

## Call Integration in English Language Teaching into Offline and Online Classes

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### Abstract

*The research objective is to analyze call integration in english language teaching into offline and online classes. This study uses a qualitative approach. The population in this study is english college teachers at Universitas Wiraraja, who teach english in between 2019 and 2021 academic year in different faculties. The writer uses a saturated sampling model. All subject participants available, which are four english teachers, are selected to be involved in this study. The type of instruments used in this study is interview to analyze the study questions and divided into two stages: pre-interview and in-depth interview. The results showed that the writer identified two sub-themes of the teachers' experiences: opportunities and challenges of computer-assisted language learning in english language teaching for offline and online classes. All respondents reflected that it is essential to combine all skills in their teaching practices whether in offline and online classes.*

### Keywords

call integration; english language teaching; offline; online



## I. Introduction

Recent technological advancement and the tragedy of global coronavirus disease 2019 (COVID-19) pandemic in the early year of 2020 in Indonesia invite challenges and opportunities to almost all life sectors including education. World Health Organization 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 (Nicola et al., 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 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.

Clymer et al. (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, 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 computer-assisted language learning resources, to fit in certain topics of learning.

Speaking of computer-assisted language learning 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, computer-assisted language learning resources could become away to observe learners' performance, especially in foreign language proficiency. Specifically, english language teaching learners.

Not only are computer-assisted language learning 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.

In computer-assisted language learning, 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 computer-assisted language learning 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 computer-assisted language learning 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, the use of computer-assisted language learning 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).

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.

The research objective is to analyze call integration in english language teaching into offline and online classes.

## II. Research Method

This study uses a qualitative approach. Qualitative research is research that is descriptive and tends to use analysis (Octiva et al., 2018; Pandiangan, 2018). Process and meaning are highlighted in qualitative research. Qualitative research aims to get a better understanding through first hand experience, truthful reporting, and quotations of actual conversations. It aims to understand how the participants derive meaning from their surroundings, and how their meaning influences their behavior (Jibril et al., 2022; Pandiangan et al., 2018; Pandiangan, 2022).

Population is a group or collection of objects or objects that will be generalized from the results of the study (Asyraini et al., 2022; Octiva, 2018; Pandiangan, 2015). The existence of the population and the sample has a very important role in a study. This is because the population is determined by the researcher to be studied and drawn conclusions. The population in this study is english college teachers at Universitas Wiraraja, who teach english in between 2019 and 2021 academic year in different faculties. Four english college teachers at Universitas Wiraraja are selected to participate in this study designed by the writer in order to complete the data instruments. Four of them have earned an english education master degree, and have been teaching english for more than 3 years in college. The focus of the subject study is the college teachers who teach english subject between the period of 2019 and 2021. The reason for the subject study selection is based on the capacity of the teachers who already applied computer-assisted language learning in their teaching strategies and the limited number of the english teachers that are available for only four of them at this university. The selection of the academic year between 2019 and 2021 from the english college teachers is hoped to understand and analyze the study questions stated in chapter i and relate to possible aspects mentioned in study questions of computer-assisted language learning in english language teaching in offline and online learning period because the number of participants of english college teachers is limited and less than 10, for qualitative data analysis, the writer uses a saturated sampling model. Saturated sampling model is a methodology in taking samples by including all members of the population as part of the research sample. Thus, the advantage is that it has a relatively small error, but the disadvantage is that it is not suitable for cases with large or very large populations, such as a population census (Octiva et al., 2021; Pandiangan et al., 2021; Pandia et al., 2018). All subject participants available, which are four english teachers, are selected to be involved in this study.

The type of instruments used in this study is interview to analyze the study questions and divided into two stages: pre-interview and in-depth interview. Interview instruments were used in order to analyze the study questions, two types of interviews involve in this study: structured interview by assigning close-ended questions, and semi-structured interview technique by assigning open-ended questions (Pandiangan et al., 2022; Tobing et al., 2018). The writer uses the semi-structured interview to correlate the situation of two different class settings and not set a limited time to get the data from the subjects of the study. The writer asked anything in the interview listed in appendix, but it is still focused on collecting the data related to the study questions in chapter i. The interview was conducted by face-to-face between the writer and the subjects of the study.

Because this study used a qualitative instrument to investigate the study questions. The writer collects the in sequential order. First, the writer needed to confirm that the study is applicable with the topics the writer would like to investigate. Hence, the writer designed the interview questions then implementing a quick interview using close-ended questions provided to possible subjects' selection: english teachers in the site study. Second, after the

quick interview results are aligned with the topics. The writer conducted an in-depth interview using open-ended questions to each subject of the study.

