**CALL INTEGRATION IN ENGLISH LANGUAGE TEACHING (ELT)
INTO OFFLINE AND ONLINE CLASSES**

THESIS

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THESIS
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ABSTRACT

Nasrullah, M. R. 2022. Call Integration in English Language Teaching (ELT) Into Offline and Online Classes. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisor: (1) Dr. Imam Wahyudi Karimullah, M.A

Keywords: CALL, ELT, Offline class, Online class, Teachers' Experiences and reflections.

Technology becomes an inseparable part of our lives. Although the concept of using it in teaching English is not something new, the ongoing technology and the changing needs of learners encourage all the academics to adapt in certain patterns in order to achieve the learning goals. Thus, CALL as computer-assisted language learning evolves by years as an approach in English teaching and learning process. Integrating technology into language teaching could be favorable to both to teachers and learners.

Practically, there are various applications and programs of computers and digital software that can be used in CALL approach to English language teaching, but how they are incorporated into lessons in class transition between offline and online learning generates many possibilities. In this case, the writer conducts a study related to CALL implementation and to specifically investigate: (1) CALL applications used by the teachers in ELT, (2) teachers' experiences, and (3) the teachers' reflections of using CALL in ELT in both offline and online classes.

The study sets the subjects of the study after taking an indication that CALL has been applied on the site of the study. Four English teachers in Universitas Wiraraja is selected to be subjects of the study. Qualitative study design is applied to Four English teachers selected, using saturated random sampling, then interviewed before and during the study.

Finding of the study indicates, CALL applications used by the teachers in offline and online classes are Microsoft Word, PowerPoint, video player, and YouTube, Zoom, PowerPoint, Google Classroom, WhatsApp, Microsoft Word, YouTube, and Google meet, which has beneficial systems both to teachers and learners along with the challenges occurring in offline and online learning. These are time efficiency, flexibility, and self-autonomous learning, along with inadequate support both between teachers and students, direct teacher-student interactions and poor class interaction. While the teachers' reflections of using CALL in ELT in both offline and online classes, indicated that four English skills into teaching-learning practice were integrated in both conditions of offline and online learning environments, under the circumstances that the teachers and students are fairly accommodated with material adequacy and knowledge skills of technology. In terms of motivation and encouragement, direct teacher-student discussion and interactions, offline class settings provide a better engagement than online class settings. While, online class offer possibilities for easy-access availability of software, programs, and websites to anyone including teachers and students, anytime, anywhere.

CHAPTER I

INTRODUCTION

1.1   Context of The Study

Recent technological advancement and the tragedy of global pandemic covid19 in the early year of 2020 in Indonesia invite challenges and opportunities to almost all life sectors including education. WHO declared such contingency to apply health protocols to reduce the impact of the disease by regulating a new term of "social and physical distancing" throughout the globe. As it comes into effect, almost all formal schools including universities are ordered to initiate distance learning for a safer environment.

Covid-19 pandemic has broken the balance of life sectors and affected the world to give a serious attention due to the impacts of threatening lives in many areas such as economic, social, tourism, and education throughout the globe (Maria Nicola, 2020; Guerrieri, Lorenzoni, Straub & Werning, 2020; Baldwin & Tomiura, 2020).

The education sector is facing challenges implementing the teaching-learning activities since the government stated that schools are encouraged to conduct learning through digital learning. The process of teaching-learning offers a transition of offline class meetings into online learning classes to almost all educational institutions. This causes the board, academics, and students not only need to adapt to using the technology in the learning process but also to design and prepare comprehensive digital courses such as audio and visual content that are

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aligned based on the curriculum on each educational institution without ignoring the suitable topics on students' levels (Siron, et.al, 2020).

With the continuous pandemic situation and the initiative order of the government, an alternative way of teaching-learning must be conducted to continue education. Every academic institution needs to take immediate action in adapting the technology and the materials of learning. However, in adopting a new way of the learning process, academic institutions may need to reconsider the strategies during the time that there might be some unpredictable challenges such as insufficient online teaching experience, preparing the context, and inadequate educational technology support (Bao, 2020).

Clymer (2020) elaborates that Technology use in foreign language classrooms has been so incorporated into the fields of applied linguistics and foreign language teaching that it has received its own term, computer-assisted language learning (CALL), which encompasses learning through the use of computers, mobile phones, electronic materials (authentic or commercial language learning materials), and/or social media websites or applications.

Thus, technology use in a foreign language classroom setting can be done remotely or virtually using one or more of the CALL resources, to fit in certain topics of learning.

Speaking of CALL resources, implemented in a classroom setting, the process of study is to closely amplify the behavior of millennial learners, who are obviously undetachable from internet activities, CALL resources could become a

way to observe learners' performance, especially in foreign language proficiency. Specifically, EFL learners.

Not only are CALL resources functional for certain learners, but the use of technology applies to almost all people on the planet in the 21st century, and it is also inseparable from the Internet of Things (IoT).

In CALL, a focus on better understanding the learner experience in settings where new technologies are being employed is critical (Levy, 2015). By this statement, the writer amplifies the idea in this study in order to see and understand CALL implementation during the pandemic, since this situation enforces the academics to apply any means to continue the teaching-learning process. This statement is aligned with the writer's purpose to explore what CALL can benefit teachers as a new adaptive way for education, and support the idea of exploring the English Foreign Language learners by their views and perspective.

Despite the challenges and opportunities to educational institutions in Computer-Assisted Language Learning (CALL), the use of CALL is already known by some language instructors and students including the challenge of building class community, teacher-student interaction, and recreating trust among students without having to meet in face to face learning sessions (Payne, 2020).

