

## IMPLEMENTING COMPUTER ASSISTED LANGUAGE LEARNING FOR SPEAKING CLASS

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**Abstract:** Computer Assisted Language Learning (CALL) is a program derived from CAL (Computer-Assisted Learning) which is implemented to language and the prime focus of CALL is on the usage of computers in language learning. Much of the research has been aimed at improving written communication skills and little has been done to address the issue of increasing oral proficiency. In second/foreign language classrooms, the CALL environment creates situations that stimulate interest, allows dialogue and communication, enhances creativity, fosters a sense of personal worth, facilitates collaboration among students working together, permits rich learning experiences for all students, and strengthens communication skills. By using CALL, many resources of material can be easily developed in teaching learning process.

**Keywords:** *CALL, computer, speaking, communication*

Speaking is process of transferring knowledge and how to express one idea, thought, desires, and willingness into good pattern and ordinary speech used to talk or recognize another (Mories 1966: 454). Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also understand when, why, and in what ways to produce language (sociolinguistic competence) (Cunningham in Murad, 2009: 14). Skehan in Murad (2009: 15) distinguishes three aspects of production: (1) fluency; (2) accuracy; and (3) complexity. This may also involve a greater willingness to take risks, and use fewer controlled language subsystems. This area has also taken a greater likelihood of restructuring that is development in the inter-language system.

Considering how important speaking skill in learning English, Renandya, (1999: 230) in this case reminds English teachers by saying:

*“Speaking is one of the central elements of communication. In EFL (English Foreigner language) teaching, it is an aspect that needs special attention and instruction. In order to provide effective attention, it is necessary for a teacher of EFL to carefully examine the factors, condition and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-*

*promotion activities will gradually help learners improve their English speaking ability."*

From the definition of speaking above, it can be concluded that speaking is a way to convey ideas, thoughts, and feeling to other person with the ability to say, to make known, to use a given language in actual communication which requires comprehension, appropriate accent in pronouncing the words, being accurate in using grammar and vocabulary, and fluency in delivering the speech. Considering the importance of speaking, good environment is needed to create in learning process in classroom for optimal classroom language learning environments regardless of the tools used. Egbert & Hanson-Smith (1999) states that the ideal condition should require the learners: have opportunities to interact socially and negotiate meaning, interact in the target language with an authentic audience, are involved in authentic tasks, are exposed to and encouraged to produce varied and creative language, have enough time and feedback, are guided to attend mindfully to the learning process, work in an atmosphere with an ideal stress/anxiety level, and learner autonomy is supported. More specific, the ideal condition of a speaking class should also meet the criteria of those points. In gaining that condition, teaching learning process of speaking should involve two way communications (teacher to students, and students to teacher), draw out the students to be active in learning process, and create the activity where the students can produce target language, guide the students, and let them get feedback from the teacher. If the ideal atmosphere of speaking class can be created, it will be easier to gain the target of the learning itself.

Gong on her essay discusses the advantages and disadvantages of the utilization of computers in teaching and learning second language speaking skills, the actual application of CALL so far, and future trends, in the hope of drawing language teachers' attention to the application of CALL in teaching speaking skills and provides useful information based on existing literature. She provides some theories which support CALL in teaching and learning second language speaking skills. In second/foreign language classrooms, the CALL environment creates situations that stimulate interest, allows dialogue and communication, enhances reactivity, fosters a sense of personal worth, facilitates collaboration among students working together, permits rich learning experiences for all students and strengthens communication skills (Borras 1993; Pennington 1995, 1996; Cameron 1999; Hardisty et al. 1989; Inoue 1999; Kohn et al. 1997; Powell 1998).

Chapelle and Jamieson convey that technology is an important part of normal communication for students today and those students learn to communicate through communicating. Chapelle and Jamieson suggest that pen pal Web sites, messenger forums, or chat spaces can fulfill this goal, supported by online tutorials, dictionaries, and other resources. They also state that the internet is a convenient tool for obtaining speaking and pronunciation input because language learners can use it autonomously. They suggest that the internet makes students more confident about their speaking skills because practice is not subject to in-classroom anxiety from which some less confident students may suffer. Computers can also be used to complete dialogues, thereby

possibly increasing fluency because automaticity of oral language will develop through oral practice and interaction with it.

