paying attention to some obstacles at several levels make it easier for the public in receiving the meaning (Cohn, 2007). A strong relationship between teacher and student can be built by effective verbal communication and this helps the teacher understand the student’s ideas and the students get knowledge and skills of the teacher (Sutiya, 2018).

In the study of experiment...“Interactive-Multimedia Package is more effective than conventional methods in improving communicative skill in English” (Singaravelu, 2014, p.1).

Learning Effectiveness

YouTube significantly helps students in learning provided that there is a training for the students, teachers and staffs institution. It is because YouTube tutorial approach had a powerful response to recognized student learning (Fralinger & Owen, 2009). Live streaming technologies like twitch have prospect as a program for responsive learning particularly technique of learning that could be selected in the live-streaming setting (Payne, Keith, Schuetzler & Giboney, 2017), and as an instructional media YouTube helps essential mastery interpretation and remembrance framework (Buzzetto, 2015). A case study of Kohle and Cuevas (2010) shows the similar result that social media technologies can provide student centered learning, empower students to bring fast response within different areas of knowledge and multicultural environment (Kohle & Cuevas, 2010). The students, who are familiarized with the videos and take part in the post-viewing activities, are conscious of comprehension, expertise and orientation, important principle of wealthy universal communication. (Romanowski, 2014)
You-tube live streaming implementation

Google provides live-streaming to your YouTube channel through Google + using laptop and webcam and will automatically save your live stream, it is equipment cost effective which can record power points, lectures, presentation and not necessary to have more staffs. Do IT-Yourself Live Streaming(Live Streaming on YouTube n.d). There are some stages of applying video in the classroom: carry videos that display students a more enjoyment side of the subject, produce YouTube playlists as student exercises or as suggested more courses, make notes of class lessons or lectures and keep them for future illustration, and go on to the following stage (Hicks, 2015). Another way to implement is selecting existing videos that have been uploaded to YouTube, make an your own experiment and try to create your own videos (Creating and using YouTube playlists for learning and teaching n.d)

Method

This study is exploratory study. A total of respondent of 45 students who take Tourism and Guiding II were taught using YouTube live streaming and after the teaching learning process the students were given the questionnaire about the use of you tube live-streaming(YTL) subject as a learning media concerning the communication effectiveness, learning effectiveness, and students’ response on the YTL implementation.

Data collection is questionnaire consisting of three points consisting of 15 items of question based on Likert Scale with three options of Strongly Agree, Agree and Disagree, illustrating the percentage, classroom observation, and relevant document. Another data is the process of broadcasting of teaching Tourism and Guiding II subject with the teacher was seated at the back of the classroom explaining about the materials the role and the responsibility of the guide in which the course outline covers: the general guide, the local guide, guiding on board, guiding on site, making tour package and itinerary. It was lasted for 45 minutes, recorded and students had an interaction with the teachers at the real time. Data was taken on October 2017. The final data source was a recorded YouTube live streaming with students teacher interaction and the result of the questionnaire.

Procedure of the Study

The researcher applies the following procedures in order to collect data:

1. Recording and broadcasting at the same time the teaching-learning process
2. Adopting explanatory research to make an attempt of investigating what is going on of the trending issue
3. Determining the population of the study and the sample;
4. Distributing the instrument in the form of questionnaires and collecting the data;
5. Analyzing the results in light of the questions of the study;
6. Drawing conclusions and recommendations according to the results of the study

Limitations of the Study

This study is limited to students who were taking Tourism and Guiding II in the second semester 2016/2017 of English Department of Islamic State University o Malang. Therefore, the generalization of the results of the study is applicable to the same populations only.
Finding and Discussion.

After the implementation of You-tube live streaming in Tourism and Guiding Class by distributing questionnaires to 45 students about communication effectiveness, learning effectiveness, and students’ response on the YouTube live streaming implementation.

Table 1. Communication effectiveness

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s information quality</td>
<td>64.4</td>
<td>23.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Zero noise disturbance</td>
<td>44.4</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Powerful learning without teacher’s presence</td>
<td>62.2</td>
<td>28.9</td>
<td>8.9</td>
</tr>
<tr>
<td>Comment notes interaction between student and teacher</td>
<td>82.2</td>
<td>15.6</td>
<td>2.2</td>
</tr>
<tr>
<td>Video teaching pictures’ quality</td>
<td>60.5</td>
<td>28.5</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 1 shows that teacher’s information quality is considered good (64.4) and (23.3). This may refer to the fact that there is still noise disturbance (44.4) and (11.1), and it influences the quality of video pictures. In Indonesia most campuses have not been equipped by sophisticated IT facilities so that it is quite understandable that there is a disturbance in communication transmission. The unawareness of weather prediction is also very common in Indonesia and this can also be one of the causes of the disturbance. However the provision of comment notes helps a lot (82.2) and (15.6) in understanding the lesson.

The result is in line with Manu, Arthur and Yeboah (2013) that there are challenges in implementation of social media into coursework that it demands sophisticated devices, high cost of licensing, incompetence in the use of multimedia tools, and the in competencies of the teacher in technology. This situation has to be anticipated with the supported facilities such various channels, telephone, post email, printed materials that have been prepared by the

Table 2. Learning effectiveness

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehending easily</td>
<td>74.2</td>
<td>25.8</td>
<td>0</td>
</tr>
<tr>
<td>Feeling comfortably</td>
<td>65.4</td>
<td>26.7</td>
<td>8.9</td>
</tr>
<tr>
<td>One’s own learning style</td>
<td>65.4</td>
<td>26.7</td>
<td>8.9</td>
</tr>
<tr>
<td>Student’s active learning</td>
<td>65.4</td>
<td>26.7</td>
<td>8.9</td>
</tr>
<tr>
<td>Video display repetition</td>
<td>95.4</td>
<td>4.6</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2 shows that comprehension and video display are considered good that the students understand easily(74.2) and (25.8) it is because the students who are accustomed to use social media including YouTube have no difficulty in operating it. In addition when there is video display repetition the students get their learning at most(95.4), becoming active learner(65.4) and
The Effectiveness of YouTube Live Streaming as Digital Learning (26.7), comfortable feeling (64.4) and (26.7) it is because it can adjust the students’ learning style (64.4) and (26.7) it makes the students more active in learning (65.4) and (26.7).

More advantages of this model of learning are the students need not to come to school or campus this means the students do not spend money for transport, it gives students the option to work and study at the same time and it can develop valuable skills to be self discipline, time management, and it can have greater access for education, meaning that it is limited to the area of the students only.”What is distance learning?” (Oxbridge Academy n.d para 1)

The result of this study also reveals that social media provides a new learning environment that make the students and teachers learn and communicate by using advancement of information technology, and it also promotes both a social network and individual learning experience (Chan and Leung, 2016)

Table 3. You-tube live streaming implementation

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s digital literacy</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Technological skills of the education staffs</td>
<td>62.2</td>
<td>37.8</td>
<td>0</td>
</tr>
<tr>
<td>Digital literacy of the education staffs</td>
<td>55.1</td>
<td>44.9</td>
<td>0</td>
</tr>
<tr>
<td>YouTube – live streaming for all subjects</td>
<td>57.8</td>
<td>24.4</td>
<td>17.8</td>
</tr>
<tr>
<td>Education’s institution awareness</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 3 shows that teacher’s digital literacy is highly needed (100) in YTL teaching, but not too high for the education staffs (55.1), and (44.9). This is because the education staffs help teacher and students whenever there are some obstacles concerning the YTL infrastructure. Although it is easy to operate and students can do, it should be supported by the education staffs because they know well Information Technology (IT) campus facility. Concerning whether YTL applied in all subjects not all students agree (57.8) and (24.4). In spite of the advantages there are some disadvantages as stated by Voogt, Erstad, Dede, and Mishra (2013) that teachers realize of the demands of the students in relation to digital literacy and how it may be influencing their informal learning struggle. Therefore, deciding the priority of You-tube based on the condition of the education areas is of high importance (Snelson, Rice & Wyzard, 2012). It is the duty of education institution to foster and facilitate the digital literacy for the academic and education staffs as the result of the study (100) and the political will of the existence of You-tube live-streaming is the responsibility of the education institution.

Conclusion and Recommendation

YTL is undoubtedly appropriate and effective in communication for millennial generation because of the practicality of the powerful learning, students feel comfortably, and helping the teacher a lot when he or she is not coming. There are some obstacles of noise disturbance due to the lack of good facility, unpredictable weather that can disturb the internet connection so that it influences the quality of video pictures. The disadvantage of communication effectiveness can be bridged by the provision of comment notes as a communication media, between students and
teachers and create mutual understanding cognitively and emotionally between students and teachers

YTL is a good technological learning tool and can be effectively used in teaching. The finding of the study shows that students are enthusiastic in welcoming and using the YTL in the way the students can learn independently, has the freedom upon the learning style, the opportunity to rebroadcast the YTL is very useful for the students’ learning repetition. They can also manage their own pace of learning without being influenced by friends or teachers. Its specialty on the comfortable learning for the students lead the students to have more questions from the shy students and this happens in the YTL teaching learning. More students are active asking questions.

Concerning YTL implementation in schools or campuses the study reveals that it is the responsibility of the education management and it should be followed by the digital literacy of teachers, staffs and the skills in operating IT for the education staffs. The political will of the school management is of a great assistance in anticipating millennial student generation who are familiar with YTL and other IT devices and they are smarter than their teachers.

The millennial student generation has been born, it is the time for the birth of millennial teachers specifically in developing countries where the technology infrastructure as not as advanced as in the developed countries.

It is the purpose of this paper to encourage online educators to accept video sharing services so as to design intentional enlightening videos, adopt similar videos made by others, and implement video design into student projects, presentations, assignments, and/or discussions (Buzzetto, 2015).

As the result of the study the researcher recommends that there should be more research papers on the teacher’s digital literacy and teachers’ made YTL materials.

About the Authors

Kun Aniroh is a senior ESP lecturer at Diploma IV Tourism Program, Universitas Merdeka Malang. She has educational background of English, human resource, and tourism. She got her doctorate in English Education from Universitas Negeri Malang, Indonesia. Her teaching and research interests are TEFL, ESP, materials development and tourism.

Nur Latifah Hanum English Department of Faculty of Humanity of State Islamic University of Maulana Malik Ibrahim Malang, Indonesia who is studying Tourism and Guiding. Her area of interests are creative writing and guiding and she has the experience of writing tourism comics.

Arfiyan Abdul Ghoffar Ariyanto English Department of Faculty of Humanity State Islamic University of Maulana Malik Ibrahim Malang, Indonesia who is studying Tourism and Guiding. His area of interest includes producing You Tube Live Streaming and tour planning.
The Effectiveness of YouTube Live Streaming as Digital Aniroh, Hanum & Ariyanto

References
Kemenkominfo, (2017). Pengguna Internet di Indonesia 63 juta orang (The Users of Internet 63. million) Retrieved from https://kominfo.go.id/index.php/content/detail/3415/Kominfo+%3A+Pengguna+Internet+di+Indonesia
The Effectiveness of YouTube Live Streaming as Digital


Teaching Reading Comprehension by Using Computer-Based Reading: An Experimental Study in Indonesian English Language Teaching

Asmi Rusmanayanti
English Department, Faculty of Teacher Training and Education
Lambung Mangkurat University, Banjarmasin, Indonesia

M. Laili Hanafi
English Department, Faculty of Teacher Training and Education
Lambung Mangkurat University, Banjarmasin, Indonesia

Abstract
This study was conducted to know whether there is a difference in students’ achievement in reading comprehension through the use of computer-based reading method at the eighth-grade students of Junior High School 13 Banjarmasin, Indonesia. The design used is a quasi-experimental with purposive sampling technique. Sixty students of Junior High School 13 Banjarmasin were used as the samples. 8-E was chosen as the experimental group and was taught by using computer-based reading in three meetings, while 8-F was chosen as the control group and was taught without using computer-based reading in three meetings. Three instruments were used to gather the data, they are documentation, observation, and tests. The results showed that both groups gained change in their achievements. From the calculation result, the experimental group got the average score of 53.33 in pre-test and 63.33 in post-test. The control group got average score 47 in pre-test and 49.5 in post-test. After conducting a t-test, it was revealed that the calculated t-value was greater than t-table (3.597 > 2.00) at the significance level 0.05. Thus, there are different achievement between the experimental group and the control group. Therefore, it can be concluded that the proper use of computer-based reading can upgrade students’ reading comprehension ability. It is suggested to teachers to consider the use computer-based reading as the method of teaching reading comprehension.

Keywords: computer-based reading, ICT, Indonesian students, reading comprehension, teaching reading

Cite as: Rusmanayanti, A., & Hanafi, M. L. (2018). Teaching Reading Comprehension by Using Computer-Based Reading: An Experimental Study in Indonesian English Language Teaching. Arab World English Journal (AWEJ) Special Issue on CALL (4) DOI: https://dx.doi.org/10.24093/awej/call4.16
Introduction

Background of the study

English as a foreign language in Indonesia has big roles in several aspects, such as education, international relationship, technology, economy, etc. Furthermore, English becomes a compulsory subject in Indonesian Junior High School, Senior High School, and University. Moreover, there are also some regions in Indonesia that introduce English since kindergarten and elementary school.

In the English language, listening and reading considered as receptive skills, and speaking and writing considered as productive skills. Reading as one of those skills is essential for students to master because it will influence their ability in communication. Furthermore, reading is considered essential because it is used to learn and gain access to alternative explanations and information which then used to be interpreted in academic settings.

These days, many media which could be used in teaching and learning reading, especially in term of reading comprehension. One of those media is a computer. The usage of computer in language teaching can be referred to as Computer Assisted Language Learning (CALL). According to Sakai (2007), there are several reasons to use CALL. Those are experiential learning, enhance student achievement, motivation, greater interaction, and authentic materials for study, independence from a single source of information, global understanding, and individualization. Furthermore, the government these days also began to instruct all schools to prepare for conducting Ujian Nasional Berbasis Komputer (UNBK) or computer-based final examination.

Statement of the problems

This research focuses on the question “Is there any different achievement between students who are taught reading comprehension using computer-based reading and the students who are taught reading comprehension using paper-based reading at the eighth-grade students of Junior High School 13 Banjarmasin?”

The objective of the Study

This research is conducted to find out the differences between students who are taught reading comprehension by using computer-based reading and those who are taught using paper-based reading

Hypotheses

There are two hypotheses which are proposed in this study. They are as follows:

1. Null Hypothesis ($H_0$)
   There is no different achievement between students who are taught reading comprehension using computer-based reading and the students who are taught reading comprehension using paper-based reading at the eighth-grade students of Junior High School 13 Banjarmasin academic year 2017/2018.

2. Alternative Hypothesis ($H_a$)
   There is different achievement between students who are taught reading comprehension using computer-based reading and the students who are taught reading comprehension using
Teaching Reading Comprehension by Using Computer-Based
Rusmanayanti & Hanafi


The scope of the Study
The scope of the study is intended for the eighth-grade students of Junior High School 13 Banjarmasin. The research focuses on two variables, students’ reading comprehension achievement as the dependent variable and the use of computer-based reading in teaching reading comprehension as the independent variable. The focus of this research is to investigate the achievement of students who are taught by using computer-based reading and students who are taught without using computer-based reading. There are three subskills of reading comprehension which studied in this research. Namely finding the main idea, finding specific information, and guessing the meaning of a word based on the context.

The significance of the Study
This research is expected to give an input on teaching and learning reading comprehension skill, especially about information related to the usage of computer-based reading in teaching reading comprehension in junior high school. The result of this research also expected to be an additional source, especially to another researcher who wants to conduct research on the same topic, either at the same level or different level.

Literature Review

Reading Comprehension
Wooley (2011) states that reading comprehension could be defined as a process of making meaning from text to understand overall information in the text, and not only decipher meaning from isolated sentences or words. This statement is strengthened with statement from Surjosuseno (2011, p. 131), which said that reading is more than acquiring information from the printed. Thus, to get an overall understanding, the readers have to integrate the meaning of the sentences or words with their background knowledge to understand the text as a whole. Furthermore, Snow (2002) defines that reading comprehension as simultaneously extracting and constructing the meaning of the written language. Hence, based on the explanation above, it can be concluded that background knowledge plays an important part in achieving comprehension.

Information and Communication Technology (ICT) for Learning
Asnafi, as cited in Ebrahimi (2008, p. 1) states that Information and Communication Technology (ICT) is the technologies that can record, process, store, transfer, retrieve, and receive information in order to help its user. Moreover, it could also be referred to as techniques and disciplines which used in data handling and processing. The usage of ICT in the learning process widely known as E-learning. In Indonesia, E-learning developed under a program called E-education. Rusman (2012, p. 286) states that E-education concerned on the use of ICT as media. Such as telephone, video, computer, radio, internet, and the other audiovisual media. Darmawan (2011, p.2) also states that all kinds of hardware software, content, and computer infrastructure are included in ICT.

Computer Assisted Language Learning (CALL)
Gordon (2007, p. 179) interprets technology, especially computer, has many benefits. One of them is to be used as a tool in teaching and learning process since the computer has the ability to present
many different kinds of media (Queen, 2017, para. 1). It is in line with Ward (2007, p. 33), who mentioned that Computer Assisted Language Learning (CALL) could be defined as the language learning process which uses the computers as a medium. CALL, which began in the early 1980s, typically required the learners to respond to the stimuli on the computer screen. The students also required to be able to carry out various tasks such as filling in the gapped texts, doing multiple choice activities, etc.

