

Computer-Assisted Language Learning: The Impact in Language Education

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Abstract

Computer-Assisted Language Learning (CALL) has become an increasingly integral component of language education, offering a diverse array of tools and resources to enhance the teaching and learning of languages. This article explores the integration of CALL in language education, examining its impact on pedagogy, and the overall or learning experience. Additionally, based on this research Computer-Assisted Language Learning (CALL) has significantly impacted language education, offering transformative opportunities for language learners and educators alike. By harnessing the power of technology, CALL has the potential to revolutionize language education, fostering inclusive, interactive, and personalized learning experiences in the digital era.

Kata Kunci: *Computer-Assisted Language Learning, Internet, Education, Students' Attitudes*

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BACKGROUND

Computer-Assisted Language Learning (CALL) has emerged as a powerful tool in language education, revolutionizing the way languages are taught and learned. With the advent of technology, CALL has evolved to encompass a wide range of digital tools and resources aimed at enhancing language instruction and facilitating language acquisition. (Rahmati et al., 2021). New technological advancement gives way ahead to more progress in terms of CALL and its position will always gain more strength by going higher and higher (Benyo, 2020).

The integration of CALL into language education represents a significant paradigm shift, challenging educators to reconsider traditional instructional practices and embrace new opportunities afforded by technology. ICT is an accepted element in all our lives and has a central role to play in education (Abdulkareem Alkamel et al., 2018). As language educators navigate this digital frontier, it becomes increasingly imperative to explore the multifaceted ways in which CALL can be effectively integrated into language instruction to maximize its potential benefits for both teachers and learners. The significant improvements observed in vocabulary acquisition, grammar proficiency, reading comprehension, and speaking skills

indicate that that the incorporation of CALL in the teaching program positively impacted language learning outcomes (Maican & Cocoradă, 2021).

Furthermore, CALL has been instrumental in promoting learner autonomy and motivation in language learning. Through self-paced learning modules, gamified activities, and virtual language communities, learners are empowered to take ownership of their learning process, fostering intrinsic motivation and long-term language proficiency. Moreover, the integration of adaptive learning technologies in CALL frameworks facilitates personalized learning pathways, addressing learners' specific need and skill gaps. CALL enhances the autonomy and personalization of students' learning. Teachers will provide different ways of practice for a certain topic (Wang et al., 2021). Computer-assisted language learning materials can certainly motivate the students because of the multiplicity of learning options on the one hand and independent learning on the other hand (Nazeer et al., 2023).

This article explores the integration of CALL in language education, examining its impact on pedagogy and the overall learning experience. By examining existing research and practical examples, the article aims to shed light on the various ways in which CALL is integrated into language instruction and the challenges and considerations associated with its implementation.

METHOD

Research Method and Design

The data of this article was collected in quantitative method by using questionnaire. The questionnaire used in this research to gather the data from participants efficiently and systematically about the impact and the challenges of the integration of Computer-Assisted language Learning in Education.

Population and sample

The population of this research was the third semester students of English Education Department of UIN Alauddin Makassar that consisted of 70 students. A purposive sampling technique was employed to select participants who have learned and experience with CALL tools and resources in language education. Thus, the selected sample of this research was 36 students.

Instrument

A structured survey questionnaire was developed based on the research objectives and relevant literature on CALL integration in language education. The survey includes closed-ended questions, likert-scale items to collect quantitative data on participants usage patterns and perception related to CALL.

Data Collection

The questionnaire was distributed electronically to research participants via online platforms. Participants were given a specific timeframe to complete the survey and reminders may be sent to improve response rates. The quantitative data obtained

from the survey responses were analyzed using statistical techniques such as descriptive statistics. Descriptive statistics (frequencies, percentages, means) were calculated to summarize participants’ responses and provide an overview of CALL usage patterns and perception.

RESULT AND DISCUSSION

Through the quantitative research method, the study aims to provide empirical evidence of the impact of CALL in language education, contributing to a deeper understanding of its effectiveness and potential benefits for language learners and educators. The learners and educators were investigated in terms of tow aspect: their demographic information and their attitude to CALL.

Table 1. Abbreviation used for questionnaire

<i>Abbr.</i>	<i>Description</i>
<i>SD</i>	Strongly Disagree
<i>D</i>	Disagree
<i>N</i>	Neutral
<i>A</i>	Agree
<i>SA</i>	Strongly Agree