English subject is taught in most educational institutions in the world, because the objective of gaining access to technical, educational, and professional opportunities could help learners achieve their goals in the future (Canagarajah, 2002, 2005). Having faced today's condition enforces academics to find a way to conduct English teaching learning without limiting any resources to learners.

To implement CALL, the tools offered to access and help teachers and learners do online classes are any available resources that can support the teaching learning. Meanwhile, English subject is proposed to provide four skills: speaking, reading, listening, and writing, the commonly accepted perspective on language teaching and learning is essential to be delivered in group or between teachers and learners that lead to a meaningful communication (Hinkel, 2006). Thus, tools such mentioned can be used in implementing CALL during the pandemic. Through these options of virtual classes and online materials, learners may have ease of access to keep interacting with peers, involved in activities provided by the instructors, maintain the study performance while keeping the record online, or they can provide their own flexibility of learning through unlimited sources of related materials over the digital assets.

CALL implementation can provide its advantages during the pandemic, but (Altunay, 2019) indicated that regardless of the rich content of available resources in doing online classes, the problems may arise to achieve successful online learning objectives such as technical issues: the stability of network coverage, learners' or teachers' lack of technological skills, learners' unconfident behavior, negative beliefs about online classes could result in performance for learners, the adaptation of transitional behavior from class meetings into online meetings, various technical administrative support for teachers or students, and the crucial one which is students' behavior of being self-autonomous learners.

While few of recent studies about distance or online learning in English language education may have been presented, this study offers a continuing

reflection to academics in terms of the transition of offline teaching-learning into full online class during the pandemic. Also, in understanding the strategies and in-depth explanation on establishing online meetings could be still a challenge and opportunity for teachers and students in adapting the technology involvement especially in Indonesia.

1.2 Focus of Study

Previously mentioned about the CALL in offline and online period, this study aims to investigate:

1. What CALL applications used by the teachers in ELT toward offline and online classes?

2. What are the teachers' experiences of CALL in ELT toward offline and online classes?

3. What are the teachers' reflections of using CALL in ELT toward offline and online classes?

1.3 Objectives of Study

The implementation of CALL in English Language Teaching for offline and online classes, both settings are the main objectives of the study. Therefore, this study will:

1. Identify CALL applications used by the teachers in ELT for offline and online classes,

2. Investigate the teachers' experience of CALL in ELT for offline and online classes, and

3. Understand the teachers' reflections of CALL in ELT toward offline and online classes.

1.4 Assumption

1. The writer assumes that the teachers uses certain CALL applications in ELT for offline and online classes.

2. The writer assumes that CALL practices in ELT offer opportunities in offline and online classes.

3. The writer assumes that CALL practices in ELT arise challenges in offline and online classes.

4. The writer assumes that the teachers associate CALL practices in ELT more with offline classes rather than online classes.

1.5 Significance of Study

Since this study concentrates on CALL in ELT in two different settings, the implication may apply to:

First, higher education levels of English instructors may apprehend to understand the use of CALL in both settings for which is suitable for the class settings and the learners' need.

Second, the students in English classes among university levels to adjust the technology needs today and the changing classroom settings to comprehend the technology into their learning performance.

Lastly, academics and administrators to provide such facilities and technical assistance into the changing technology and classroom settings in order to maintain the education for both teachers and learners.

1.6 Terms of Study Reference

1. CALL (Computer-Assisted Language Learning) is the use of technology into teaching and learning.

2. English Language Teaching (ELT) is the teaching of English to people whose first language is not English.

3. Offline class is a learning environment done in classroom while the teachers and the students are in one place.

4. Online class is a separable learning environment done in online or virtual classroom while the teachers and the students are in different places.

CHAPTER VI

CONCLUSION

This chapter raises the outcome conclusion and recommendation based on the results and findings of the study questions.

6.1   Conclusion

Microsoft Word, PowerPoint, video player, and YouTube, Zoom, PowerPoint, Google Classroom, WhatsApp, Microsoft Word, YouTube, and Google meet are the most applicable and used applications of CALL in ELT for offline and online classes.

This study showed that while online teaching is recommended for its time efficiency, flexibility, and self-autonomous learning, offline teaching is typically preferred by teachers for its simplicity and direct teacher-student interactions in integrating technology into ELT. The challenges of CALL in English language teaching in an offline learning environment are time-consuming in preparing the lesson to incorporate technology into the classroom and additional assistance to students in class. while the online learning environment raises problems such as inadequate support both between teachers and students, and poor class interaction, because of the separable settings of the classroom.

The teachers' reflection of CALL in ELT has been extensively shown in ELT practices, by integrating technology towards four English skills into teaching-learning practice in both conditions of offline and online learning environments,

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under the circumstances that the teachers and students are fairly accommodated with material adequacy and knowledge skills of integrating technology into teaching and learning practices. In terms of motivation and encouragement, direct teacher-student discussion and interactions, offline class settings provide a better engagement than online class settings. While, online class offer possibilities for students to learn and practice English by themselves because of the easy-access availability of software, programs, and websites to anyone including teachers and students, anytime, anywhere.

6.2   Recommendations

CALL study in English language teaching learning is not merely new. With the ongoing development of technology and changing students' needs and performance, further research is suggested to investigate more specific matters such as the certain technologies used in certain English-specific skills, and to identically compare between offline class and online classes to provide a more concise understanding of how theory, pedagogy, and technology are utilized in English language teaching and learning education, for both settings of teaching learning environments.

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