Nowadays, CALL has been evolved. It does not only provide simple tasks such as CALL in its early days. These days, CALL has reached the level where the teacher could use computer educational games in teaching and learning process. There are many benefits to using CALL, such as raising students’ attention toward teaching and learning process, motivate the students by providing them with new educational experiences, etc. For instance, most of the students are curious about learning and give full attention to the teacher’s explanation due to the material which is given by using a computer.

**Computer-Based Reading**

Nowadays, reading is not only in conventional ways which are only in printed materials but also in electronic devices such as a computer. Solak (2014, p. 203) states that computer-based reading is reading text from a computer screen including tablets and e-book readers from a source such as the internet or from the computer itself. With the rapid development of computers, people nowadays do not have to stick with printed information. They were able to acquire information through the internet, online newspapers, online articles, and even online textbooks. In the teaching and learning process, computer applied as assistive media.

**Previous Studies Related to the Topic**

The implementation of Computer Assisted Language Learning (CALL) is not a new issue. There are several studies did by researchers concerning on the use of the computer as assistive media in the scope of English language learning, especially reading skill. One of them is a research conducted by Fard and Nabifar (2011). The result of this study showed that the computer has a positive effect on reading comprehension. They also said that using a computer in other instruction can have the same result. The other study was conducted by Bhatti (2013). In that research, pre-test and post-test were used as the instrument to collect the data. A paired one-tailed T-test was used to analyze the scores. Results show that CALL was 35% more effective than the traditional instructor-led class. Two researchers above discussed the use of CALL in reading teaching-learning. Based on the result of their research CALL is a useful application for teacher and students.

**The methodology of the Research**

**Approach and Type of Research**

This research used a quantitative approach. The type of research which used is experimental research. Since it was not practicable for the researcher to use random assignment, quasi-experimental design was chosen.

**Variables**

As stated before, there are two variables which used in this research. They are as follows:
1. The independent variable: the use of computer-based reading in teaching reading comprehension.
2. The dependent variable: students’ reading comprehension achievement.

**Population and Sample**
The population in this research is all of the eighth-grade students of Junior High School 13 Banjarmasin. There are about 28-31 students in each class, with the total number of population is 177 students. The sample taken in this research is based on the classes. The method of selecting the sample is nonrandom sampling. The type of the sampling which is used is purposive sampling based on the suggestion of their English teacher. Thus, the researcher takes only two classes, which are class 8-E and class 8-F.

**Instrumentation**
In this research, there are three instruments used by the researcher. They are documentation, test, and observation. The required document for this research is the syllabus of *Kurikulum 2013* that is used in Junior High School 13 Banjarmasin which used as the core in making lesson plans for both groups. The second instrument is test. The test used in this research is reading comprehension test.

<table>
<thead>
<tr>
<th>No</th>
<th>Reading Comprehension Sub-skills</th>
<th>Number of Questions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Finding Main Idea</td>
<td>Text 1: 2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text 2: 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text 3: 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Finding Specific Information</td>
<td>Text 1: 2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text 2: 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text 3: 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Guessing Meaning of Word from the Context</td>
<td>Text 1: 1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text 2: 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text 3: 2</td>
<td></td>
</tr>
</tbody>
</table>

The last is observation. In this research, observation sheet is used to record and observe both groups’ teaching and learning process. It is designed based on the lesson plans. The observation sheets for both groups consist of two parts, namely the teacher’s performance and students’ performance. The scoring was done based on this scale: 4 (very good), 3 (good), 2 (fair), or 1 (poor). Furthermore, to keep the objectivity, the observation needs to be done by two observers; the researcher himself and eighth-semester student of English department who is asked by the researcher to become his collaborator in conducting observation in this research.

**Data Collection**
As stated before, in collecting the data in this research, the researcher uses three techniques. They are documentation, test, and observation. First is the documentation. As has been mentioned before, the document which is collected in this research is the syllabus of *Kurikulum 2013* used by Junior High School 13 Banjarmasin. The second is giving reading comprehension test. The test is administered twice in both groups, pre-test, and post-test. Before there are treatments given to the samples, they need to be given pre-test first. After the treatments are given for three meetings, the post-test is administered. The last one is observation. It is done to obtain the description of teaching and learning process in both groups.
**The technique of Data Analysis**

There are some steps that the researcher does to analyze the data from documentation and test. The following are the steps:

1. Collecting the syllabus of *Kurikulum 2013* used by Junior High School 13 Banjarmasin.
2. Measuring the reliability of reading comprehension test after the try-out test is administered by using K-R20.
3. Analyzing the observation sheet of teacher’s performance and students’ performance from both groups.
4. Analyzing the students’ pre-test and post-test scores.
5. Testing the homogeneity of the two classes’ variances.
6. Testing hypotheses by using t-test.

**Research Results and Discussion**

**Documentation**

As mentioned in the previous part, the document which is required to be collected by the researcher was the syllabus of *Kurikulum 2013* for junior high school which used in Junior High School 13 Banjarmasin. The syllabus gives important information about core competencies and basic competencies used in teaching and learning process.

| Table 2. Core Competence and Basic Competence for Eight-Grade in the Area of Recount Text |
|-----------------------------------------------|-----------------------------------------------|
| Core Competence                              | Basic Competence                              |
| 3. Understand and implement the knowledge (factual, conceptual, and procedural) based on students’ curiosity related to knowledge, technology, art, and culture in their environment. | 3.11 Comparing social functions, the structure of the text, and the linguistic elements of some personal recount text whether it is spoken or written by giving and asking information related to personal experiences in the past, in accordance with the context of its use. |
| 4. Processing, serving, and reasoning concrete realm (using, parsing, composing, modifying, and creating) and abstract realm (writing, reading, calculating, drawing, and composing) based on what they have learned at school and from other sources which have the same point of view/theory. | 4.11 Recount text |
|                                                                 | 4.11.1 Capture meaning contextually related to social function, the structure of the text, and the linguistic elements of some personal recount text whether it is spoken or written, short and simple, related to personal experience in the past (personal recount) |
|                                                                 | 4.11.2 Composing personal recount text, whether written or spoken, short and simple, related to personal experience in the past (personal recount), by paying attention to social function, the structure of the text, and the linguistic elements, correctly and contextually. |

Source: *Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah Tsanawiyah (SMP/MTs) Mata Pelajaran Bahasa Inggris*
**Test**

Before conducting the test, the researcher has to measure the reliability of it by using K-R20 formula. Based on the calculation using the formula, the reliability coefficient of the test was 0.557. It was higher than the $r$-value of $r$ table, which was 0.355 with significance level 5%. Therefore, the test is reliable.

After the researcher makes sure that the test was reliable, a pre-test was administered to both groups. It was to measure the students’ ability prior to the treatment, especially their ability in the three subskills, which is finding the main idea, finding specific information, and guessing the meaning of the word from the context. After three meetings after the pre-test was conducted, the researcher proceeded to the next step which is giving post-test to both groups.

![Figure 1](image1.png)

*Figure 1. The Comparison of the Changes in Average Scores of Pre-Test and Post-Test between the Experimental and the Control Group*

Similar to the average scores in pre- and post-test, the students’ achievements in the three subskills also showed changes.

![Figure 2](image2.png)

*Figure 2. The Percentage of Students’ Achievements from Pre-Test to Post-Test Result on Three Subskills of Reading Comprehension in Experimental Group*
After three meetings were finished, there are changes in students’ subskills. Which is 23.33% higher in finding the main idea, and 7.62% higher in finding specific information. However, the students’ results in guessing the meaning of the word from the context went down 9.44%. Thus, it still can be said that generally there were advancements in students’ abilities in the subskills.

![Graph showing changes in students' achievements from pre-test to post-test on three subskills of reading comprehension in control group.](image)

**Figure 3.** The Percentage of Students’ Achievements from Pre-Test to Post-Test Result on Three Subskills of Reading Comprehension in Control Group

It is showed that there are changes in students’ three subskills. Which is 10.56% higher in guessing the meaning of the word from the context, 1.9% higher in finding specific information. However, the results of finding the main idea went down 1.91%. Hence, since the result was mainly improved, it still can be said that there were advancements in students’ ability in the subskills.

Since the experimental group made higher changes than the control group did. It could be concluded that the use of computer-based reading method helps the students increase their reading comprehension ability, especially in finding the main idea and finding specific information.

After analyzing the result of post-test from both groups, the researcher proceeded to the next step which is conducting a homogeneity test of the two samples variances. The calculated variance value of the experimental group was 130.92, and the control group was 191.98. The calculated F value was 1.47, while F table value for significant level 0.05 was 1.86. Since the F test < F table, it shows that the two samples are homogenous.

After that, the researcher conducted the t-test to analyze which hypotheses that could be accepted. Since the result of t-test was 3.597 and the t-table was 2.00. It means that the t-test is higher than t-table (3.597 > 2.00). In conclusion, the alternative hypothesis (Ha) is accepted. In other words, teaching reading comprehension by using computer-based reading gave difference toward the students’ achievement in reading comprehension.

**Observation**

In this section, the result of observation is described in two parts, which is the result of observation for teacher’s performance in both groups, and the result of observation for students’ performance in both groups. Before proceeding to the result of observation, we have to measure the reliability of the observation first. This research used percentage agreement to measure the reliability of the observation. Here are the results of the percentage agreement between both groups.
Since all of the results of the percentage agreement were over 75%, the observation is considered excellent. Therefore, the observation instrument in this research is reliable. After the observations were stated to be reliable, the researcher proceeded to the next step which was analyzing the observation results for both groups.

Table 5. The Interpretation of Observation Result for Teacher’s Performance

<table>
<thead>
<tr>
<th>Class</th>
<th>Meeting</th>
<th>Average Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>Meeting 1</td>
<td>89.42</td>
<td>Very Good</td>
</tr>
<tr>
<td></td>
<td>Meeting 2</td>
<td>89.42</td>
<td>Very Good</td>
</tr>
<tr>
<td></td>
<td>Meeting 3</td>
<td>90.38</td>
<td>Very Good</td>
</tr>
<tr>
<td>Control Group</td>
<td>Meeting 1</td>
<td>86.25</td>
<td>Very Good</td>
</tr>
<tr>
<td></td>
<td>Meeting 2</td>
<td>87.5</td>
<td>Very Good</td>
</tr>
<tr>
<td></td>
<td>Meeting 3</td>
<td>90</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

From the observation result, it can be concluded that the teacher’s performances in both groups were equal, which is indicated by the category of his performance. Even though there were obstacles in teaching in the learning process, especially in the experimental group since several students did not accustom using computers, the teacher could overcome those obstacles splendidly.
According to the table 6, the performance of students in the experimental group was categorized as good at the first meeting and raised to very good performance in the last two meetings. On the contrary, the control group was into the poor category at the first and second meeting and then raised to the good category at the last meeting. These results could be caused by the use of computers in the experimental group’s teaching and learning process which makes them more interested, while the control group only taught using the same method as usual.

**Figure 4.** The Change of Students’ Performance in Experimental and Control Group

From the results of observation on teaching and learning process for three meetings in both group, we could infer that the students’ performance in the experimental group was higher when compared to the students in the control group. Thus, it can be said that the use of computer-based reading method affects the students’ performance and attitudes in teaching and learning process on reading comprehension.

**Conclusion and Suggestion**

**Conclusion**

As stated previously, the objective of this research is to find out whether or not there is different achievement between students who are taught reading comprehension using computer-based
reading and the students who are taught reading comprehension using paper-based reading at the eighth-grade students of Junior High School 13 Banjarmasin. After the research was conducted, there were important results that had been found. Based on the calculation in testing the hypothesis using the Fisher formula as t-test formula, the result of the t-test is 3.579. Since the significance level of t-table (0.05), and df (58), the t-table is 2.00, it means that the t-result is higher than t-table. Therefore, Ha is accepted: “There is different achievement between students who are taught reading comprehension using computer-based reading and the students who are taught reading comprehension using paper-based reading at the eighth-grade students of Junior High School 13 Banjarmasin academic year 2017/2018.” The students’ average score in the experimental class also raised from 53.33 (their average score in pre-test) to 61.33 (their average score in post-test).

However, even though the result of post-test in the experimental group was higher than its’ pre-test, the score in their post-test was still considered as fair, which still have not reached the Kriteria Ketuntunan Minimal (KKM) or the Minimum Completion Criteria. From the observation done in the process, it was due to the technological barrier which has been experienced by several students in experimental class and made the teaching and learning process using computer-based reading could not reach its’ full potential. However, it still could be concluded that the proper use of computer-based reading can upgrade students’ reading comprehension ability. Having said that, the teacher has to make sure in advance that the students were proficient in using computers and ready to learn and participate in CALL.

Suggestions
It is suggested that English teachers consider the result of this research to apply computer-based reading in the classroom especially in teaching reading skills. However, the teacher need to know the ability of their students to use computers and ready to learn and participate in CALL. It is also suggested that another English teachers conduct and use more various classroom activities and techniques and creatively design an ideal classroom management to make the students feel more interested and enthusiastic toward teaching and learning process.

About the Authors:
Asmi Rusmanayanti is a lecturer at English Education Department, Faculty of Teacher Training and Education, Lambung Mangkurat University. She obtained her bachelor degree at Lambung Mangkurat University and continued her Master degree at Educational Effectiveness and Instructional Design at Groningen University, Netherland. https://orcid.org/0000-0001-6795-9804

M. Laili Hanafi is a graduate student from English Department, Faculty of Teacher Training and Education Lambung Mangkurat University in Banjarmasin. He is active in teaching as the main duty. https://orcid.org/0000-0003-4217-3973

References

Teaching Reading Comprehension by Using Computer-Based Rusmanayanti & Hanafi


A Study of EFL Saudi Students' Use of Mobile Social Media Applications for Learning

Abdulrahman M. Alshabeb
Department of English, College of Languages and Translation
Al Imam Mohammed Ibn Saud Islamic University, Riyadh, Saudi Arabia

Riam K. Almaqrn
Faculty of Education
Majmah University, Majmah, Saudi Arabia

Abstract
This research addresses the gaps in the literature on m-learning approaches in Saudi Arabia, with a focus on English as a Foreign Language (EFL) students studying at university level. The research aimed to explore university students’ use of social media applications and their role in language learning, with a focus on how mobile devices can best be utilised. It analysed the attitudes of 102 learners towards the use of social media to improve language learning both inside and outside the classroom setting. Students of both genders completed a questionnaire, and five students engaged in semi-structured interviews. The aim was to discover whether the students are currently using social media applications to enhance their language skills, and what the students’ attitudes are towards the use of social media via mobile devices inside and outside the classroom. Prior to designing the research instruments, the literature was reviewed, including examining the attitudes of learners in different countries towards mobile technologies, and to decide on the best approach to take in examining attitudes towards new forms of learning. Based on the findings from the literature, appropriate questions were devised, and these reveal an overall positive response towards the student participants towards using social media and mobile technologies to facilitate learning English. The results of this research are positive, and it is important that Saudi Arabia keeps up to date with advancements in technology to ensure the best learning experience for learners and maximise their potential.

Keywords: attitudes, English as a Foreign Language (EFL), Mobile Assisted Language Learning (MALL), mobile devices, Social Media Assisted Language Learning (SMALL)

Introduction and background

It has been claimed that traditional learning has been disappearing due to the vast changes resulting from technology, which has impacted dramatically on both education and society. Hence, socialising which previously occurred only in the classroom often now takes place in the virtual world. Communication is a unique aspect of social life and social media can facilitate and help to improve it. In Saudi Arabia, a country where English is spoken as a second language, there are many difficulties when it comes to imparting knowledge in English; this necessitates the need to be learning English from nursery school and continuing to the university level. However, learning English at the university level has also been impacted by many lifestyle changes that have come about from the influence of western cultures and digital convergence with local culture. Social media can act as a source for communication between tutors and students, making it suitable to be used by EFL pupils in order to augment their English knowledge. Social networking sites have brought about drastic changes and have revolutionised ways of communication and the exchange of information over the past few decades.

Rationale and research questions

A number of issues related to the collective use of social media via mobile devices have had an impact on EFL learning. First, the recent increase in the use of social networking platforms like YouTube, Instagram, Twitter, and Facebook has led to its use by EFL learners and teachers alike. In addition, the efficiency and capacity of social media acts as an aid to enhance the skills of a student, which should lead to improving their English and higher attainment.

Moreover, in order to assist students to learn, there is an opportunity to improve standards of teaching through the application of modern techniques. However, the methods of teaching applied in the universities of Saudi Arabia are quite conventional and modern technology is often obsolete.

The research aims to explore university students’ use of social media applications in order to serve the purpose of language learning, focusing on how the medium of mobile devices can best be utilised. The study attempts to answer the following research questions:
1) How are Saudi students using social media via mobile devices to advance their language acquisition in and outside the classroom?
2) What are Saudi students’ attitudes towards the use of social media via mobile devices inside and outside the classroom?