However, CALL speaking activities are still in the developing stages compared with those in reading, writing, and listening. In fact, application of CALL in teaching and learning speaking is mainly decided by the nature of speaking itself.

## **THE CONCEPTS OF CALL**

CALL stands for Computer Assisted Language Learning. CALL, defined as the search for and study of applications of the computer in language teaching and learning (Levy 1997: 1). CALL addresses the use of computers for language teaching and learning. The use of CALL systems in language learning programs represents a shift of pedagogical methods from a traditional teacher-centered approach to a method that is more versatile and student-centered (Gonzalez in Liew, Lee, & Chan, 2005: The field of CALL has expanded rapidly over the last few years. The computer environment is highly motivating and less threatening psychologically. Kataoka found that second language learners (L2) face an extreme amount of anxiety and often feel more comfortable speaking to computers than in face-to-face situations. In other words, they can feel more comfortable practicing pronunciation without feeling embarrassed by their errors. Moreover, when oral production is supported by the use of visual aids or files, students are able to practice more effectively and confidently.

The effectiveness of CALL systems has been made obvious by many researchers (Lam & Pennington, 1995; McEnery, Baker, & Wilson, 1995 in Shaalan, 2005: 81). Chapelle and Jamieson in their book "Tips for Teaching with CALL" convey that technology is an important part of normal communication for students today and those students learn to communicate through communicating. Chapelle and Jamieson suggest that pen pal Web sites, messenger forums, or chat spaces can fulfill this goal, supported by online tutorials, dictionaries, and other resources. They also state that the internet is a convenient tool for obtaining speaking and pronunciation input because language learners can use it autonomously. They suggest that the internet makes students more confident about their speaking skills because practice is not subject to in-classroom anxiety from which some less confident students may suffer. Computers can also be used to complete dialogues, thereby possibly increasing fluency because automaticity of oral language will develop through oral practice and interaction with the computer.

## **HISTORY OF CALL IN EDUCATION**

Newhouse and Oliver in Januarti (2008: 22) divide the role of computers within the classroom environment into three:

1. Computer Assisted Teaching (CAT)

The emphasis of this application is on presentation based on graphics, audio, or data. The computer assists the teacher in the presentation of instruction.

2. Computer Assisted Instruction (CAI)

This application focuses on the individual instruction, revision, and evaluation. Therefore, this allows teachers to give consideration to the individual needs of students which traditionally has been a problem with large member of students and very limited time.

### 3. Computer Assisted Learning (CAL)

The emphasis is on learning rather than instruction, as was the case of CAL. The student-computer interaction is still central but with the students in control. The computer provides a flexible environment in which students can test ideas, develop concepts, and solve problems.

CALL is a term that came into favor in the early 1980s replacing the older term CALI (Computer Assisted Language Instruction). The term CALI fell out of favor because it became associated with programmed learning, i.e. a teacher-centered rather than a learner-centered approach that drew heavily on behaviorism. Throughout the 1980s CALL widened its scope, embracing the communicative approach and a range of new technologies. CALL now includes highly interactive and communicative support for listening, speaking, reading, and writing, including extensive use of multimedia CD-ROMs and the Internet. An alternative term to CALL emerged in the late 1980s, namely Technology Enhanced Language Learning (TELL), which was felt to provide a more accurate description of the activities which fall broadly within the range of CALL.

## STEPS OF TEACHING SPEAKING USING CALL

Berk (2009) from The Johns Hopkins University in his journal *Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom* states the most common procedure for using a video clip in teaching consists of the following steps:

1. Pick a particular clip to provide the content or illustrate a concept or principle (Note: If you want students to view the entire movie, assign that viewing outside of class.);
2. Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for. What's the point of the clip? Make it clear to the students;
3. Introduce the video briefly to reinforce purpose;
4. Play the clip;
5. Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise;
6. Set a time for reflection on what was scene;
7. Assign an active learning activity to interact on specific questions, issues, or concepts in clip; and
8. Structure a discussion around those questions in small and/or large group format.

Sabio (2008) gives example of thirteen steps needed to be taken:

Step 1 – Determine what kind of video clip will be used in the class

Step 2 – Determine its appropriateness for the English language classroom.