A. Demographic Information

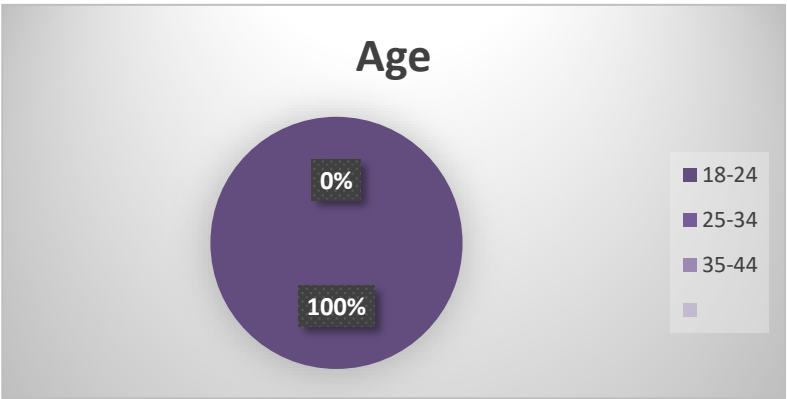


Figure1. Age

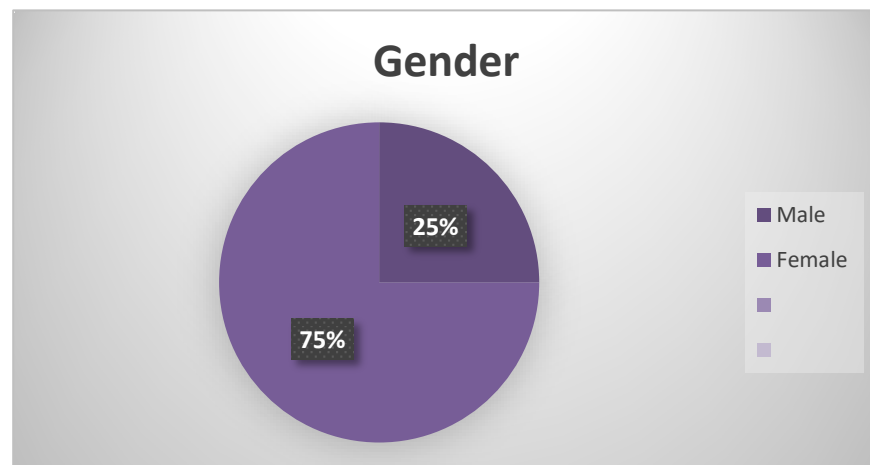


Figure 2. Gender

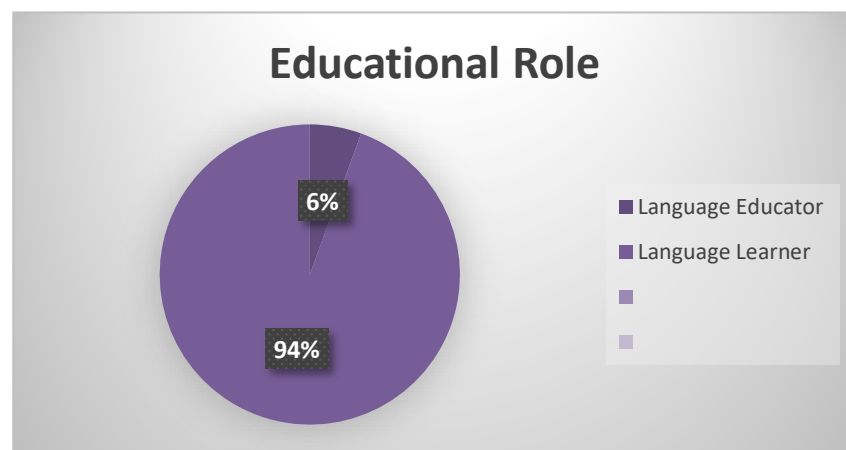


Figure 3. Educational Role

B. CALL Usage and Experience

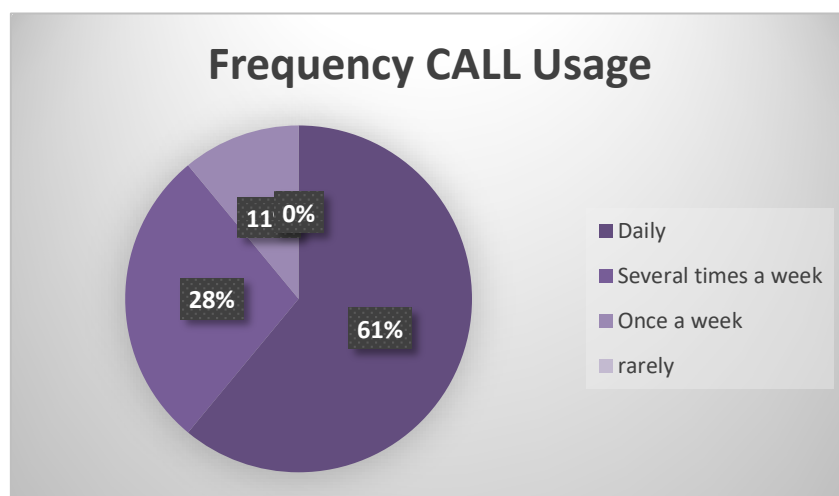


Figure 4. Frequency

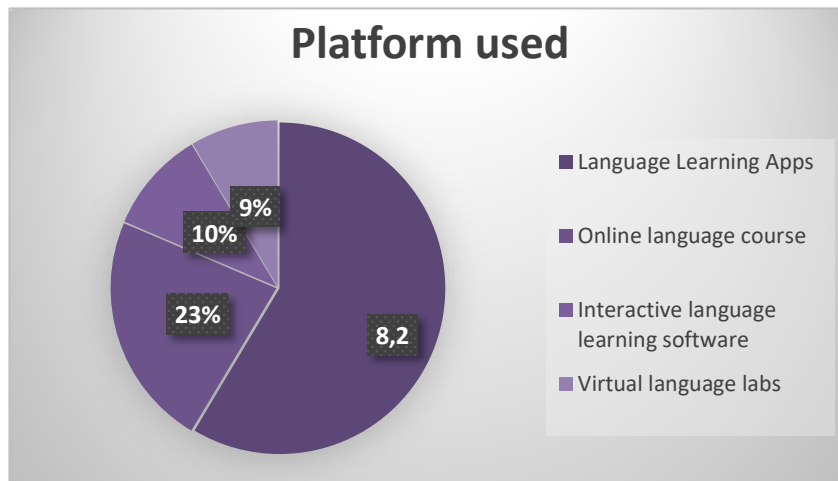


Figure 5. Platform used

Table 2. Students' Attitude to CALL

No	Items	SD		D		N		A		SA		Total
		N	%	N	%	N	%	N	%	N	%	
1	I use computer as a part of my English learning Process	0	0	0	0	5	13,89%	8	22,22%	23	64%	100%
2	My teacher use computer during English classes	0	0	0	0	0	0	0	0	36	100%	100%
3	Using ICT tools for English learning is very important to me.	0	0	0	0	3	8,33%	6	16,67%	27	75%	100%
4	Information is much more easily available by using ICT tools than by visiting the library.	0	0	0	0	0	0	4	11,11%	32	88,89%	100%
5	Using ICT tools for English learning makes me happy.	0	0	0	0	12	33,33%	10	38,9%	14	27,8%	100%
6	I use ICT tools for English learning because I am very interested in IT.	0	0	0	0	7	19,4%	6	63,9%	23	16,7%	100%
7	I save time if I use a computer for English learning.	0	0	0	0	9	25%	5	18,9%	22	61,11%	100%
8	ICT tools make English learning faster for me.	0	0	0	0	0	0	2	5,5%	34	94,4%	100%
9	I can focus on English learning more if I use ICT tools.	0	0	0	0	18	50%	8	22,3%	10	27,7%	100%

10	I can understand the English material much more easily if I use ICT tools.	0	0	0	0	13	36,11%	7	19,4%	16	44,4%	100%
11	Teachers give us guidance on how to use ICT tools for English learning in class	0	0	0	0	0	0	0	0	34	94,4%	94,4%
12	Teachers give us guidance on how to use ICT tools for English learning tasks to be completed at home.	0	0	0	0	0		0	0	36	100%	100%
13	Teachers support the use of ICT tools for English learning.	0	0	0	0	0	0	0	0	36	100%	100%

Adapted from (Thuy Nguyen & Habók, 2022)

Based on table above, it can be concluded that the majority of respondents (64%) Strongly Agreed that they use computer as a part of learning process. 100% of respondents stated that their teacher use computer during learning process. Most of respondents (75%) also strongly Agreed that using ICT tools for learning is very important to them. 88,89% of respondents strongly agreed that information is much more easily available by using ICT tools than visiting library. 