Literature Review
Technology and Pedagogy in Education

The proliferation of technology is a major concern around the world among educators and researchers. Some scholars believe that there is a gap between the available technology and the uptake by educational institutions at all levels in terms of adopting these new products, applications, and mobile devices. Attwell (2007) warns that unless schools respond to this change, there is a possibility that the school experience may simply be thought of as irrelevant to young people in terms of their everyday social interactions with each other. At university level, a report by the UK National Union of Students conducted for the Higher Education Funding Council entitled ‘Student perspectives on technology – demand, perceptions and training needs’ (2010)
indicates that nearly a quarter of the students thought their lecturers needed additional training in information and communication technology (ICT) skills.

Over the years, the revolution that has been brought about by mobile devices has caused them to be regarded as an essential part of everyday life. A noticeable change has been seen, as a figure of around two billion has been achieved for the number of mobile devices that have been shipped on a global level up to the year 2013 (Hepburn, 2013). The technological advancements over recent years have resulted in mobile devices becoming a tool that provides a number of functionalities. The technological revolution has resulted in the increased use of mobile devices by people of all ages, who use them for both formal and informal learning (Traxler, 2007).

Traxler (2010) notes that in terms of how they grasp information and learn via technology, individuals and students can be split into two distinct generations, namely, web 1.0 and web 2.0. Mobility, E-learning and theories such as connectivism have created a new form of delivering teaching and have re-imagined the role of learning and institutions (Bessenyei, 2008). As a result of being born into a period of rapid technological change, younger students have become ‘digital natives’, as Prensky (2001) indicates, seeking and providing knowledge within a cooperative networked arena. Therefore, it seems to confirm the shift referred to previously that the younger generation are digital natives, growing impatient with their teachers. These learners, as Beetham et al (2009) put it, “are creating their own learning spaces, blending virtual with face-to-face, and formal with social. Informal collaboration is widespread, often facilitated by technology that is under learners' ownership and control” (p.24).

In essence, the ubiquity, usability and flexibility of mobile technologies will massively impact on learning and in turn this should be reflected in new pedagogical theory. This is one of the reasons why connectivism was proposed by Siemens as a form of learning which involves learners gathering information through a network via trusted people, content and tools. Craig and Van Lom (2009) argue that “neither mobile technology nor learning theory is the answer to our education,” (p.1), but both of these can help enhance the process of learning. In the future, educators and researchers should attempt to connect theories to technology and not be surprised by learners’ creativity in adapting new technology and social media to fit their own purposes, a process referred to by Silverstone and Hirsch (1992) as domestication of technology. In other words, digital natives are perfectly at home with digital technology.

**The impact of technology on pedagogy and theorists**

Watkins and Mortimore (1999) put forward a definition of pedagogy as “any conscious activity by one person designed to enhance learning in another” (p.17) and shifts in theoretical paradigms relating to learning have usually affected theories of pedagogy; for example, in traditional classrooms, teachers are seen as reservoirs of knowledge whilst students are viewed as receptors of knowledge. However, this is not the case anymore. New ideas have influenced the nature of learning activities, the curriculum, teaching, organisation, and assessment. Psychologists originally developed theories of learning based on animal experiments, using these to gain insights into how humans learn and how they should be taught, and Skinner’s work on behaviourism influenced approaches to pedagogy. Cognitivism then emerged, proposing a new way brain-based way of looking at learning which highlighted the importance of memory.
More recently, constructivism has suggested that “knowledge is […] actively constructed by the individual and knowing is an adaptive process, which organizes the individual’s experiential world” (Mayer, 1992 p.). This had led to pedagogies being re-thought, as “learning how to learn” has become paramount in inquiry learning and problem solving. The advent of digital technology and the consequent cultural change has played a critical role in making us rethink how curricula and pedagogy need to be developed and implemented. This has also prompted theorists to explore ideas such as radical constructivism and social constructivism (proposed by Vygotsky 1994), connectivism (proposed by Siemens 2005) and rhizomatic Learning, as "all offer interesting insights into the new ways in which we can organise learning activity in a self-regulated manner" (Millwood et al 2013 p.216).

Social Media for Education

Social media has impacted on the ways in which information can be delivered in teaching and learning, and on how people share ideas, materials, and news, cooperating and/or collaborating with each other. Kozar (2010) clarifies exactly what the difference between cooperate and collaborate is as follows: “cooperation can be achieved if all participants do their assigned parts separately and bring their results to the table; collaboration, in contrast, implies direct interaction among individuals to produce a product and involves negotiations, discussions, and accommodating others’ perspectives” (p.1.). Both types of working can be facilitated by using social media since, according to Scott,(2010), they provide a way for people to “share ideas, content, thoughts, and relationships online” (p. 38). This highlights the potential for incorporating social media practice into education. The best known social media networks, which are shared throughout many countries across the globe, are, in order of their original launch dates, Facebook, Twitter, Instagram, and Snapchat.

Over the past ten years, the amount of research exploring the use of social media for educational purposes has mushroomed (Chu & Meulemans, 2008), and social media is now being used in education, for both formal and informal learning. Most young people will already be aware of using social media for communication, or may be skillful at texting and gaming, but some have already grasped the potential which social media presents for learning. However, some teachers may be more reticent about using social media, either because they suffer from technophobia, are worried about the implications of using technology, or are not willing to learn (Tadros, 2011). Nevertheless, young students have already begun to domesticate social media, incorporating it into their daily lives by using mobile technology to remain constantly connected. This phenomenon has led to the emergence in educational theory of connectivism. One of the most widely acknowledged books written about social media learning for anyone involved in language teaching is Lamy and Zourou’s (2013) Social Networking for Language Education. Their book explores how language can be learned by using social media, providing a theoretical framework which is tested out using empirical research. In addition to examining the advantages of social media in this context, they are also realistic about the limitations of this learning and teaching tool.

Apps: the new revolution in education and learning

The way we search for information changed dramatically when we shifted from material forms to browsing websites via the Internet. Nowadays, the fact that we can access the internet using mobile phones at just about any time and any place means a huge range of information types
is available through various mediums. The invention of applications (apps) for mobile devices has contributed towards the sharing of information swiftly and promptly. A telecoms industry website estimates that by 2016, we will have downloaded 44 billion apps which is equivalent to six apps for every person on the planet. That includes apps for gaming, working out, health, learning and teaching, and so on. Recently, social media applications through mobile devices have added a new resource to check for updates, news, receive feeds and post alerts. Many students of all ages, from primary school to postgraduates, are addicted to mobile phones and particularly social media applications. Consequently, as teachers and educators, one of the major challenges being faced is how to create new and updated methods which will bridge the gap between informal learning outside the classroom and formal learning inside, to enhance students’ levels of interactivity, dialogue, and engagement. This means that it is necessary to work with programmers to launch educational apps to suit students at different levels; apps that would offer ‘edutainment’ and use more informal formats and ways of addressing students, making them more like games.

**Mobile Devices: Key Support for Learning and Teaching**

Throughout the world, nearly two thirds of the population are making use of mobile phones. Out of these, 25% of phones have internet connection (Brand & Kinash 2010). A learning process that includes the use of handheld devices or palm devices as major technological tools is referred to as mobile learning (Traxler 2005). The mobile learning research conducted recently has been based on the availability of mobile technology in various locations. However, educational theorists have not yet thoroughly understood the extent of social networking and online technology in relation to education and the connectivity and mobility of learners. Even so, mobile learning theory has various proponents who are interested in understanding learner mobility and how they may best learn on their own (Traxler 2007).

Researchers are constantly evaluating the issues pertaining to mobile learning (Traxler, 2014), and deliverance through the usage of mobile gadgets is a highly focused concern (Kukulska-Hulme, 2002). Moreover, the functionality of these mobile based devices is also being considered, along with their usage in tandem with the society of mobile learners (Salmon, 2000). According to a number of research studies, a substantial effort still needs to be spent in evaluating the utility of these concepts (Sharples, 2001). Up to now, researchers have arrived at some key conclusions regarding the extent to which the available applications can incorporate pedagogic theories (Kukulska-Hulme, 2002). The research community is gradually exploring and critiquing the particular issues with respect to evaluating the mobile learning processes and the ethical aspects related to it (Traxler, 2005).

Traxler (2005) points out that only a few researchers were initially involved in mobile learning processes and their assessment. Their main focus was on incorporating smart features into these gadgets to enhance the productivity of these processes. Moreover, their priority was to formulate an effective agenda and the bulk of the research was conducted across a number of organisations. At first, these powerful hand-held devices could only be afforded by the institutions, but these gadgets soon gained much popularity and some were readily available across the market at reasonable rates (Beetham & Sharpe, 2007). This was also observed owing to the arrival of iPhones and iPads together. Later on, these robust and powerful mobile gadgets are being afforded by the public at large, and the research activities and their pace has increased.
During the past ten years, personal efforts have been made by the worldwide community of mobile learners to improve, deepen and extend this topic in a number of diverse ways. Nowadays, the needs of the learners can be easily integrated into most mobile learning programs owing to their smart features and flexibility in their processes. During their field activities in real-time, a large amount of data can now easily be processed by learners, and they can keep track of unfolding developments at the same time. In the past, researchers would need to initially gather data and later process this, making use of a specially designed set-up.

In general, we can say that the existing styles of learning have been reshaped because of mobile technology. With its rapid growth, it has the ability to produce underlying change in our social dynamics, such as how, when and where we work as a mobile workforce (the so-called rise of the digital nomad), and how we are collaborated and socially connected with each other. Consequently, mobile technology should not be a new method of learning or just a gadget; rather, a whole new way of being together with advance transformations should be taken into account (Kukulska-Hulme and Traxler, 2005). As far as academic applications and the allied tools and technologies are concerned, practitioners are required to emphasise the complex and fundamental issues pertaining to the structure of knowledge, the basic purpose of learning and its connectivity with the humans, so that the society can gain the maximum benefit and realisation of the ultimate power of knowledge.

**Research design**

The current study functions as an exploratory survey in which both qualitative and quantitative methods tools were used. The rationale behind approaching this study from an attitudinal perspective, rather than an experimental perspective, is due to three reasons: Firstly, there have been no attitudinal studies on podcasting in Saudi Arabia, and so that makes experimental studies important. Secondly, previous studies on emerging technological applications are reported to have started with an investigation into attitudes and feedback. Once such applications have become established in a society, their effect can be researched and examined; podcasting in education in general, and in language teaching in particular, is considered to be an emerging technology in Saudi Arabia. The third reason is ascribed to the difficulty in assessing any improvement in the students’ pronunciation due to the lack of native speakers of English.

**Study setting and participants**

The study population consisted of 102 Saudi Arabian university students at a university in Riyadh. The students were both male and female, studying the English language at levels 1 to 8, and were aged between 18 and 28 years. It was aimed to interview 10 students, however only six agreed to be interviewed. The questionnaire went out to all EFL students studying between levels one and eight, and the participants for the interviews were chosen using systematic sampling, with every tenth student chosen, and eight out of these ten agreed to be interviewed.

**Table 1. Sample for Data collection**

<table>
<thead>
<tr>
<th>Data collection strategy</th>
<th>Participants</th>
<th>Sample number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire</td>
<td>Students</td>
<td>102</td>
</tr>
<tr>
<td>Semi-structured Interviews</td>
<td>Students</td>
<td>8</td>
</tr>
</tbody>
</table>
Data collection and analysis

In order to answer the research questions that have guided the study, qualitative and quantitative methods are designed and carried out sequentially, so that the quantitative data from the first phase can be collected and analysed independently, and the qualitative methods in the second phase can assist in the interpretation of the findings and results from the quantitative phase. The questionnaire forms (n=150) included 18 questions. The sample of participants to which the questionnaires were given was selected randomly by their English tutors for each level, which Dörnyei (2007) explains can “minimize the effects of any extraneous or subjective factors”( p.97). Then, a semi-structured interview format was used. This format is flexible because it allows new questions to be brought up during the interview as a result of what the interviewee says. The data collected from the interviews was coded and anonymised, with respondents identified as Student A, Student B, and so on. Analysis is conducted to draw findings, in conjunction with quantitative data from the questionnaire where appropriate. In this manner, data was triangulated where possible.

Main findings

The results and discussion are organised based on two themes: usage and difficulty, and interest and motivation. The sample population consisted of students taking English language courses at levels one through to eight. Students were aged between 18 years and 28 years. Moreover, all participants are regular users of mobile devices (phones, iPads, iPods, and Personal Digital Assistants (PDAs)) in their day-to-day lives; while 70% of the participants are intermediate users, and 30 percent were advanced users. The advanced users were not only aware of the various social media applications; however, they were also fully aware of how to use them.

Table 2. Frequencies and Percentages of Learners’ Responses

<table>
<thead>
<tr>
<th>Assess the level of technical expertise required to make the best use of social media for learning English.</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Beginner (e.g., browsing and searching)</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2 Intermediate (e.g., using a social media program to interact with occasionally)</td>
<td>70%</td>
<td>71</td>
</tr>
<tr>
<td>3 Advanced (e.g., well aware of the various social media programs and apps, and use them occasionally)</td>
<td>30%</td>
<td>31</td>
</tr>
</tbody>
</table>
Assess the level of technical expertise required to make the best use of social media for learning English.

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Expert (e.g., well aware of the various social media programs and apps, and use them daily)</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

(Note: figures in brackets indicate percentages)

In order to make the interpretation and analysis easier, the descriptive statistics table is presented first, followed by the interpretation and analysis. The following findings are based on the data obtained from the attitude questionnaire and the semi-structured interview.

**Usage and Difficulty**

Table 2 shows that the majority (n=81, 81%) of the participants disagree that there is difficulty in using social media for language purposes to interact with the lecturer, while only (n=21, 19%) of the participants agree that there are some difficulties in using social media for language purposes to interact with the lecturer. In the interview, Student A pointed out that it is difficult for learners to use most functions and features of social media applications because there is no internet connection in the classroom, whereas outside the classroom it is easy and more interesting to access the material and contact the tutor. This lack of internet access might prevent learners from using social media applications properly.

Moreover, 19 (23.2%) of the participants agreed and 88 (77.8%) strongly agreed that the use of social media applications is clear and understandable. Also, most subjects (n=94, 91.5%) strongly disagreed that using social media is a waste of time. However, using social media applications in English classes might be a waste of time if students use them improperly, such as by chatting to friends in Arabic, or playing games that are not relevant to English classes. One student in the interview complained that it is difficult to keep all students focused on the tutor, because some students participate in a chat group. She commented “I don’t know if they are with the tutor or not if they play with their devices or follow other people”. Hence, the use of social media applications via mobile devices may negatively affect English language learning, because students may become distracted.

The researcher believes that the technological progress over the last five years and its wide adoption among all ages has resulted in improved ease of use for learners. Social media applications and various mobile devices are among those technologies that have spread dramatically. Thus, learners are readily able to work with these devices both inside and outside the English classroom. Those who have a negative attitude toward the use of social media applications in English classes might need training before the implementation of any such programs; as student B said “we do not have training courses for us as students or for teachers who are very slow in understanding the usage of the applications”. However, the majority of learners have a
positive attitude toward the use of social media via mobile devices in and outside English classes, which needs to be considered. Overall, the above table shows that the majority of participants (n=84, 82.6%) strongly agree that the use of social media via mobile devices in English classes is easy.

**Interest in and Motivation to Use Social Media**

Learners’ responses about their interest in and motivation to use social media via mobile devices were mostly positive, and it was found that most participants strongly agreed that using social media for learning English is interesting. Student C discussed the reason for learners’ interest in using social media via mobile devices. She claimed that the use of social media via mobile devices is “a new method for students, so they are zealous to use this”. These findings indicate that learners’ motivation has increased as a result of social media application use. Overall, most of the participants agreed that they feel happy about the use of social media via mobile devices in English classes, about which they have a positive attitude.

**Social Media as a Tool for Learning English**

Additionally, some students use social media as a platform for communicating in English. Specifically, 36% agreed that they only communicate in English when using social media, 26% were neutral to the statement, and 22% agreed with it strongly. It can be concluded that social media applications are used to promote the English language among Saudi Arabian university students at the Saudi University. In fact, 36% of the participants agreed that they are always discovering or looking for new vocabulary on social media (S.16). Furthermore, 26% strongly agreed that they are always discovering or looking for new vocabulary on Twitter or Instagram. On the other hand, 18% indicated that they were neutral to this statement. Similarly, while 32% agreed with the statement that they have used social media to chat in English in a conscious attempt to improve vocabulary, 31% were impartial to the statement, and 17% disagreed with it.

It is evident that some of the university students use social media, for example, Twitter/Instagram/Facebook as a language learning tool, and more importantly, a significant number of these students indicate that they use Twitter in learning the English language, specifically by discovering and looking for new vocabulary and communicating in English. Thus, social media applications, such as Twitter, seem to be rapidly growing in importance as a language learning tool.

Similar notions were also shared by student E, who claimed that:

‘Instagram and Facebook use is all about social networking but now that I follow a lot more educators on Twitter, I can see how it can be used to share with other educators’.

In addition, Student D reported that

‘In fact it is a very useful way to enjoy and learn either English or any other language, however I will talk about my experience in learning English via social media especially on Twitter. There are many accounts written about learning the English language and the admins of these accounts write new vocabularies, rules, and some common grammar or spelling mistakes. I get a lot of information from these accounts’.
The study also reveals that some students follow EFL accounts that could be tools for English vocabulary learning. The majority of accounts that are followed by the students include @asken1gt (followed by 48% of the participants), @LEBP55 (followed by 20% of the participants), @Eng1 (followed by 22% of the participants), @Abu1m1ar (followed by 25% of the participants), and @english2arabic (followed by 22% of the participants) (S.32). Most of these accounts help Arabic students to improve their English language skills, including vocabulary learning.