In the initial stage of interview session, the writer provided close-ended questions related to the topics investigated before conducting the study to possible subject's selection in March 2022. The answers of the questions take part as an essential idea that this study is applicable to the topics investigated. In-depth interview questions were provided to the subjects of the study. Then, the writer will classify the answers into several themes, analyze them in chapter IV, and take a comprehensive conclusion of the topics related to the study questions, then presented and analyzed in chapter IV to answer the study questions.

### **III. Discussion**

#### **3.1 The Teachers' Experiences of Computer-Assisted Language Learning in English Language Teaching Toward Offline and Online Classes**

Sub-themes arose from the teachers' experiences of computer-assisted language learning in english language teaching toward offline and online classes. After collecting and analyzing the data obtained from the in-depth interview. The writer identified two sub-themes of the teachers' experiences: opportunities and challenges of computer-assisted language learning in english language teaching for offline and online classes.

#### **3.2 Opportunities of Computer-Assisted Language Learning in English Language Teaching in Offline and Online Classes**

All respondents acknowledged that the use of computer-assisted language learning in the classroom benefits both teachers and students. Using computer-assisted language learning in classroom encourages students to pay attention because the respondents believe that putting the teachers and the students in one place is one of the ways on how they share a direct information. The relationship between teachers and the students are built on intense interaction, the respondents feel easier to notice the students' performance and need while in classrooms most of the respondents react that using computer-assisted language learning in classroom provide a lively environment for the students to explore the ideas of the delivered materials and start a direct discussion with other students. In addition, the respondents shared that they find their lesson interesting because of the integration of teaching materials with real images, attention-focus, animations, video clips displayed and seen together directly in their classes.

While in online classes, all respondents acknowledged that computer-assisted language learning in online class settings provide beneficial factors for both teachers and the students as well. With available resources on the internet and the features of the used application during online class, the teachers can save time preparing the materials supported by the quick access of the applications, like interacting with students through google classroom, saving more time to deliver the materials, and it is just one-click away. The platforms used during online class invite the respondents to provide an easy access to the materials both for teachers and the students. They believe computer-assisted language learning in online class help students to learn alone about many items of language learning, such as vocabulary development, correct pronunciation of words, listening, writing sentences, and speaking practice, in term of self-autonomous learning.

### **3.3 Challenges of Computer-Assisted Language Learning in English Language Teaching in Offline and Online Classes**

Despite the benefits and opportunities of computer-assisted language learning in english language teaching experienced by the teachers, they also encountered obstacles whether in offline and online classes.

In offline class settings, the respondents admitted they must prepare everything before starting the class in order to deliver the materials. Most of them were looking for online resources for preparing the contents of the lesson and developing into teaching materials in their classes. Moreover, they need more time to do the task in class when some of their students are less exposed to technology, so the respondents need more time to explain and assist the students who have difficulties in using the technology used in the classroom. They added that computer-assisted language learning practices need to be engaging in classroom so it takes more time to prepare comprehensively in order to match to the students' performance and needs.

In online class settings, low number of resources and tools, lack of infrastructure, slow speed in internet coverage areas, limited internet quota, become obstacles to the respondents to achieve all learning objectives during online classes. They also encountered in most ZOOM class cases, all respondents noticed that many of their students became less attentive to the materials delivered, and sometimes they could not really manage the presence of some students during online classes.

### **3.4 The Teachers' Reflections of Using Computer-Assisted Language Learning in English Language Teaching Toward Offline and Online Classes**

When it comes to english language teaching, implementing any teaching methods should integrate all english skills (listening, reading, writing, speaking) including computer-assisted language learning approach, they responded. All respondents reflected that it is essential to combine all skills in their teaching practices whether in offline and online classes.

In terms of motivation and encouragement, direct teacher-student discussion and interactions, all respondents recognized that offline class settings provide a better engagement than online class settings. They admitted that they could not establish those essential circumstances very well in online classes without having to be with their students in one place.

But they also expressed that online class settings 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.

## **IV. Conclusion**

The results showed that the writer identified two sub-themes of the teachers' experiences: opportunities and challenges of computer-assisted language learning in english language teaching for offline and online classes. All respondents reflected that it is essential to combine all skills in their teaching practices whether in offline and online classes.

Computer-assisted language learning 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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