Step 3 – Choose the video clip that will be used in class

Step 4 – Create the worksheet from which students will write their narratives

Step 5 – Place students into groups

Step 6 – Go over the directions and the video clip they are about to see.

Step 7 – Play the video with the sound muted.

Step 8 – Ask the students about the video; ask each question with enthusiasm

Step 9 – Have students begin using their notes to write a short narrative for the video

Step 10 – Chose a group to narrate while playing the video clip on mute

Step 11 – Have all groups do the same.

Step 12 – Answer any questions.

Step 13 – Conclude the class by praising the students on a job well done.

Watkins and Wilkins in *Using YouTube in the EFL Classroom* address various ways teachers can use the video website YouTube.com (or other online streaming video websites) to teach English and stimulate learner autonomy. Few of them are:

- a. The note-taking and summarizing activity: use YouTube to listen to lecture on various topics, take notes on the main points and important details, verbally check and expand their notes with a partner, listen again to further expand their notes, and then write summaries from their notes. They can then look at a transcript of the clip and compare their summaries with those of their classmates and teachers.
- b. Cultural entertainment study: Teachers prepare clips of dramas that are likely unfamiliar to most students; Teacher chooses a one- to three-minute clip from the chosen drama and prepares a transcription.; Teacher then chooses vocabulary he or she thinks will be difficult and provides a word list and definitions; With the difficult words, the teacher prepares a vocabulary activity, a cloze activity, or a matching activity.; Teacher writes comprehension questions on all the main points in the clip and discussion questions on the issues raised in the clip; Students do the vocabulary exercise and read the comprehension questions; they then watch the clip and answer the questions; Then they check with their partners to confirm understanding. The teacher confirms the correct answers and responds to any new student questions; Teacher finally introduces the discussion questions and the students discuss the issues they raise.

In the second phase of the activity, students choose their own videos to present; teacher can present students with a list of clips that are acceptable or students can search YouTube for clips. Once students have found a suitable clip, they create a transcript, vocabulary activities, comprehension questions, and discussion questions.

For the assessment, the teacher checks their work, their clips, and activities to small groups of classmates. Assessment is based on the accuracy and effectiveness of the activities the students prepared and presented to classmates. Based on the theories above, teacher could combine the steps in each theory which are possible to be implemented. The combination will create the speaking teaching learning as follows:

1. Give vocabularies related to the materials before going on to the materials.

The vocabularies will be given in audio or video forms.

2. Students open Youtube channel to watch videos related to the material.

3. Students take note about the important information during the video playing.
4. Students also open [real-english.com](http://real-english.com) to get other videos in some meetings.
5. Students listen carefully and imitate the way of the native says in video. They should copy what they've heard from the video.
6. Students do the exercise in group of 4: making their own conversation (or speech) and or copying from the video then some would present it in front of the class.
7. The other students give comments about other's presentation.
8. The lecturer keeps monitoring students' activities, guiding them, and giving feedback during the students' performances.

Students who learn language are considered successful if they can communicate effectively in the language, so that the learning of speaking skill becomes important. As a part of language teaching, speaking is an important skill as well as reading, listening, and writing. When one produces a spoken language, he should use his skill to integrate all language components at the same time, without this, he cannot speak well.

Through [www.real-english.com](http://www.real-english.com) for example, the students can enrich their vocabularies and practice to pronounce them before entering the material provided on the site. Having videos in Youtube, the students will get stimuli to fulfill the task given by the teacher. In those videos, students could learn grammatical form of expression they're learning. After those activities, the students use computer as tool for practicing their speaking by performing the dialogue in group which concerned on their accent as they've watched and listened in the videos. By doing those activities regularly, they can get better speaking skill which indicated by having rich vocabularies, clear accent and grammar, ability to comprehend the utterance around them, and quite smooth when producing sentences in front of others. So, it is assumed that CALL is effective for improving students' speaking skill.

CALL can be used to enhance the English vocabulary skills of increasing numbers of students in this country and all over the world who have been identified as having limited English proficiency (Fitzgerald in Inheanacho, 1997: 28).