This is in agreement with Student F’s response:

‘I follow @english2arabic, @englishmastery since they use both Arabic and English which makes it simple for learning English vocabulary. Also, I think following some accounts are useful because it helps me improve my vocabulary without me noticing. The learners can read, chat, and communicate with English native speakers and through this communication they can improve their language skills’.

It is worth noting that following these accounts is a deliberate choice, which indicates that most of the students are willing to polish up their English skills via social media.

**Conclusion**

The present study has been designed to explore the attitudes of Saudi learners towards integrating social media applications via mobile devices in and outside English language classes. Through analysing the data gathered from the questionnaire with 102 students, and semi-structured interviews with five students, this study has found that Saudi EFL learners showed positive attitudes toward the usage of social media applications via mobile devices in English classes. Also, the results discussed above indicate that there is an influence on learners’ attitude from the use of social media applications in English classes, as the majority are willing to pursue the use of mobile devices both inside and outside the classroom. The research findings suggest that there might be a need for training for both students and tutors at the Saudi University. Lack of knowledge of the use of social media applications in English classes for some students or the teacher can create negative attitudes. Also, technical support needs to be supplied to avoid any problems with technology.

Furthermore, teachers and educators should formulate clear guidance about how to use social media to enhance students’ learning. It is worth noting that interacting through social media may also negatively influence language learning, particularly because it encourages the shortening of words. For example, using variations of “LOL”, such as “LOLing”, to complete sentences is common among many students who use social media. With the use of these new word forms, the concept of vocabulary taught to students in the classroom begins to degrade. Consequently, it is advisable to rethink the drawbacks and the potential associated with social media before jumping on the bandwagon.

Based on the findings of this study, in order to integrate social media into the education system of Saudi universities, policy-makers of the Ministry of Education in Saudi Arabia should support and provide all universities and schools with enough facilities, including strong internet connections and sufficient outlets. They should also provide teachers with training courses to develop the necessary skills to interact with mobile devices, to enhance their understanding of using social media applications.
social media applications, and to cope with any problems that might occur inside and outside the classroom. Moreover, the Ministry of Education should implement several pilot trials in universities and schools, and evaluate them to reach reliable results.

Implications

This exploratory study could open the doors to more comprehensive studies as part of further research. A similar experimental study with a larger number of participants may produce more generalisable results. Further studies on podcasting that include more students, more levels and more raters should result in clearer and more reliable outcomes. It would also be useful to follow up the results from similar studies in order to assist learners and educators by producing model strategies for using podcasts in EFL contexts. Learners’ attitudes towards new MALL technologies such as podcasting have been shown to be generally positive. Moreover, language educators should keep up with new MALL innovations, as today’s students are demanding the use of technological applications in the classroom, and if educators do not provide these, they are likely to be left behind. The use of social media applications is particularly useful in Saudi EFL settings, given the potential of social media to improve not only the learning and teaching experience, but to also facilitate the adjustment of the language learning field to an increasingly resource- and time-sensitive environment, it is necessary to conduct more comprehensive and additional research in this area.

Social media’s roles for pedagogical use, especially for learning English, can be maximised. Undoubtedly, this study is not only relevant for university students, but it could also be very helpful for teachers and the university administration as well. The students can take advantage of the fact that most of their peers can access and use social media applications daily. Many university students are now using smartphones and tablets with enhanced capabilities for connectivity and communication. Although students use these technological devices for communication, their potential for improving language acquisition is evident. This implies that social media can create a platform for students to form study groups within, for example Facebook, where they can discuss and assist each other to learn vocabulary or discuss the module material.

About the Authors:

Abdulrahman Mohammed Alshabeb: Lecturer at Al-Imam Mohammed Ibn Saud Islamic University. MA in Applied Linguistics and TESOL. PhD candidate in Wolverhampton University in the field of Applied Linguistics and Mobile Learning. Research interests: CALL, MALL, applied linguistics, vocabulary acquisition, mobile learning, educational leadership, learning via technology.

Riam Khalad Almaqrn: Lecturer at Majmah University, Saudi Arabia. She holds MA in Educational leadership and learning from Hull University. PhD candidate in University of Nottingham in the field of education. Research interests: educational leadership, learning via technology, MALL, SMALL.
References


Kozar, O. (2010). ‘Towards better group work: Seeing the difference between cooperation and collaboration’. English Teaching Forum (2)


Kukulska-Hulme, A. Shield, L. (2008). ‘An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction’. ReCALL (271-289).


“Interactive Media in English for Math at Kindergarten: Supporting Learning, Language and Literacy with ICT”

Ririn Ambarini  
Department of English Education, 
Universitas PGRI Semarang, Central Java, Indonesia

Arso Setyaji  
Department of English Education, 
Universitas PGRI Semarang, Central Java, Indonesia

Dian Ayu Zahraini  
Department of Early Childhood Education, 
Universitas PGRI Semarang, Central Java, Indonesia

Abstract  
Modern society is actively engaged into technology due to educational reasons. Interactive media is considered as an integral part in language learning process to support the efficiency of the study process taking into consideration the needs and achievements of students. Therefore, new trends appear in the education process and technologies have to be successfully integrated by the teachers working in early childhood education institutions. The implementation of information and communication technology (ICT) curriculum at early childhood education is one of the educational sector development efforts to improve and support young learners’ learning, language and literacy with ICT. English for Math activities are designed for kindergarten students so that they can experience the learning of Math in English in fun and exciting ways by creating the atmosphere of learning like playing integrated with ICT which will help the very young learners to understand the learning materials. This discussion is aimed at describing English for Math learning with ICT for kindergarten students. Moreover, the description can become one of the basic forms of the development of interactive learning based on students’ self-learning. Besides, the arrangement of this study is also aimed to improve young learners’ habitual and self-learning.

Keywords: Information and Communication Technology (ICT), English for Math, interactive media, self-learning

Cite as: Ambarini, R., Setyaji, A., & Zahraini, D.A (2018). Interactive Media in English for Math at Kindergarten: Supporting Learning, Language and Literacy with ICT. Arab World English Journal (AWEJ) Special Issue on CALL (4)  
DOI: https://dx.doi.org/10.24093/awej/call4.18
Introduction

Modern technology such as computers and interactive whiteboards give many opportunities for teachers to get new possibilities of integrating visual materials inside the classroom. The development of possibilities that increase every year does not mean that they are not fully exploited in the language classroom, due to a number of reasons such as school facilities or teacher literacy of new technologies. The use of visuals, apart from those included in the textbooks was not an integral part of the everyday lessons implemented by teachers in early childhood education. The use of multimedia visuals, such as slide-presentations or video-based activities was demoted to special occasions, or not even implemented in English classroom practice at all (Ramírez, 2012).

The implementation of information and communication technology curriculum at preschool level is one of the effort to improve the quality of education in Indonesia. Basically, the curriculum of information and communication technology makes students to be ready with the rapid changes not only in the world work but also another activities (Anwariningsih & Ernawati, 2013). Information and Communication Technology (ICT) subject integrated with other subjects such as Language, Math, and Science is included subjects that require direct practice. It requires teachers to do innovation in creating the learning media that can help young learners’ understanding the materials being learned. This opportunity can be integrated with the innovation, invention and creativity in the implementation of English for Math learning for very young learners in Early Childhood Education.

The use of media in teaching is essential to create fun and exciting atmosphere in the classroom practice. The media is also considered as one of the important component of teaching technology in supporting the teaching and learning process (Anwariningsih & Ernawati, 2013). Therefore, Media has a role to unite between oral and symbols so as to convey information and to deepen the understanding of the contents or the real meaning in the teaching process that has function to create playful activities, especially designed for young learners in early childhood education.

Almost all of the ICT study in the school still relies on textbooks and teacher profiles as the source of information. Whereas, there are many pre-school students still learn at the level of speaking and emergent writing. Thus, it becomes the contrary when the students are forced to read a computer learning modules while they are still in the stage of speaking and emergent writing. Because of that, creating or supporting learning process with interactive media that can improve students’ self-learning will have the development of students’ language and literacy.

Students in pre-school has a comprehension of symbols or pictures to understand the message or information that is more dominant than reading. Thus, it is very important to create learning environment that supports the psychological aspects. Consequently, the learning environment should become a friendly learning, entertaining and motivating to the children. This is the learning background in how to make a media in learning English for Math with ICT to become playful activities so as to arouse children’s interest that can make them motivated to have a habit and self-learning.
Theory Learning Paradigm
There are some views of learning that is very crucial for teachers to understand and implement in the classroom practice. The first is learning as a natural, social process, or even learning as active and passive processes. The next view of learning emphasizes on the ongoing integrative and contextual process that require teachers to create activities based on model strengths, skills, interests, and culture of students. Besides that, learning also views assessment activity based on the fulfilled tasks, obtaining results, and real problem solving that is done either individually or in groups (Barr & Tagg, 1995; Taras, 2009).

Learning views do help teachers how and what to teach in the classroom practice with fun and exciting atmosphere. Moreover, learning views are able to change the role of teachers and students in the learning process itself. The teachers’ role have changed from a transfer of knowledge, the main source of information, the expert in recognizing the material, and the source in finding answer to become a learning facilitator, coach, collaborator, navigator of knowledge and learning partners for their students (Ball & Forzani, 2009). Moreover, the role of teachers who control and instruct all aspects of learning has changed into the role of teachers providing more alternatives and responsibility to each student in the learning process.

The implementation of learning views in the learning process will also switch the teacher-centered learning to become student-centered learning. Furthermore, the role of students in learning process have changed from a passive receiver of information to be active participants in the learning process. Besides that, the role of the students as learning participants who reexpress knowledge has changed to become learning participants who are able to produce and share knowledge. Further more, the student activities also have changed from learning as an individual activity (solitary) into collaborative learning with other students (Zajac, 2009). It means that learning environment that is centered on teacher has shifted to student-centered.

There are three main kinds of learning modus that can give enlightenment for both teachers and school citizen to reach the maximum learning outcomes (Arsyad, 2006). The first is direct experience (enactive) in which learning is done by doing and it is the role of teachers to provide learning activities where the students are doing what they are learning. The second is experience of pictorial / image (iconic) in which learning is done by studying and understanding the learning objects from image, painting, photo or film that require teachers to provide supporting learning media for the students’ learning activities. And the last is experience of abstract (symbolic) in which learning is done by matching the learning object that is studied with a shadow on a mental image or match the experiences associated with learning objects (Passarelli & Kolb, 2011).

In order to make the learning process runs well so there must be interaction between students and teachers, Visual stimulus from the use of interactive media in the process of teaching learning will give learning outcome better for learning activities such as remembering, recollecting, recalling, and also connecting facts and concepts. all these ideas should be supported.

Interactive Media
Interactive Media in English for Math at Kindergarten

Ambarini, Setyaji & Zahraini

The term “interactive media” started to be known widely at the end of the 20th century. The definition of interactive media is explained as the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes (England & Finney, 2011).

There are some basic characteristics of interactive media. Those are: interactivity, communication, free access, divergence, flexibility, attractiveness, multi-formats of information and interactive active participation. Media provides people with assistance when they have the purpose of exchanging information and ideas on particular issues and on particular occasion. The exchange of information can be done by using different channels and methods of interactive media such as written method of communication (blogs, comment, and chat rooms), visual information (short movies, games), graphical information (photos, pictures), audio (music files) and etc (Kuprienė & Žegunienė, 2017).

Media is human, material, or events that lead the situation and conditions in creating students enabling to acquire knowledge, skills or attitudes. If the media carries messages or information which has instructional aims or teaching objective so the media is called a media of learning. Learning media is an instrument in the learning process that can be implemented both inside and outside class to support and help students’ learning experience and improve learning outcomes (Lonka, 2015).

There are some benefits of using media in the learning process, namely: (1) learning will be more interesting so it will cause the learning motivation to the students, (2) learning materials will be easily understood and allows student to control and achieve the learning goals, and (3) teaching methods will be more variative through verbal communication from the teacher’s explanation.

Thus, it is very important to use interactive media combined with the traditional methods to create fun and exciting atmosphere of learning English for Math with ICT for kindergarten students and improve students’ self-learning.

**Computer-Based Media**

Information technology gives the access of using alternative media as teaching media integrated with the conventional teaching media such as textbooks. This media can be used as a supporting media for the effective education and teaching and also facilitate student learning. The use of media through a systematic design can help teachers teach memorable materials easily with playful activities (Anwariningsih & Ernawati, 2013). Moreover, the use of concrete visuals is able to attract students’ interest to describe the subject material and provide concrete experiences to make the learning process run in fun and exciting ways. The use of visuals from interactive media implementation in classroom practice has also been known to stimulate learning and knowledge processing.

There may be some problems dealing with computer literacy, and mental readiness on both teachers and students but those can be solved by starting the socialization of computer literacy training among teachers who will later on transfer it to their students. The use of computers as a learning media has several advantages, such as to provide a more affective conditions
accommodating students who are slow in accepting the lesson, and stimulate students in doing exercises. The other advantage of using computer as a learning media is that students’ learning development can be monitored through the records of students’ activity in the forms of exercise files stored in the computer.

The effectiveness of using computers as a learning media can make students become "active" with the up to date information in which the software is designed interactively according to the level of students’ age and capability. In addition to the condition that computer media allows students to develop skills and capabilities, interactive learning media has a stimulus that is conducive and supportive to the development of the student independence, especially in terms of the development of competence, creativity, self-control, consistency, and commitment both to themselves and to others. Moreover, the use of computer as learning media has a significant influence on the students’ interest and willingness to learn the atmosphere of competencies (Motteram, 2013).

Interactive media: new opportunities for foreign language learning

There are many researchers that have emphasized lots of beneficial effects of the usage of interactive media, and discussed the basic characteristics of interactive media, interactive media is significantly beneficial for the foreign language teaching/learning process. If interactive media was chosen for the study process, a student would be able to select from variety of learning methods such as educational games, websites, chat rooms, forums, internet games, social networks etc (Kuprienė & Žegunienė, 2017). For younger learners, it is important the assistance and the regular monitoring observation for them when using interactive media as an alternative of improving their language and literacy.

There are some advantages that interactive media can give for the beneficial learning outcome. The first advantage is there will be more convenient and attractive manner of communication among students that could be managed in. The next is that the study process can be organized outside the regular teaching or learning environment. It means that the communication between a teacher and a student would not be limited by time, availability and place, it can be arranged at any time and any where. In addition, interactive media can be a platform used as an educational environment for the exchange of methodological aids, accumulation of multi-format information and links to the scientific sources used for the lessons and independent studies or self-learning. Besides that, specialized websites containing many useful links to the educational websites will give more help for learners to study any foreign language. These educational websites are forums which are used for communication among native and non-native speakers, or communities of teachers-volunteers who are engaged into online teaching (Motteram, 2013).

Language learning is an active process of foreign language skills formation that has to be uninterrupted. The successful and efficient language teaching or learning process will take place if supported with the combination of theory and practice. Because of that, environment of study process plays a vital role, and it is a duty of a teacher to provide students with modern and interactive possibilities to support their positive achievements as their learning outcomes in foreign language learning. The combination of theory and practice can be in the form of the use of course
books that may be partially replaced with innovative methods, such as interactive media that comprises websites of newspapers or magazines, internet clubs, websites of business companies, forums, films etc (Motteram, 2013; Kuprienė & Žegunienė, 2017).

Interactive media with its specification becomes efficient tool for choosing appropriate level of language learning taking into consideration varieties of learners’ grade levels. Respectively, a student is able to select topics and activities, which may fulfill the needs and wishes of his needs. For very young learners, teachers will help the selected topics and activities according to the students’ age and level of difficulties. Reviewing possibilities provided by interactive media the teaching/learning process becomes more individualized, the material may be adapted in more flexible manner to meet requirements of various learners. Even for very young learners in early childhood education, there are a lot of interactive media that can be found both online and offline. These interactive media will give the alternative playful activities for young learners who like the design of learning with playing. With interactive media, the entire study process is continuously transformed in order to achieve positive learning outcomes. Furthermore, interactive media may be referred to both as a methodological aid and a platform for submitting students’ assignments (Sessoms, 2008).

There is a possibility to create a virtual class, club or blog for students and teachers, where students could upload their visual, written, audio material, presentations, papers, essays etc., and their submitted assignments can be assessed by peers and teachers. (Wilkisch et.al 2006). This possibility is very suitable to be implemented in classroom practice with adult learners. But for very young learners, a virtual class, club or blog does not fit their age level yet. But if, it is in the form of literacy bag, in which the virtual class, club, or blog is designed with the involvement of the parents, that design will give more ideas on the improvement of supporting students’ learning, language, and literacy with ICT (Huang, 2013). Currently the users of the Internet are members of at least two social networks and platforms. The development of new networks is still in process, because various networks are focused on the basic needs of users: communication, entertainment, receiving and managing of information and its administration. The huge group of users is interested in search systems and e-publications. Thus, interactive media is not only effective tools for improving students’ literacy through self-learning but also promoting parental involvement in children’s literacy learning in the English language.