38,9% of respondents agreed that using ICT tools for learning makes them happy. The majority of respondents (63,9%) agreed that they use ICT tools for learning because they are interested in IT. 61,11% of respondents strongly agreed that they save time if they use computer for learning. 94,4% strongly agreed that ICT tools make learning faster for them. 50% of respondents neutral that they can focus on learning if they use ICT tools. 44,4% of respondents strongly agreed that they can understand English material much more easily if they use ICT tools. 94,4% stated that teacher give them guidance on how to use ICT tools for English learning in class. 100% of students stated that their teachers give the guidance on how to use ICT tools for English learning tasks to be completed at home and teachers support the use of ICT tools for English learning.

The findings reveal positive attitudes towards CALL integration among language educators and learners. Pedagogical integration of CALL varies across contexts, with educators emphasizing alignment with language learning objectives and curricular goals. CALL enhances learners engagement, motivation, and authentic language use through interactive activities and communication platforms. Technology provides a variety of ways that can be used by learners of English to improve their proficiency in English (Rintaningrum, 2023).

CONCLUSION

The integration of Computer-Assisted Language Learning (CALL) In language education holds great potential to enhance teaching and learning effectiveness, promote personalized learning experiences, and facilitate authentic language used. By leveraging digital tools and resources, educators can create dynamic and engaging language learning environments that cater to diverse learner needs and preferences.

However, the successful integration of CALL requires careful consideration of challenges such as access and equity issues, teacher training needs, pedagogical integration.

By addressing these challenges and harnessing the power of technology, language educators can harness the transformative potential of CALL to enrich language learning experiences in the digital age. Overall, the research article provides valuable insights into the integration of CALL in language education, offering practical recommendations for educators, policymakers, and researchers technology effectively in language instruction.

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