In grammar field, CALL could leave deep impression in students' visual which will make easier to catch the content of the video. It was also easier to repeat the content in case they couldn't understand it yet and they could repeat only in certain part which they thought difficult. This surely could save the time of learning than using the traditional method. With the effective method and time in learning, students could maximize their achievement. Nutta said that although it is currently impossible for the computer to engage learners in authentic two-way communication, it is, in fact, possible for CALL to provide rich input in the form of integrated multimedia programs and to provide explicit grammar explanations that can be viewed and reviewed at the learner's own pace. In a metaanalysis of research on the use of multimedia to teach a variety of subjects, Ragan, Boyce, Redwine, Savenye, and McMichael (1993) found that, in general, multimedia instruction reduces learning time by 30% compared to traditional instruction. They further demonstrated that features of multimedia instruction such as learner interactivity and learner control over programs

produce improved outcomes in achievement. According to Lewis (1997), grammar skills can also be demonstrated and reinforced using computers.

In fluency, students repeat the sentences from native in the video fastly in order to get them used to speaking English sentences without hesitant feelings. If students are used to speaking English, they will have better skill in fluency; they will speak with less hesitant feeling. Furthermore, through practice, knowledge about L2 already internalized can become more automatic and thus enhance fluency (de Bot, 1996). Computers can also be used to complete dialogues, thereby possibly increasing fluency because “automaticity of oral language [will develop] through oral practice” (Chapelle & Jamieson, 2008: 159). Attapol states that CALL also has a useful contribution to the development of oral skills if students make full use of it wisely. Concerning pronunciation and speaking skill development, Yangklang (2006) used a CALL program to investigate the improvement of English pronunciation. These students were divided into two groups, good and poor pronunciation abilities. The result indicated that pronunciation abilities of both groups of these students were significantly improved after using the CALL program. Moreover, they had positive reactions towards the use of CALL program for improving their pronunciation (Attapol: 2012).

Comprehension aspect could also be improved using CALL. Advances and increased availability of computers have altered and expanded the field of second foreign language education. Computer can now be used in language laboratories where the main end is improving students’ speaking and listening comprehension. From this perspective, CALL can be seen as an approach to teaching and learning foreign languages whereby the computer and computer-based resources such as internet are used to present reinforce and assess material to be learned through providing learners with various listening comprehension texts and tasks and involving them in such activities (Nobar and Ahagari, 2012,pp.39).

LeLoup & Ponterio (2006) also suggest that videos should be carefully selected and prepared by the instructor to maximize comprehension and minimize frustration of learners and they hope that improvement in search tools for videos will allow the teachers to find the right video clip for supporting language class.

Meanwhile, in teaching learning process, CALL can give motivation to students by its interesting design material. The materials taken from the internet are interesting; students can search for their own video in some tasks, and it gives the real example of English language (spoken by native). CALL has provided amazing opportunities for improving second language learning such as it can increase students’ interest or improve learners’ varied linguistic skills (Abu Seileek, 2007).

By using CALL, class would have positive environment which will give positive effect to the students too. Chavez (1990) determines that technology in combination with tasks that were based on “meaningful interaction purposes” could be used to promote positive L2 learning environment. Belisle (1996) in Maulana (2011) argues, “By using computers, students become more capable of

solving problems and become better communicators. In addition electronic access can increase students' awareness to the world around them.

## CONCLUSION

CALL (Computer Assisted Language Learning) is promoted to be a good solution nowadays. Though, it also remains challenges in its implementation. Facilities provided in school, teacher's ability in using technology, and students involvement in using computer as learning partner are still poor. All those problems are very important to be solved for having better result in learning speaking. The strengths of CALL method in teaching speaking in this are: students would have new experiences of learning speaking which they have never done before and CALL would give students the interesting atmosphere of learning by using internet and computer. Besides that, CALL creates fun in students' learning since they learn using internet and computer, two things that are commonly used in their daily living. CALL would also invites students' responsibility, calls for students' activeness and builds communicative relation to the students since the activities were designed for group which needs teamwork and activeness to finish the task given by the teacher. Meanwhile, the weaknesses of CALL method could be the lack of computer applications which provide the computer feedback of students' activities. Regarding to the discussion above, it could be concluded that CALL will improve the students' skills in speaking through its interesting contents and positive environment during the teaching learning process.

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