In generalization, a basic feature of interactive media is interactivity that brings so many advantages to education rhythm, because media may be developed by everybody and the content of information depends on the objects, in this case learners, who are involved in the process of information share and exchange. Students, adult learners or young learners, are extremely active users of interactive media. They acknowledge provided possibilities and know how to get benefit of interactive media usage. The virtual environment is an alternative way of literacy learning that is attractive in educational perspective. Therefore teachers have to be ready to integrate interactive media into study process to create playful activities especially for young learners, because this innovative method stimulates study process that makes it efficient and modernized (Kuprienė & Žegunienė, 2017; Wyse & Jones, 2008; Winograd, 2015).
English for Math Learning for Young Learners

While technology, business and politics interact with other countries becomes a norm, language and culture are key to every successful individual in the new global community. Effective and high-quality education includes cultural and linguistic learning for all students. Research shows that all students will benefit from being bilingual and biliterate in their own language and other languages (Acevedo, et.al., 2012). In this case bilingual educational programs are central to making that vision a reality (Rodriguez, et.al., 2002).

Bilingual learning for early childhood will work well if the learning activities packaged for early childhood can help develop cultural pride and identity in the new language they are learning in the mother tongue. It is crucial that teachers have the ability to assemble all learning activities carefully, step by step, to build the previous child's knowledge and develop skills and concepts that are integrated into learning materials one of which is mathematics (Soderman, Wescott, & Jie, 2007).

Young learners begin to develop a mathematical understanding through experiences with various types of real objects provided in learning centers as well as practical situations (such as beams, pegs, buttons, cooking utensils, etc.). Provision of learning activities that are able to maximize critical and creative thinking skills can be facilitated through creative math learning for early childhood that can create a cognitive condition and a solid attitude in thinking to solve the problems faced (Clement 2001). To make this happen it will be important for educators to maximize strategic efforts in education with respect to the coaching and cultivation of noble, gradual and sustainable cultural literacy (Wyse & Jones, 2008; Segal, 2015; Winograd, 2015).

The principle and standard of early childhood mathematics learning according to NCTM or National Council of Teachers of Mathematics (1991) is that instructional programs from preschool to grade 2 should enable all students to understand the meaning of the operation and how the operation is interconnected. Furthermore, expectations for pre-school classes through grade 2 should understand the various meanings of addition and subtraction of integers and the relationships between the two operations, understand the effects of adding integers, and understand situations requiring multiplication and division as grouping objects evenly.

While the purpose of counting for early childhood according to Department of Educaction and Culture (2000), the first is for children to think logically and systematically at early age, through observation of concrete objects, pictures or figures around the child's environment. Furthermore, early childhood will have the accuracy, concentration, abstraction and high appreciation and have an understanding of the concept of space and time so as to estimate the possible sequence of an event that occurred in the vicinity. And the last is that young children are expected to have creativity and imagination in creating something spontaneously as a form of their literacy development.

Thus, the use of interactive media integrated in English for Math for young learners will give other alternative for creating fun and exciting learning atmosphere, besides improving and also supporting students’ language and literacy with ICT.
The Importance of Interactive Media in English for Math Learning

Most of the language teachers seem to agree that the use of visuals can enhance language teaching. As they help teachers to bring the real world into the classroom and to link words and their meanings, they make learning more meaningful and more exciting. Visual aids can also improve students’ comprehension of content to overcome learning difficulties (Halwani, 2017). According to Gibbs and Colston (2006), visual literacy is the key to obtain information, construct knowledge and build successful educational outcomes due to the increase of the number of images in the world. It is important to point that students bring to the classroom their own background, that nowadays is associated with images provided by mass media, videogames etc.

Interactive media is one of helpful tools in the language classroom that can help teachers to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable them to make learning more concrete, effective, interesting, inspirational, meaningful and vivid to young learners (Zazkis & Liljedahl, 2009). It means that interactive media material or anything use to help the students see an immediate meaning in the language may benefit the students and the teacher by clarifying the message, if the visuals enhance or supplement the language point. These advantages suggest that visuals in interactive media can help make a task or situation more authentic (Canning-Wilson, 1998).

Moreover, interactive media can improve students’ motivation and maintain students’ attention by adding variety and making the lesson more interesting (Bradshaw, 2003). Persuasion of interactive media tend to be accomplished in children through imagery, and that those images and visuals speak directly to us in the same way experience does: holistically and emotionally. Young students have little knowledge of the living world and developing conceptions. Therefore they need more visual information to represent their thoughts (Arif & Hashim, 2009).

Interactive learning media ICT tries to accommodate the information obtained at the stage of observation, namely:

1. The material presented in Interactive media includes early childhood education school curriculum that is identification form, function, and how to use the computer for very young learners, recognizing and using application of image processing, also the information in using a computer properly.
2. This media combines voice, video and images to make the students get easy in understanding.
3. Learning media is interactive so students can communicate and have interaction with the objects individually or in pairs in this media to support their learning process.
4. Visual appearance also supports students’ learning and improves their ability in emergent writing skill.
Interactive Media in English for Math at Kindergarten  

Ambarini, Setyaji & Zahraini

Figure 1 Suggested Online ESL Games for Young Learners

Figure 1 gives the alternative of ESL game online for young learners that can be used by students to improve their learning, language, and literacy with ITC. The role of the teachers here is to give the recommended ESL game online that is appropriate for young learners. Figure 2 is BCC ESL Game online for young learners that give three options of game learning activities, namely:

1. **http://www.bbc.co.uk/bitesize/ks1/** literacy, numeracy and science short games.
5. **http://www.readwritethink.org/search/?grade=7&resource_type=16&type=32** word games.

Figure 2 BCC ESL Game Online for Young Learners
Literacy, Maths, and Science. These ESL game online will also work best on improving students’ learning, language, and literacy with ICT if supported with parental involvement besides students’ self-learning. The involvement of parents will apply effective literacy strategies in which parents will encourage children utilize some extension activities, including asking critical questions, emergent writing activities, and word games.

In addition to ESL game online, there are also alternative of using ESL game offline such as “Tux Math of Command” ESL game online. In Figure 3, it shows the option of the game whether it would like to be played alone or played with friends and many other options that are easy to follow. And If the student chooses to play alone, Figure 4 gives information about the kinds of games that can be played alone. If one of the icon is clicked, so there will be some options of the numeracy skills that can be learned and played by the student as mentioned in Figure 5. And the example of the game offline that is played by students is on figure 6. It is addition: sums to 10. The student who plays it just heats the keyboard to answer the item on the screen and heat the ‘enter’ button to get the confirmation of the answer given in the form of shooting. Tux of Math Command is very fun and exciting for young learners. They will be happy to do it as self-learning or with friends or the companion of the parents. If they get companion so they can get more practices of interaction not only with the object of the media but also with partners (friends or parents) so that they will get more opportunities to improve their communication skills and social skills.

![Tux of Math Command Game offline for young Learners](image)

*Figure 3. Tux of Math Command Game offline for young Learners*
Interactive Media in English for Math at Kindergarten

Ambarini, Setyaji & Zahraini

Figure 4. Tux of Math Command  Game offline for young Learners

Figure 5. Tux of Math Command  Game offline for young Learners
New learning paradigm emphasizes independent learning and putting teachers as facilitators. English for Math integrated with ICT lessons are in need of independent exercises of students, even though they still rely heavily on the teacher as a place to ask. Besides that, teachers are still many do not have a handbook. Teachers rely more self-taught capabilities when providing ICT material. This Interactive Media is expected to help students learn English for Math with ICT independently. Media attempted prepared to accommodate students' literacy and supports the concept of learning that is fun and exciting so that students will feel comfortable, happy, and excited when learning.

Conclusions
Interactive media can be characterized by mentioning the basic characteristics such as interactivity, communication, free access, divergence, flexibility, attractiveness, multi-formats of information and interactive participation, availability to share and exchange multi-content and multi-format information in order to communicate efficiently, to create communities, to comment on published information and to express own personality. Almost each person of contemporary society can become an active user of interactive media. Updated information, various educational activities, different information sources provide users (teachers and students) with evidence that integration of interactive media supports efficiency of foreign language learning and teaching (Kuprienë & Žegunienė, 2017).

Educational games have been mentioned as possibility to deepen foreign language skills in more innovative manner. Thus the study process may be more attractive and students could achieve positive learning outcomes if traditional methods will be combined with modern (communicative, situational/natural context-oriented methods, community language learning methods, innovative technologies, and interactive activities).
There is a benefit of giving bilingual learning to kindergarten students as it will develop students’ skills in cognitive thinking, mathematical concepts, logic, problem-solving materials, and decision-makers as evidence of literacy development. Because bilingual mathematical learning is appropriate to be applied in Kindergarten through constructivism approach, thus the results of this implementation improve not only student development in Mathematics skills but also communication skills but also communication skills. Thus, interactive media is an alternative of combining the traditional method with the modern one so as to create fun and exciting learning for very young learners so that they will be also interested to improve their self-learning.

About the authors:
**Ririn Ambarini** is a fulltime lecturer in English Education Department of Universitas PGRI Semarang, Central Java, Indonesia in the subjects of Second Language Acquisition, Grammar, Speaking for Instructional Purposes, Writing, ESP (English for Specific Purposes), TEFL (Teaching English as a Foreign Language), and TEYL (Teaching English for Young Learners). orcid.org/0000-0001-7472-6515

**Arso Setyaji** is a fulltime lecturer in English Education Department of Universitas PGRI Semarang, Central Java, Indonesia. He teaches in the subjects of Translation, Linguistics, Teacher Education, English for Hotels. https://orcid.org/0000-0002-9065-9495.

**Dian Ayu Zahraini** is a fulltime lecturer in Early Childhood Education Department of Universitas PGRI Semarang, Central Java, Indonesia. She teaches in the subjects of Anthropobiology, Detection of Child Growth, Child Health and Nutrition. https://orcid.org/0000-0002-1573-5953

References


Interactive Media in English for Math at Kindergarten

Ambarini, Setyaji & Zahraini


Huang, S. (2013). The Use of Literacy Bags Promotes Parental Involvement in Chinese Children’s Literacy Learning in the English language. Language Teaching Research 17(2) 251–268 sagepub.co.uk/journalsPermissions.nav.ltr.sagepub.com


Rodriguez-McCleary, Bethrica, & Predaris, T. (2002). The LEP-Special Education Interface: Building Bridges, A presentation at NABE 2002 (National Association for Bilingual Education) by Fairfax Public Schools, Fairfax, VA.


Constructing Identities Online- An Exploratory Study of Saudi Youths’ Strategies
Mohammed Qurait Alenezi
Faculty of Education, University of Tasmania, Australia

Paul G. Kebble
National Institute of Education, Nanyang Technological University, Singapore

Andrew Fluck
Faculty of Education, University of Tasmania, Australia

Yang Yang
Faculty of Education, University of Tasmania, Australia

Andy Bown
Faculty of Education, University of Tasmania, Australia

Abstract
Language is used not only for communication but also for enacting multiple identities to reveal information about oneself such as who we are, where we come from, who we believe in etc. This is done by means of using a tribe, gender, region or a country specific dialect, accent, sociolect, vocabulary or phrase to identify oneself with a specific tribe, gender, social class or ethnic group, a region or a nation. Greetings such as ‘Assalamu aleikum’ (‘peace be with you’), ‘God bless’, ‘Shalom’ (‘peace’) are used by people to identify oneself with a particular faith (Muslim, Christian and Jewish respectively). Thus, language use serves here as a means of constructing religious identity. Region and tribe specific dialects, accents and sociolects are also used to construct regional, social class, ethnic or tribal identities. This process of identity construction occurs both in the real world as well as in a virtual reality on-line, where people can either take their real identity with them or construct an on-line identity that can be as divergent as they wish. As on-line communication gains significance in everyone’s life, research on the nature of this communication is required to uncover various underlying issues governing this type of communication. In this respect, the present study aimed to explore the strategies and ways in which language and other means were used by Saudi Arabian youths to construct and enact their various identities such as gender, social class, tribal, regional, religious etc. To this end, a social networking website was designed and Saudi youths (aged between 18 to 30 years) were invited to participate by posting and chatting online on the website. Of such posts, around 300 comments were selected for the content analysis. The analysis of these comments posted by 71 Saudi females and 85 males over two months revealed that Saudi youths used their language on-line to construct and enact their gender, tribal, regional, religious identities. Participants were seen to be using their tribe, region, gender, religion and Arab culture related words and phrases to construct and reveal their tribal, regional, gender, religious and cultural identities consciously and unconsciously.

Keywords: Identity construction, on-line communication, linguistic strategies, Saudi youths, regional identity, tribal identity

1. Introduction:

In the past few years, there has been a growing interest in identity construction, particularly within the areas of sociolinguistics, linguistic anthropology, discourse analysis, social psychology and other behavioural sciences. In this respect, Bucholtz and Hall (2004) assert that a ‘study of linguistic anthropology is the study of language and identity’ (P: 369). The term ‘identity’ has been defined in multiple ways, and according to Norton (1997), identity is a way “people understand their relationship to the world, how that relationship is constructed across time and space and how people understand their possibilities for the future” (P: 417). It can also be understood as what Goffman (1959) sums as the presentation of self. Accordingly, Joseph (2004) suggests language and identity are inseparable, and through the utilisation of language, a person can construct ‘multiple identities or ‘identity repertoires’ Blommaert (2004), that is, one may be black, African, Muslim and female all at the same time. Gawne and Vaughan (2011) argue that such language strategies used by participants let them ‘construct complex identity’ (P: 97). However, Maalouf (2000) argues identity cannot be classified and divided into separate fragments, and that an individual does not have multiple identities, but rather, has a single identity constructed from multiple components combining to create a unique identity. As on-line social media are increasingly dominating contemporary societies, people, particularly those under thirty, are spending more time in on-line interactions and social media, particularly those offering on-line chatting facilities (Almakrami, 2015). The researchers wish therefore, through this research project, to understand further how on-line users populate these digital spaces and how, through the on-line provision of written texts and visual images, they construct their virtual identities.

The phenomenon of identity has been studied extensively particularly in areas such as sociology, psychology, anthropology, sociolinguistics, discourse analysis, cultural and communication studies. However, these researchers (Labov, 1966; Trudgill, 1974; Milroy & Milroy, 1978; Milroy, 1980; Mendoza-Denton, 2002; Bucholtz & Hall, 2005; Gonzales, 2009; Burnett (2017); Mora, 2017; Rosendal, 2017; Gündüz, 2017) who have studied this phenomenon in these fields suggest that the construction of identity through communication needs a separate investigation through the contemporary lens applied for the digital era. Therefore, this research focuses particularly on the strategies employed for constructing different identities such as regional, gender, tribal, religious through communication. Thus, an attempt is done to investigate critically how the recruited on-line users represented their self, gender, place of dwelling, ethnicity, tribal affiliations, and their educational and religious background through their on-line communication. It is suggested that the study of such construction and/or deconstruction of linguistic identities through on-line communication has significance as it can elucidate how individuals portray themselves and their various socio-cultural, regional aspects within virtual communications. The study is significant as reports the strategies used by the Saudi Arabian youth’s for construction of various identities which has not been covered so far in any significant study. Thus, the study would familiarise the global academic and research fraternity about the ways Saudi Arabian youths communicate and how they use their language to show their gender identity, regional identity as well as their tribal and religious backgrounds. The findings of the study would be significant for a number of non-Saudi people and firms, interested in Saudi Arabia, about learning, understanding and communicate appropriately with people of different genders, different tribes and from different regions.
2. Review of the Related Literature

2.1 Language and Identity

The term ‘identity’ according to Goffman (1959) refers to the presentation of self. It also implies identifying oneself with a specific group of people belonging to a specific gender or tribe or region or religion. Joseph (2004) believes that language and identity are inseparable as language is used by a person to show his/her multiple identities. In other words, language of an individual may reveal whether s/he is white/black, Asian/African, male/female etc.

Identity has been viewed from different perspectives by different scholars like Mendoza-Denton, (2002); Bucholtz& Hall, (2005); Burnett, (2017); Mora, (2017); Rosendal, (2017); Gündüz, (2017). Norton (1997) discusses when a person speaks, in an attempt to construct his/her, he/she does not only exchange information with his/her interlocutors; but also organises and reorganises a sense of who he/she is and how he/she relates to the social world. Tabouret-Keller (1997: 315) sums this concept up by suggesting that 'language acts are acts of identity'. An individual’s identity is created through culture or cultures and their corresponding languages and communication forms, and can empower an individual through various and multiple meanings, for example, an individual can identify as a woman, a Briton, Afro-Caribbean, a Muslim and a feminist (Harrison, 1998). A Poststructuralist definition of identity is as a “socially constructed, a self-conscious, ongoing narrative an individual performs, interprets and projects in dress, bodily movements, actions and language” (Block, 2006: 39). All of which transpires in social settings which contemporarily is either face to face or through a digital system of communication. An individual can share “multiple facets of beliefs and motives and activities and practices” (Block, 2006:39) and therefore construct a personal identity for that setting and at that time.

Ochs (1993:291) views identity as a “social construct that is both inferred and interactionally achieved” and which is formed through the multiple forms of interaction in which an individual engages. Identity can, therefore, be described as being constructed through people’s communicative engagements and actions and is an outcome of the multiple forms of language, communication and action utilised. Bucholtz and Hall (2005:586) describe identity as “relational and sociocultural phenomenon that emerges and circulates in local discourse contexts of interaction”, while De Fina, Schiffrin, and Bamberg (2006:03) expand on the notion by suggesting “identity is performed, enacted and embodied through a variety of linguistic and non-linguistic means”. Thus, people use language and action to construct their sense of self in relation to others, whether this be in physical reality or in an On-line environment. A man standing in a demonstration with a far-right political placard, shaven-headed and wearing military style clothing is communication much about his personal identity, the young woman in casual clothing facing him and engaging him in a discussion likewise. This research, therefore, views identity construction as a self-conscious and spontaneous project of an individual agency, created and maintained by someone wishing to portray themselves in a particular way, which has been informed particularly by of Block (2006), Ochs (1993) and Bucholtz and Hall (2005). Lindgren &Wahlin (2001) argue that this social constructionist perspective which examines the way identities are constructed is crucial ‘to our understanding of the complexity of the identity phenomenon’. (P: 357)

2.2 Types of Identities

The various theorists and researchers that this research has been informed by generally defer to a poststructuralist approach to identity, and include social variables such as ethnicity, tribe,
gender, race, social class and region/nationality as key components of an individual’s identity repertoires. Block’s (2006) list of different individual/collective identity types have been utilised within the table below (Table 1), along with research informed additions such as tribal identity and regional identity for more relevance to the current study.

Table 1: Individual/collective identity types (Block, 2006: 37)

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Ascription/affiliation</th>
<th>Based on</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ethnic</td>
<td>A sense of a shared history, descent, belief systems, practices, language and religion, all associated with a cultural group</td>
</tr>
<tr>
<td>2</td>
<td>Racial</td>
<td>Biological/genetic make-up, i.e. racial phenotype (NB often conflated with ethnicity)</td>
</tr>
<tr>
<td>3</td>
<td>Tribal</td>
<td>A sense of shared history, descent, belief systems, practices, language all associated with a specific tribe</td>
</tr>
<tr>
<td>4</td>
<td>National</td>
<td>A sense of a shared history, descent, belief systems, practices, language and religion associated with a nation state</td>
</tr>
<tr>
<td>5</td>
<td>Regional</td>
<td>A sense of a shared history, descent, belief systems, practices, language, religion, tribe all associated with a specific geographical region in a nation</td>
</tr>
<tr>
<td>6</td>
<td>Gendered</td>
<td>Nature and degree of conformity to socially constructed notions of femininities and masculinities</td>
</tr>
<tr>
<td>7</td>
<td>Social Class</td>
<td>Associated with income level, occupation, education and symbolic behaviour</td>
</tr>
<tr>
<td>8</td>
<td>Language</td>
<td>The relationship between one's sense of self and different means of communication: language, a dialect or sociolect.</td>
</tr>
</tbody>
</table>

Although identities have been tabulated in this way in table above, they cannot stand independent of one another in the larger general identity of a person (Block, 2006). Block (2006, 2007) also believes that it is difficult to discuss one type of identity without mentioning others while discussing social variables such as race, ethnicity, nationality, gender, social class and language. Thus, identities are complex, variable, elastic and subject to manipulation (Maalouf2000). Suleiman (2003) also argues that collective identities are anchored in relation to such variables as genealogy, age, gender, sexuality, class, occupation, locality, tribe, clan, religion,
confession or sect, ethnicity, nationality or state citizenship. Some of these important identity types are briefed below.

2.3 Identity Construction through Language

2.3.1 Constructing Ethnic Identity through language

Ethnic identity refers “a speaker’s construction of a sense of self within her/his social world that pertains to ethnic group membership” (Noels, 2014: 89). Elaborating on this, people always carry their ethnic identities with them no matter where they go. That is why one’s language use makes others say one is an Arab or an Asian or African or Black or Hispanic or an American. An extensive body of research (Bucholtz, 2010; Bucholtz & Lopez, 2011) is also available on language and ethnicity aspect. Language and social identity has also be widely researched (Turner & Brown 1978) and it has been argued that an individual is encouraged to maintain a distinct and positive social identity. It is an individual’s definition of self “in terms of some social group membership with the associated value connotations and emotional significance” (Turner 1999: 8) To put it in the words of Le Page and Tabouret-Keller (1985: 181), an individual “creates for himself the patterns of his linguistic behaviour so as to resemble those of the group or groups with which from time to time he wishes to be identified, or so as to be unlike those from whom he wishes to be distinguished”. In the Malaysian context, Adnan (2013) reported that Ethnic Malay undergraduate students chose to interact with each other in English as a linguistic strategy to show their distinct identity. (P: 107). In their study, Childs & Mallinson (2006) also concluded that youngsters of different ethnic communities in Texana, North Carolina use different lexical items to ‘assert and negotiate their ethnic identity’. (P: 1). A study by Andersen (2017) also found that online identities of Saudi Shia Twitter activists were complex and manifold. The online Twitter users’ context (online) and the nature of online identities allowed them to express different aspects of their ethnic Shia identity. Sometimes they identified themselves as Shia, sometimes Saudis and sometimes Saudi Shias using different linguistic strategies.

2.3.2 Constructing Regional Identity through language:

People also try to identify themselves with a particular geographical region to which they belong by using specific accent or dialect or just few different words or phrases which may be identical among the inhabitants of that region. These people who belong to a specific geographic region are generally able not only to identify the overt referential meanings coded in linguistic utterances but also to identify other meanings implicit in linguistic utterances. (Burbano-Elizondo (2006). That is why Johnstone (2004) argues that regions have come to be seen as meaningful places, which individuals construct, as well as select, as reference points. Thus, people attempt to self-categorise themselves to different regional, social, tribal groups to present their identical self with other members of the same group and distinguish themselves from other groups who are not the members of their group. Kelly (2016) and Desquens (2003) detail on how Catalan language is considered the cornerstone of the Catalan region's identity by the Catalonians. Childs & Mallinson (2006) also report that Texana residents maintain their regional identity by maintaining their ‘regional speech patterns’ (P: 1). In the case of Saudi Arabia, a participant in Montagu’s (2015) study stated that ‘people in Jouf are not like the Nejdis’ (P: 24), a clear reference to regionality aspect in the kingdom of Saudi Arabia based on the dialect spoken in different regions.
2.3.3 Constructing Gender Identity through language

While elaborating on language and gender identity, one needs to mention feminists and their arguments for separate language for women. These feminists scholars like Frank and Treichler (1989); Lakoff(1975); Miller and Swift (1977); Pauwels (1998); Söylemez, (2010); Prado-Castro& Graham(2017)perceived existing linguistic norms as “a privileging of male linguistic norms and a devaluing of women’s linguistic practices” (Bucholtz, 2014: 26). Lakoff’s (1975) work on the language of women, as different from that of men, has been monumental since then in this field. She described some of the features of women’s language such as the use of hedges and tag questions and advocated that a woman must speak her language to differentiate herself, to show her distinct gender identity. Similar views are expressed by Judith Baxter (2010) in the recent research on the topic stating that women must constantly monitor their language. Not only women’s identity is reflected through their distinctive language use, but transgender and queer identities are also indexed by discursive practices that challenge binary gender. Wagner (2010); Van Borsel et al (2013); Levon and Mendes (2016) also discuss different linguistic features of discourse of Lesbians. In the case of Saudi females, along with the distinctive use of language, Aloufi (2017) argues that ‘three influential institutions: government, religion, and society’ (P: 32) also play very important role in the process of constructing and enacting female gender identity as the language they use to speak, the topic they choose to speak are largely influenced by these three institutions. In the context on online gender identity construction, Bryant (2008) has elaborated on the way gender identity is presented online by females. To sum up, it has been agreed fact now that men, women, people belonging to transgender and queer categories use language differently to show their different gender identities.

2.3.4 Constructing Social Class Identity through language

Grouping people together based on factors such as-education, income, wealth, neighbourhood, occupation in a social hierarchy are the determining factors for social class and language is used by the members of each social group to identify and present themselves consciously and unconsciously. Gee, Allen and Clinton (2001) investigated how teenagers from two different social classes in the United States used language to fashion themselves as different kinds of people. Their study found out that teens belonging to working class and upper middle class used language in different ways to construct their social class identities. The upper middle class teens used the abstract language of rational argumentation whereas the working class teens used personalized narrative language. Thus, language is used by individuals to show consciously or unconsciously their class consciousness.

2.3.5 Constructing Religious Identity through language

Religion plays a very important role in differentiating a group from an “other” (Chandra 2009, 390–392). That is why Werbner (2010) rightfully asserts that religious identity is ‘a discourse of boundaries, relatedness and otherness’. (P: 233) Using different strategies and distinctive markers, individuals always reproduce, renegotiate, and maintain their ethnic and religious identities (Brubaker et al. 2006; Goode and Stroup 2015). Burrows (2015) critically discusses how El-Hajj Malik El-Shabazz or Malcolm X created his religious identity through the use of language. In the case of Facebook users’ creation of their religious identity online, Bobkowski’s (2008) study details on how a group of students attending a university with a
Constructing Identities Online - An Exploratory

Kebble, Fluck, Yang & Bown

religious affiliation used different linguistic strategies to present their self. (Bryant, 2008, p. 3) asserted that online users use different ways to create and show their religious affiliation.

The role Arabic language plays today in representing Islam is known to everyone. Speaking Arabic is synonymous with being a Muslim or representing Muslim religious identity Jaspal and Coyle (2010) though Christians and Jews in Middle East and North Africa also speak Arabic as their first language or L1 and Muslims out of MENA region do not speak Arabic as their first language. Not only a language but certain words or greetings phrases and symbols are used consciously to construct one’s religious identity. For example, the greeting ‘Assalamualeikum’ meaning ‘peace be with you’ is used to construct Muslim identity, ‘God bless’ to construct Christian identity, and ‘Shalom’ meaning ‘peace’ to construct Jewish identity. One should note that individuals are very conscious about their religious identity construction and construct their religious identity whenever they interact with members of their religious communality to identify themselves with each other and to distinguish themselves from others in terms of their religious identity. Even the symbols such as holy cross or church or synagogue or masjid all come to reflect the religious identity of individuals of that faith. Alhazmi & Nyland, 2013; Mead, 2000; Ward (2016) have reported on how Saudi Arabian students create and maintain their religious identity even when they are in Western countries for studies through constant use of words such as ‘halal’ permitted and ‘haram’ prohibited.

2.3.6 Constructing Tribal Identity through Language

Scholars like Pool (1979) believe that members of each group, be it social or tribal, attempt to use a language which is peculiar to that group only as a mark of their social or tribal identity. (P: 06). Tribes have always played very important roles in the formation of states in the Middle East and North Africa. In this respect, Khoury and Kostiner (1990) argue that Tribes cannot be relegated to the background in a proper historical picture of the Middle East. While focusing on the tribes, it is experienced that the members of different tribes in the Middle East use specific and distinctive language, often consciously, to show their social affiliation and belonging with a particular tribal group with whom they identify themselves. That is why, Diwan (2016) rightfully asserts that most of the Gulf States have been structured politically on the basis of tribe (P: 1). Alshawian and Gardner (2013) also conclude that ‘tribes and tribalism remain meaningful social facts in contemporary Qatar’ (P: 57) and their identities have been constructed through different means. Maisel (2014) believes that tribe is Saudi context refer to ‘a social network of kinship, loyalty and identity’. (P: 103). Akers (2001) also stresses that ‘Qaba’il’ concept is Saudi Arabia is ‘exhibited through tribal markers and behaviours’ (P: 168) and the use of language as tribal marker is one of them. The resurgent of tribalism in Saudi Arabia in recent time is such that Maisel (2015) claims that ‘the section on tribal literature is the second largest in the kingdom’s biggest bookstores’ (P: 06) which shows the drive of the Saudis to preserve and show their tribal identity.

Oppose to America’s imposing of English on native Indian tribes and their systematic and conscious attempts to preserve and teach their languages to their next generations as a mark of their distinct identity is an example of this. Similar is a situation in Canada, Australia and New Zealand where language is used as a symbol of tribal identity by various native Indian tribes. Even in Arab countries, though Arabic is L1, every tribe has a different variety of Arab which they use consciously to construct their tribal identity and to distinguish themselves from other Arab tribes. In a book, Thiek (2013) details on how different languages are used by different tribes in North East
India as a mark of their distinct tribal identity. For example, the Hmar people in Mizoram use Lushai language as their tribal identity marker.

2.3.7 Constructing National Identity through language

Language plays a very crucial role in building a nation. (Garri2016, P: 13). It is considered as a significant element ‘in the identification of national identity’ (Alsohaibani, 2016, P: 16). For centuries language has been a unifying factor for individuals and nations. Nations are built around common language and language has been a symbol of national identity for individuals. In case of Arab nations, it was Arabic that made them revolt against Ottoman Empire who represented for them others. Till today, Arabs take pride in their national identity and call all others (non-Arabs) as Ajamees (literally meaning dumbs). An example is the Arab League, representing nations where Arabic is spoken as L1, where language is used as a national symbol where everyone identifies himself/herself as Arab first. Alsohaibani (2016) asserts that most of the Arabs see Arabic language as ‘a powerful symbol that reflects their national identity’ (P: 19). However, this nationalism of Arabs, which united them against the Ottomans, further made them take pride in other types of nationalism which revolved around borders such as Egyptian Arab Nationalism or Syrian Arab nationalism. Thus, according to Weston, F. (1987) ‘national identity in the Arab world is a tenuous concept, often intertwined with and overshadowed by social and cultural allegiances’ (P: 81). That’s why, commenting on such type of nationalism, Diwan (2016) states that Gulf States have been organized politically on the basis of tribe, or religious sect, and mobilized along Islamic and Arab identity. However, these states, according to her are undertaking different steps in the recent years to ‘promote national identity and inculcate a stronger sense of national belonging that ties citizens to the state’ (P: 01). That is why Suleiman (2003) believes that there is some intimate connection between the language spoken and the identity of a person as belonging to a nation. Blattberg (2013) argues that language has played an important role in the politics around Canadian identity. Other examples such as British English or American English or Australian English are example of language representing a country or an individual constructing his/her national identity through the use of distinct language spoken in a particular country.

Thus, to sum up, language is used by people to show who they are, where they come from, where they belong and what their beliefs are. Where same is done by On-line interlocutors is a question that needs an investigation to understand this phenomenon of identity construction in better ways. Therefore this paper explores the ways Saudi Arabian youths construct their various identities in their On-line communication on a social networking website and what strategies they use for the same. While doing so, it attempts to seek answers to the research questions such as-

1. How do Saudi Arabian youngsters construct their various identities in On-line communication on a social networking website?
2. What strategies do they use to construct these identities On-line?

3. Methodology

The study was exploratory in nature. An exploratory research design is used in the contexts where there are few or no earlier studies to refer to or depend upon to predict an outcome. (Creswell & Plano Clark, 2011). It aimed to explore various strategies employed by Saudi Arabian youths to construct their various identities such as regional identity, tribal identity, social identity and religious identity.
3.1 Participants of the study
A total of 156 Saudi youths formed the study participants. They were both male (85) and females (71). Their ages ranged between 18-30 years. They were chosen randomly through an electronic announcement to join the social networking website (www.ksayouth.net) created for the data collection process in this study. They came from all the regions of the kingdom of Saudi Arabia. As the study aimed at investigating the linguistic and non-linguistic strategies used by the Saudi Youths online, a social networking website was created for the data collection purpose. The participants were informed about the nature of the research and privacy related issues of the data collection.

3.2 Data collection techniques
Around 300 comments to different topics posted on the social networking website – Saudi Youths formed the data of this study. As a part of the data collection procedures, different topics were posted on the wall of the social networking website www.ksayouth.net and the participants were asked to comment on those topics. Some of the posted topics included- a) Generation gap has impact on our language use: Your Views, b) Saudi Arabian youths more becoming impolite on Social media: Your views, Do people of differed tribes and from different regions in Saudi Arabia speak only one language or different languages? etc. The participants commented to these topics. These comments of the participants were selected for analysis in this study and they formed the data of this research.

3.3. Data collection procedures
In order to collect the research data, a social networking website (www.ksayouth.net) was created. Existing popular social networking websites like Facebook were not selected due to privacy concerns of the participants’ data as the data is stored by such sites and that may breach the privacy of the participants. Therefore, a Facebook-like social networking website was created for the purpose of collecting the research related data. After the website was created, the Saudi youths aged between 18-30 years, were invited to participate in different on-line discussions of this site. The participants were provided with Facebook like profile pages wherein they could login and create their person profiles as well as post and comment to different topics posted by others. After the website was created and most of the participants joined and created their own profile pages on the social networking site, one of the researchers posted different topics on this website to which the participated users commented their views and opinions. The web pages of such comments were downloaded, and the comments were organised in order to explore how the participants showed their different identities through the language in these comments. That is, the comments were studied focusing on language to find out how the participants revealed whether they were male or female, where they came from, which tribe they belonged to, what their educational and religious background was through their language use on-line in those comments. After collecting the required study data, the website was deleted to assure the privacy of the participants.

4. Data Analysis and the Findings
Around 300 comments by Saudi Arabian youngsters to different topics posted on the social networking website were analysed using content analysis approach. Content analysis, as a research
tool, is used to determine the presence of certain words or concepts within a given text (Weber, 1985). Researchers use this tool to quantify and analyse the presence of certain words or concepts and then make appropriate inferences about the related data. The focus in the study was on finding the region, tribe, gender, social class, religion specific words used by specific group of online users. So, the content analysis approach was used to analyse the data as this method suited best for this purpose. The findings of the content analysis are reported in the form of the following diagram.

**Figure 1:** Different identities constructed by participants along with techniques used and examples of some identities

**Discussion of the findings:**

As reported in the literature above, people use language to enact various identities (Gee, 2014). Language is also used to show who they are, where they come from and where they belong to. Thus, the language of a person is his or her identity which he/she always carries around to present his/her self. Whether similar phenomenon is also observed in on-line communication was the research question investigated in this study. It also explored what strategies the Saudi Arabian youngsters used to construct their various identities in their on-line communication on the social networking website. The content analysis revealed that they constructed their various identities such as religious, cultural, socio-economic, gender, tribal, regional identities through their use of language. Various strategies and techniques were also used to construct these identities.
4.1 Language and Religious Identity Construction by the Participants

The findings reveal that the participants used religion, culture specific words and expressions. The comments of the participants were always marked with the use of words and expressions such as مَاشَا آلٰهُ (Masha Allah, exclamation used to complement upon seeing something very beautiful in Arab culture), الله يُحَفِّظُهَا (Allah YahFadha, May God protect her), بَارْكُ اللهُ فِيْكُ (Barak AllahuFik, May God Bless you) etc. The use of such words and expressions is indicative of religious identity of the participants as these expressions are representatives of Arab Muslim culture and reveal that the users are from the Arab nation. Bryant (2008) had reported that online users used different strategies to create and show their religious affiliation. The findings of this study are also in line with this view.

4.2 Language and Gender, Social Class Identity Construction by the Participants

It was also revealed that the participants, mostly females, used gender specific words and expressions to construct their gender identity. The most common strategy was to use the gender specific nicknames such as نُور (noor/light), الوردَه (Alwrdah/ flower), مِهَا الورَدَهِ (Mahaalwrdah/ Maha flower)-very common and very famous nicknames among females in Saudi Arabia. The use of words such as جَوَالِهِ (meaning ’his phone’) was also noted by the male participants to show their masculine identity. Again the words such as اسف (meaning ‘sorry’ used by males) and اسفه (meaning ‘Sorry’ but used by females), بنت (meaning ‘girl’ were used by the participants to show their male and female genders. These findings are quite similar to those of by Bryant’s (2008) study in which female participants constructed their gender identity online in similar ways.

The participants also used different linguistic strategies such as using the profile name بنت العز (Bint AlAzz/Rich Girl)-reflective of upper social class, the use of English words such as ‘sorry’ in the Arabic conversations was also intended at showing the social class of the participants. Gee, Allen and Clinton (2001) had also reported similar findings stating that teens belonging to upper middle class used language in different ways to construct their social class identity.

4.3 Language and Tribal Identity Construction by the Participants

Participants used different linguistic and non-linguistic strategies to show their distinct tribal identities. Expressions such مَرْيَسَل الورَعْ (MarisalAlWara- common among the Arab Beduwins) were used to show tribal identity on-line by the participants. Along with such lexical markers, participants also used tribe indicating last names such as - Al-enzi, Al-zahrani, Al-otaiby, Al-shammari, Al-dossari, Al-gahtani, Al-hazmai, Al-rwaily, Al-sharany etc. in their profile pictures to show their tribal belonging. Participants also used different pictures associated to specific tribes and depicting their living to show the tribe they belonged to.
Akers’ (2001) view that ‘Qaba’il’ concept is Saudi Arabia is ‘exhibited through tribal markers’ (P: 168) seem quite right here when applied to these findings. The youths in Saudi Arabia are quite conscious of their tribal belonging. In this case, Maisel’s (2015) claims, that tribal association is resurgent among Saudis, are reflected in these findings.

4.4 Language and Regional Identity Construction by the Participants

The findings also reveal that the participants used different region specific words/ dialect as an attempt to show their regional identity. The choice of region specific words such as - ُ(this) to represent Middle region, (الROWS) (crawling creatures), (الجنوبي) (southern) to imply South region, (الحظ) (what), (اللحين) (now) to show North region, (really) to show East region and ُ(this) to show west region were clear indicative of attempts on the part of the participants to show their regional identity through the use of such words. Similar findings were reported by Childs &Mallinson (2006) about Texana residents who maintained their regional speech patterns in their communication.

Thus, the use of linguistic forms such as specific vocabulary, phrase as well as use of distinct dialect were used to construct different identities by the participants. In addition to linguistic forms, extra linguistic symbols such as use of picture, community/tribal symbols were also used to show who the participants were and where they came from or where they belonged to. Thus, participants used language and other means to present what Goffman (1959) calls as the self. This choice of specific word or vocabulary or phrase or dialect was in order to, what Le Page and Tabouret-Keller (1985) believe, resemble with similar group that is same gender or same tribe or same region and at the same time to distinguish oneself from others.

5. Discussion of the Findings

Harrison (1998) asserts that an individual can have an identity as a woman, a Briton, a Black, a Muslim. The similar finding was noticed in the language of the participants as well. The participants were Saudi, female, religious altogether reflecting different identities through different linguistic and non-linguistic means. A similar is the approach of the poststructuralists towards language construction who see identity construction process as self-conscious, which is projected
by an individual not only through language but also through other means such as dress, bodily movements and actions. Similar argument is also presented by De Fina, Schiffrin, and Bamberg (2006) when they state that identity is enacted through a variety of linguistic and non-linguistic means which was true in the case of the present study as the participants used linguistic and non-linguistic means to present and enact their various identities.

According to Johnstone (2004: 69), regions are meaningful places, which people construct and select as their reference points. Looking at findings of the study, it was noticed and reported that the Saudi youths from different regions in Saudi Arabia tried to reflect their regionality by using their region specific dialect of Arabic. The findings of the study are also in line with the views of feminist scholars like- Frank and Treichler (1989); Lakoff (1975); Miller and Swift (1977); and Pauwels (1998) as the Saudi Arabian females used different vocabulary and language to indicate that they are females and different from males through language.

6. Conclusion

The study aimed to investigate different strategies used by the Saudi Arabian youths to construct their different identities such as tribal, regional, gender identity etc. Based on the analysis of the research data and the findings obtained, it can be concluded that identity construction is an intentional process which is done using language and other means. These other means used for constructing different identities include use of specific dress, symbols etc. The linguistic strategies used for identity construction included using specific words, phrase, dialect and non-linguistic strategies included use of specific dressing, symbol, picture etc. These strategies of identity construction can be noticed not only in day to day face to face communication but also in on-line communication on virtual places such as social networking sites. As the technology becomes a part of our day to day life and influences almost every aspect of our life, aspects such as identity construction and strategies used for the same in on-line communication should be investigated to understand how the technology is affecting the way we present ourselves through communication.

The limitations of the study include limited participants, the data from only one social networking website which was created for this research purpose only. Thus, more studies are needed with more participants from different regions and tribes in Saudi Arabia. More social networking sites like Facebook, Tweeter etc. may provide more enriched data to draw more reliable findings. However, this study can be highly significant in this respect as this is the first study in this area and will be a guiding point for future researchers in this direction.

About the Authors:
Mohammed Qurait Alenezi is a Ph.D research scholar at the Faculty of Education, University of Tasmania, Australia. His research thesis focuses on the ways and strategies (conscious and unconscious) used by Saudi Arabian youths while constructing their different identities online as well as for being (im)polite. The present paper is a part of this research study. He has attended various international conferences and presented papers on different aspects of the research which he is currently carrying out. His major areas of research interest include- identity construction, online communication, language and Saudi Arabian society. ORCid ID: 0000-0003-1076-0946
Dr. Paul G. Kebble has over 30 years of international English language teaching, teacher training and academic research experience and has lived and worked in eight countries: Australia, Barbados, Brunei Darussalam, Fiji, Malaysia, Portugal, U.A.E. and U.K. His research generally focuses on language learning and communication within an online environment, culture and language learning and teaching, and the support and assessment of English for general and academic purposes. Paul has recently had 2 apps published with Apple, the ‘IELTS predictor’ and ‘How good is my English’, both available as free downloads.

Dr. Andrew Fluck is a teacher educator at the University of Tasmania, Australia. He has an interest in curriculum transformation through the use of computers; has developed an eExam system for students to use their own computers in high stakes assessment; and is Chair of Working Group 3.3 (research into educational applications of information technologies) for IFIP/UNESCO. ORCid ID: 0000-0003-1301-4615

Dr. Yang Yang gained degrees in Advertising, Journalism and Education and currently teaches education courses in the Bachelor and Master’s programs on Digital Technologies in the Faculty of Education at the University of Tasmania, Australia. He has awarded a UTAS Teaching Merit Certificate. He is also involved in a number of research projects and his research interests cover a wide range of academic areas: e-learning, digital technologies in education, cross-cultural studies, and linguistics. ORCid ID: 0000-0002-4372-2201

Dr. Andy Bown is a Lecturer in Languages and TESOL at the University of Tasmania, Australia. He has a PhD in Applied Linguistics from Macquarie University and his research interests include second language reading and the use of technology in language learning. ORCid ID:0000-0003-3735-7006

References:


Jaspal, R., & Coyle, A. (2010). “Arabic is the language of the Muslims—that’s how it was supposed to be”: exploring language and religious identity through reflective accounts from young British-born South Asians. *Mental Health, Religion and Culture, 13*(1), 17-36.


Creating a Web-based Communicative Learning Environment through Interactive Blogs: English Language Acquisition

Julius Irudayasamy
College of Arts and Applied Sciences
Department of Languages and Translation
Dhofar University, Salalah, Sultanate of Oman

Carmel Antonette Hankins
Foundation Program, English Language Unit
Dhofar University, Salalah, Sultanate of Oman

Marco March
College of English Language and Linguistics
Department of Social Science
Cardiff University, UK

Abstract
This study aims to assess the viability of blogging in the context of Teaching English to Speakers of Other Languages (TESOL) as a productive web-based learning environment (WBLE). The blog sections of three English as a second language (ESL) websites were evaluated and Computer Mediated Communication (CMC) which appears in the comments sections of blog posts was examined through reference to excerpts of various comments. The analysis indicates that as a supplementary means of language education, both the blog content and the debate that hosts in its comments section are useful to language learners all over the world who have access to the internet. It may not facilitate certain areas of cognition that are maximized by Communicative Language Teaching (CLT), however it does expose readers to necessary information in an educational context and provide them with an outlet for spontaneous CMC (SCMC), allowing autonomous parsing of the target language (English).

Keywords: Autonomous learning, communication, interactive blogs, second language acquisition, target language

Introduction

For those who are not privy to a quality educational system that employs trained, intelligent teachers, the internet becomes a place of enlightenment, giving the browser an opportunity to search for the resources he or she needs in order to achieve the same learning goals as those which are given to students in the very best educational institutions. Take for example the schools and universities in Latin America, where education is not disparate, but teachers are, according to The Economist in surmising a report from The World Bank, “…recruited from less bright school leavers…so they teach badly” (The Economist, 2014). Figures from the World Bank regarding the international test known as Programme for International Student Assessment (PISA) also show that at the age of 15, children in Latin America are more than two years behind their peers in developed countries in Math and reading comprehension (Bruns & Luque, 2014). In summary, the investigation found that teachers are not adequately trained to take control of their classroom and because of this, they don’t spend enough time actually teaching. On average, teachers in Latin America teach for less than 65% of the class time which, when compared to the 85% of the class that teachers in the USA spend teaching, reveals a lot of time wasted on other more trivial pursuits such as ‘classroom management’ and ‘off task activities’ including marking and time spent outside of the classroom, according to the data from the World Bank (2014, p.2). The observers, Bruns and Luque also find that teachers were relying overwhelmingly on the blackboard rather than using resources that they had access to such as the internet, laptops and other advanced teaching aids. Using the ‘Stallings Classroom Snapshot’, a standardized protocol to generate internationally comparable data, Bruns and Luque (2014) gathered results on the topic of “Teachers’ use of materials, including computers and other ICT [Information and Communication Technology]” (p.12). They conclude that students were unengaged with the learning content, due in part to there being less than 2% of class time dedicated to television, digital white boards, LCD projectors and laptops, all of which add to an ‘enriched learning environment’ (pp.12-15). Whilst the claim could be made that keeping television to a minimum in class is not a bad thing, the change in the modality that it offers the lesson is key to holding the attention of restless students, and the interactivity that can be fostered through teaching aids such as digital white boards, the internet and blogs makes the learning process much more productive in a stress free-free learning environment. Though blogs are not created intentionally for pedagogical purposes, they do provide opportunities for language teachers and students to get familiarized with language acquisition through online strategies and techniques and thus these blogs create a non-threatening learning environment for students of English to experiment using digital skills (Ward 2004).

ESL Blogs

Whilst there have been few, if any pedagogical studies pertaining specifically to blogging and learning, we can evaluate results of similar studies in the field of English Language teaching through blogging by compiling research on Computer-Mediated Communication (CMC) in language teaching and other various examples of Computer Assisted Language Learning(CALL). Bryam (2001) introduces the concept of the ‘intercultural communicant’ and stressed its relevance in the language learning process by claiming that exposure to the culture of which the language is part of is necessary for complete second language acquisition. Culture which, to some extent at least can be observed and interacted with through blogs which have a comments section allowing students to ask questions and give opinions on cultural content. Another related paper, based on the communicative competence of learners who chose the CMC route, disputes that notion by
stating the importance of face to face, ‘psychological’ interaction in second language acquisition (Avdeeva, 2006). Avdeeva (2006) proposes a lingua-didactic model that involves sociability, empathy and improvisation, all of which are purportedly needed for proficient acquisition of a foreign tongue. It could be helpful for ESL blogs to accommodate all of these factors that Andeeva (2006) mentions to allow students to better interact with the cultural element which students can use as a focus for learning a language. It may not be impossible either with the introduction of video chat to ESL blogs, but it may not even be necessary due to the existence of language learning chat software such as Tandem or Nice Talk which provide this mode of CALL. ESL blogs serve best as single modality, textual platforms which are preferred by some and for others, it can provide a welcome change to auditive learning.

**Web-Based Learning Environments and Computer Assisted Language Learning**

The online autodidactic learning methods which this paper is based on come in many forms and they have many names, but in general, a good hypernym and acronym that can be used as an umbrella term for most of them is ‘WBLE’ (Web-Based Learning Environments) (Baya’a et.al, 2009). The term encompasses various subsidies of educational web resources including WISE (Web Based Inquiry Science Science Environment) and CALL, the latter of the two being directly relevant to this study. There have been many studies that give in-depth accounts of these two learning frameworks spanning back to when computers first became accessible to the public. Diachronic technological advancements have led to much more research being done recently, catalyzing autonomous learning software and helping to make lesson content more engaging for young learners with interactive technology. One of the earliest studies in CALL was presented by Nina Garrett in 1991, when technology was just starting to become used in the classroom. Then it was still however, as Garett submits in an update 18 years later, ‘Pedagogy over technology’, only later amalgamating into a complex infrastructure in which one aspect could influence the other leading to new and novel pedagogical practices using technology (Garrett, 2009, p.2). One of the most influential changes to pedagogues’ opinions of technology in the classroom, and indeed out of it, is the evolving attitude towards social media (Payne & Whitney, 2002). Whilst at the end of the last century student conversations using instant messaging and other types of textual computational communication software have been considered ‘inauthentic’, recent discoveries showing the similarities in mental processing between speech and writing have given weight to techno-pedagogical blended learning infrastructures such as CALL (2002).

Even now though, despite the additions of SMART boards, computers and projectors to many classrooms worldwide, many pedagogues who are intent on seeing hardware better integrated into the CALL infrastructure claim that the current technology is not suitable for language learning (Neville, 2009). There are a number of institutions that deal with the requests posed by advocates of CALL, most renowned of which are the Computer Assisted Language Instruction Consortium (CALICO) and the International Association for Language Learning Technology (IALLT). These institutions find ways in which they can help adapt technology to suit the purpose of language learning, rather than the other way around. According to many CALL theorists, interactive white boards and projectors are universal educational tools which are most useful for subjects that necessitate graphs or other more complex diagrams (Garrett, 2009). They are not particularly useful for language learning as a large element of the learning process is speech and the speakers on projectors are generally of poor quality, or non-existent on SMART boards.
sometimes. As Math and reading skills are more often than not valued higher than modern languages in schools, most classroom technology is centered around these subjects (Garrett, 2009). Critics call for a more specific hardware alternative to SMART boards that will allow language teachers to better interact with the technology.

Aside from the hardware that is developed in order to aid learning, the software focusing on tutoring, communicating and engaging is lacking any breakthrough innovation. This is thought by many to be because of the perceived specificity, limited functionality and difficulty tailoring the software, putting off developers and educators working on them (Hubbard and Siskin, 2004). A good example of the options for tutoring software currently in practice is corrective feedback technology such as Grammarly. This extension to word processing software has a huge marketing campaign aimed at an audience who struggle with grammar, or who feel the need to perfect a piece of writing, yet the constraints and fuzzy parameters that are given to the program often either result in too little or too much done in the way of error correction. Whilst corrective feedback can be helpful for some short sentences, the sheer magnitude of possible sentence structures makes it difficult for a machine to correctly assess the best option for a particular sentence given the context. It requires a lot of bug fixes to be considered a worthy replacement for human error correction, and even with that, more bugs are often created in the process. But with the field of linguistics expanding into areas of machine learning, and with such programming language as Ruby on Rails involving lists of lists of commands being used more by software developers, there have been some interesting applications and software made for the field of modern languages and other second tier subjects. Rosetta Stone is currently the leading software in SL (second language) acquisition according to language learning review teams of The Wall Street Journal, CNN, Consumer Advocate and many other publications. The advanced software incorporates voice recognition and is able to accurately grade the pronunciation of the speaker, leading to successful phonetic error correction. It too however suffers from the same shortcomings as Grammarly in that the code implemented for the written element is not adequate enough to accurately grasp the tone of a piece of writing. In much the same way that Massachusetts Institute of Technology (MIT) have created an algorithm that has passed the Turing test in the area of phonetics, Rosetta Stone has incorporated successful phonetic recognition software that is able to aid in language learning by correcting erroneous speech (Osborne, 2016). However, considering that no algorithm has been able to consistently pass the textual element of the Turing test - fooling a human being into believing that he is speaking with another human and not a machine - it is clear that the standard of artificial intelligence is not yet such that it can accurately correct or provide spontaneous textual discourse (Harnad, 1992; Hardesty, 2015). For this reason, interactive communicative software is found on blogs and other online educational resources as it is much more accurate and reliable, allowing students to converse between each other or with a teacher.

Whilst web-based language learning environments may be able to integrate spoken error correction to some degree with their advanced voice recognition software, many studies have aimed to prove the supremacy of textual annotations in correction and memorization of spoken language over verbal annotations, rendering the auditory corrective procedure less effective. One such study tested participants’ propensity to remember items of vocabulary with the aid of verbal and textual annotations separately and together (Jones, 2003). The study finds that through multimodal - both textual and verbal annotative cues - participants remembered the most
vocabulary items; with the aid of unimodal - textual or verbal cues - participants remembered less; and with no annotations of any kind they remembered the least items of vocabulary (Jones, 2003). The study also made another important discovery that determined which modality participants preferred and which one facilitated better cognition. The results show that subjects preferred the verbal annotative cues to the textual ones as listening generally requires less mental processing (Jones, 2003). The better results however, were performed by those who chose the more taxing textual cues given to help them make visual associations to the auditory stimulus. Not only do the results of this report give reason for the implementation of a multimodal delivery of language learning content, they suggest that through writing and reading one can retain more information than listening and speaking (Jones, 2003). Blogs and other websites that have the capacity to receive comments and post informative readable content, allow their readers to create visual associations to language as well as communicating constructively in an authentic manner, two factors that are hailed in Jones’ study (Jones, 2003).

**CALL Research Methods**

In an ever changing environment where technology is evolving rapidly and students are increasingly relying on the internet to provide them with the information, help and guidance that a teacher may once have given, it is important to gauge and monitor the quality of the support that students are receiving. This is best achieved through qualitative analysis as detailed rather than quantitative data is required to accurately assess the usefulness and potential of an autonomous program from the perspective of the student. The focus of this type of qualitative analysis is on the students themselves and their experience with the content rather than a teacher and their ability, the latter of which is usually quantified by the results of their students, not on the quality of their teaching or even the content in some cases (Heigham & Croker, 2009). The top-down approach to education, starting with the student at the top, can be implemented in classrooms by teachers as it is in the flipped classroom model, but it is perhaps most necessary in allowing students to get the best out of themselves without the aid of a teacher. It is therefore helpful for students to practice and research autodidactic techniques in their own time and mandatory for a successful autonomous learning platforms to research ways in which they can help students get the most out of the content they provide. The method of going directly to the student for research purposes is relatively uncommon in pedagogical research which is based on the more typical teacher-student dichotomy. This is because most classroom research focuses on perfecting the lesson content and teaching methods as it is generally speaking of more interest to teachers than students. By going directly to the student to get his or her perspective of the quality of the learning experience one can get a much better sense of the direction in which autonomous online education technology is going. There is thought to be a certain discord between the route that CALL research is taking and the preferred route that students take in order to learn languages by themselves, which could lead online language education into disarray (Steel and Levy, 2013). It is therefore paramount for the success of CALL that research into the intricacies of online language learning correctly assimilates the most productive autodidactic experience for the user, be it in augmentation or diminution of what is already presupposed. It is also necessary that users give feedback on how they feel about the content so that it can be gathered as qualitative evidence.

In reference to a compilation of CALL focused studies, Mike Levy, a professor at the University of Queensland aimed to find out how and to what extent ‘e-learning’ contributes to the
entire learning experience as well as ‘the role and contribution of qualitative research’ in CALL studies (Levy, 2015, p. 556). Levy explores the benefits of CMC mediums such as SCMC (synchronous computer-mediated communication) which, incidentally encompasses blogs, shedding some light on the differences between face-to-face communication and SCMC (Levy, 2015). Levy also, through citing studies conducted by O’Rourke (2008), Smith (2008) and Jones (2003), provides examples of how one can get as close as possible to the student experience, allowing in-depth analysis of students’ attitude towards autonomous and SCMC learning styles which he claims could lead to the development of better CALL standards (Levy, 2015, pp. 561-562). O’Rourke (2008) provides insights into the ways in which research can be conducted in order to best put oneself in the position of the learner. The methods that O’Rourke proposes are difficult to conduct as they require advanced technology to analyze the subtleties of learning a language that are impossible to observe merely with interviews and textual analysis. O’Rourke (2008) implements software that tracks movement, leading to gaze data and body posture as well as programs that can extract meaning from sounds including ‘audible self-speech’ when rehearsing language (p. 233). O’Rourke (2008) states that whilst eye movement and other micro-expressions can reveal certain intricacies of how learners process, practice and remember a new language autonomously such as self-editing one’s written language, they do not give a much fuller picture into the mind of the student due to the limitations of current hardware - namely the pixel count and reflexology of recording equipment. Smith and Levy second this notion with statements eluding to the fact that technology is ‘inconsequential’ and as such can only be manipulated to a certain extent by the user in order to convey accurately what the user is expressing (Smith 2008; Levy & Stockwell, 2006). Smith conducted a test on language students studying German using a camera and chat logs to monitor students whilst they were using CMC to practice the target language. He found that students would often self-edit their written text, implying that a much more precise, refined and unauthentic version of their language ability appears in text than it would do spoken. As with many studies such as Smith’s which aim to assess the effectiveness of CMC and autonomous learning in CALL, Jones’ study on effect that multimodal learning has on the memorability of lexical items is qualitative rather than quantitative in nature (Jones, 2003). Whilst there were telling quantitative data that proved the main hypothesis to be true, there was more to be found in the qualitative data. The discoveries he made, revealing the preference of audio cues over visual ones and the better outcomes that visual cues facilitated in spite of the preferred audio cues, were deduced from interviewing the participants throughout the procedure. They were not achieved through quantifying statistical data, using advanced technology to track and quantify micro-expressions or by carefully observing SCMC in motion (Jones, 2003). It should be noted however that although qualitative data is usually based on widely accepted theories which are quantified, qualified and built on previous research, there are limitations to qualitative data in autonomous online learning research due to the obvious inaccuracies that must be expected in the comments of the participants, or as Levy (2015) puts it, “What 587 students say they do…does not necessarily reflect what students actually do, nor how the associated processes may or may not contribute to language learning (in a measurable way)” (p. 564).

**Methodology**

This following study focuses on a compilation of comments, replies and threads on various ESL blog posts. It implements a certain amount of linguistic and pedagogical analysis in order to reveal trends, be they positive or negative, in ESL blogs from the excerpts.
The directors of three of the most popular ESL blogs were asked for access to the comments that they receive on their blog posts. The overall number of comments compiled was 158, some of which were replies to the start of a thread and some of which were single comments. The factors that are considered in the analysis are a) The quality of the user comment; b) Whether there was a response to a user comment; c) The quality of the response; d) The time elapsed between comments and responses.

Results and Discussion

There are many limiting factors and conditions that make it difficult to unequivocally assess the usefulness of blogging in language learning. The study is constrained in the sense that there is no testing procedure at the end of it to assess the theory quantitatively. Further research into CALL procedures will need to employ a quantitative structure and provide a control group in order to conclude that blogging is a viable and useful platform for CALL. With this in mind, future studies can incorporate the qualitative data provided in this study as a firm basis with which to create a hypothesis aiming to explore the extent to which blogging and other CALL platforms can be of assistance to learners and how they can be applied in classrooms or in autodidactic circumstances.

Feedback is an important part of purpose led blogging as it helps the blogger to correct mistakes and to continue to provide useful, engaging and relevant content. An overwhelmingly large proportion of the feedback was positive, complimenting the blog content and structure. There are also some comments that reference a mistake in the blog post but very few that undermined the framework of the teaching platform and its style. There were many good examples of productive feedback on the ESL Blog page ‘ESL Hip-Hop’, founded by Stephen Mayeux in 2013. The latest generation of internet tools, Web 2.0 is used in most recent ESL blogs, allowing users to interface with the content by leaving and receiving comments. The earlier generations, before Facebook and other social media sites emerged, used Web 1.0 which only allowed for one-way information (Goertler, 2009). This phenomenon, an incident of social media development, allows users to create the website to some extent which is hugely important when learning a language as it requires users to access their creative faculties whilst simultaneously disengaging Wernicke’s or Broca’s area in the brain to help the parsing procedure and integrate lexical-semantic information (Friederici et. al, 1998). User 1 is using the newly ‘democratized’ communicative classroom model to exercise this parsing procedure in the example below (Goertler, 2009). Web 2.0 provides users with other cognitive benefits of learning language online too. As shown in the example below, the creative content serves a corrective and reciprocated function.

“User 1: Harlem is not in the Bronx it is in Manhattan and is home of the Black Renaissance and Black Culture! There's certainly more to Harlem than poverty. Stephen Mayeux: Great points, and an embarrassing mistake on my part! I will make the proper edits. Thanks for pointing that out, stay tuned :)”

“Stephen Mayeux: You are absolutely right! Not in the Bronx, and known for a lot more than poverty. I'm going to let the author of this guest post know about your comment. Thank you!
User 1: Awesome update!
ESL Hip-Hop, 2016

User 1 accepts that there was a mistake by Mayeux and the exclamation mark is reciprocated throughout by both parties. This, from a psycholinguistic perspective, implicates a covert subscription to one other’s ideals that is happening through mirroring and the firing of mirror neurones by both User 1 and Mayeux, leading to positive and constructive rhetoric (Ramachandran, 2016). From a generalist perspective, it is helpful for not only for User 1 to receive a response to his comment, but for other users to witness a conversational structure relevant to the topic which they are studying in the blog content, even if it is a slightly abridged version of what may have been in a spoken discourse.

Whilst this is very much conducive to successful cognition, not to mention other communicative benefits, learning and communicating in this fashion does have its limitations. One of these is accessibility; sites and functions like these usually require the user to have an account and the user has to be computer literate. This means that a large proletarian portion of the world will not be able to participate. It does however help connect people from other cultures around the world in a way that is impossible in classroom teaching (Goertler, 2009). This is exemplified in a thread from the blog ‘My English Teacher’, in which students from across the world, including the USA and the UK, communicate through the comments section of the blog articles (Koltai, 2014).

“Sergei Polovin ·
Преподаватель ат Донецкий Нац. Технический Университет
It is clear that you have put in a lot of work in creating this list. Well done!
The problem with idiom lists is that some of them are not known to American Speakers, and some to Brits.
Once I worked on a series of education-themed cartoons based on idioms. A professor of linguistics from a university in Michigan was dead against the
expression ‘a storm in a tea cup’, claiming she had never heard it before.
Like · Reply · 5 · Feb 20, 2014 6:15am

Melinda Makkos ·
Technical Writer at SDI - Systems Documentation, Inc.
Hi Sergei,
Thanks for the feedback.
I was actually considering highlighting Br vs US differences... but then I thought what the heck, it’s supposed to be the same language after all...
I guess it was just about time that the professor had learnt about ‘storm in a tea cup’
Like · Reply · 4 · Feb 20, 2014 12:11pm

Sergei Polovin ·
Преподаватель ат Донецкий Нац. Технический Университет
Hello Melinda,
You are right-it is the same language.
Just keep up the good work!
The cosmopolitan mix of cultures in this exchange is not easily replicated under classroom conditions. The downside however, is that the style of communication is idealist. A user may subject his or her language to critical analysis, leading to an introspective recount in the form of a self-narrative. This is most obviously demonstrated in the last comment in the thread as underneath the comment at the end of the thread it states that the comment was edited. This form of communication lacks authenticity and the key components that constitute spontaneous communication; it cannot therefore benefit from some of the theoretical cognitive aids CLT provides such as constructivism, structuralism, various behaviorists’ concepts and universal grammar (Tamarana, 2016). It may also obscure the view of the comments’ author entirely as there is not the transparency that can be achieved from face to face communication.

This is however insignificant if the focus of the CMC is based on basic pedagogical epistemologies such as pre-procedural knowing and not on social pragmatics which could or could not aid learning. Objectivism and empiricism, two components that lead to pre-procedural knowing, are closely linked. Both theories suggest that one only needs a stimulus to create an association. Kuhn and Weinstock (2002) refer to this method of acquisition as the first way to approach learning new information. This is exemplified in a short thread on a blog post on the website ‘English With a Twist”, founded by Shanthi Streat in 2013.

Hello
I have a question about one of the above expression
Does the idiom”’my mind goes blank” have the same meaning as”’I draw a blank “?
thanks in advance
Reply
Shanthi on March 28, 2016 at 8:27 pm

Hi Jaime,
Yes, it has a similar meaning.
To draw a blank also means unable to get information.
“I asked Tim for his medical records but drew a blank”.

Like · Reply · 2 · Feb 22, 2014 7:14am

Nora SueMia ·
Open University, England
Sergei Polovin You are wrong to express it like this. It is more complicated than that. British English is a standard just like American English is. They are both linked to two very different cultures, categorise life differently, express reality in different ways. For that reason, it is safe to say that idioms and expressions will be different for these two standard languages, therefore they need to be treated separately. It would have been appropriate for this list to indicate whether they belong to ’Am.Eng’ or ’Br. En’, as you would see in most dictionaries now.
Like · Reply · Mar 1, 2016 4:10pm · Edited”

My English Teacher, 2016
Thanks for the question.

Shanthi

*English with a Twist, 2016*

This is one of many examples on ESL blogs that demonstrates the willingness of site owners and blog authors to answer questions as well as joining in discussions. This not only facilitates a communicative framework, it gives the reader a tailor made answer to a question, which is the most relevant and succinct form of correction. As words that have been read can be silently rearticulated in working memory until they can be stored in the long term memory, if a reader was to practice this metacognitive technique with a blog post, he would undoubtedly be able to store and retrieve a lexical or grammatical item of the target language without an excessive amount of conscious effort. Of course, unconscious or incidental learning is thought to be more effective, but conscious learning is more easily controlled. The simple fact that the information is there should be enough for a learner to create associations with the stimulus so that when it is triggered through conversation it is accessible and can be used effectively.

**Conclusion**

It depends on the individual learner whether ESL blogs can be considered useful to language learners or not. There is evidence to suggest that blogging sparks debate and provides students with the answers to issues they have with the content. There are however models such as CLT that declare a necessity for face to face interaction. If ESL blogs were considered the primary means of education, then they would most probably not allow the learner to reach his or her potential proficiency in the target language, but if they were considered ancillary mediums then they could expedite very important progress. Especially with systems such as grammar because grammatical systems are logic based studies and thus are not subject to the same benefits of CLT (Sokolova et. al, 2015). Incidentally, most of the content that makes up the blog posts incorporates a strong grammatical element, so it caters perfectly to its audience. To implement such a insular teaching method in schools could be detrimental to the established communicative practice, but it could also be a productive alternative to homework and provide a mixed modal approach to fill gaps in teacher talking time.

**About the Authors:**

**Julius Irudayasamy**, being an Assistant Professor at the Department of Languages and Translation, Dhofar University, teaches ESP courses at the undergraduate level. Apart from a book chapter, he has presented papers at the International conferences and published a few research papers. His field of research includes ELT and Computer Assisted Language Learning. [https://orcid.org/0000-0002-0043-172X](https://orcid.org/0000-0002-0043-172X)

**Carmel Hankins** has been teaching English in the Foundation Program at Dhofar University as a Lecturer with a Master degree in Linguistics since 2011. She has presented papers and conducted workshops in the International and National conferences. Teaching is her passion and she is interested in publishing papers in various peer-reviewed journals. [https://orcid.org/0000-0002-9079-1912](https://orcid.org/0000-0002-9079-1912)
Marco March has covered numerous pedagogical and educational subjects in various articles, blogs, books and academic journals. Since his time at Cardiff University where he studied linguistics, he has taught both English and Music, and gained insight into two very different classroom dynamics. His commentaries have gained recognition from several publishers in the UK. https://orcid.org/0000-0002-6997-9873

References:
Levy, M. (2015). The role of qualitative approaches to research in CALL contexts: Closing in
Creating a Web-based Communicative Learning

Irudayasamy, Hankins & March

on the learner’s experience. CALICO Journal. 32 (3), 554-568.


