

LOYOLA UNIVERSITY CHICAGO

THE COMPUTER INTEGRATION INTO THE EFL INSTRUCTION IN INDONESIA:  
AN ANALYSIS OF TWO UNIVERSITY INSTRUCTORS IN INTEGRATING  
COMPUTER TECHNOLOGY INTO EFL INSTRUCTION TO ENCOURAGE  
STUDENTS' LANGUAGE LEARNING ENGAGEMENT

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DOCTOR OF EDUCATION  
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BY

PIUS N. PRIHATIN

CHICAGO ILLINOIS

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## TABLE OF CONTENTS

ACKNOWLEDGEMENT .....	iii
LIST OF TABLES .....	vii
LIST OF FIGURES .....	viii
ABSTRACT .....	ix
CHAPTER	
I. INTRODUCTION .....	1
The Growing Roles of Computer Technology in Language Learning .....	1
Models of Computer-Based Language Teaching .....	3
Communicative Perspective of Language Learning .....	7
Learner-Centered Approach to Develop Computer Integration Model .....	9
Purpose of the Study .....	13
Research Questions .....	14
Research Design .....	15
Significance of Doing the Study .....	17
Limitations of the Study .....	18
Overview of Chapter II .....	19
II. LITERATURE REVIEW .....	20
The Trends in English Language Teaching .....	20
Communicative Language Teaching as the Basis for Integrating Computer Technology into Language Learning Curriculum .....	22
Engagement in Communicative English Language Learning .....	34
Learner-Centered Language Instruction in the Technology Integration into the Curriculum .....	39
Language Learning Engagement in Computer-Based Language Teaching .....	42
Theoretical Framework .....	53
Overview of Chapter III .....	60
III. RESEARCH METHOD .....	61
Research Design .....	61
Research Setting .....	65
Research Participants .....	66
Data Sources .....	68
Researcher's Role .....	70
Validity .....	71
Data Analysis .....	72
Strengths and Limitations of Study .....	74

Research Timeline .....	75
Overview of Chapter IV.....	76
<b>IV. RESEARCH FINDINGS.....</b>	<b>78</b>
Study Site .....	78
Description of The Cases .....	81
Participant 1 .....	81
Participant 2 .....	83
Data Analysis .....	84
Coding.....	85
Themes.....	86
Findings .....	92
Theme 1: Language Teaching Approaches.....	93
Theme 2: Method of Technology Integration.....	96
Theme 3: Students' engagement in language learning .....	101
Theme 4: Learning Activities .....	108
Theme 5: Effects on Students .....	115
Theme 6: Institutional Environment .....	119
Theme 7: Instructors' Positive Attitude.....	124
Pattern Matching Analysis.....	130
Overview of Chapter V.....	133
<b>V. CONCLUSIONS.....</b>	<b>134</b>
Restatement of Research Findings.....	135
Conclusions Regarding the Propositional Outcomes.....	136
Successful Computer Technology Integration.....	145
Supports and Barriers in Technology Integration.....	148
Positive Attitudes of the Instructors.....	151
Suggestions .....	154
Suggestion for Further Research.....	157
Conclusion .....	160
<b>APPENDIX</b>	
<b>A. INTERVIEW PROTOCOL .....</b>	<b>162</b>
<b>B. CLASSROOM OBSERVATION TOOL .....</b>	<b>165</b>
<b>C. SYLLABUS ANALYSIS RUBRIC .....</b>	<b>171</b>
<b>D. CONSENT FORM.....</b>	<b>175</b>
<b>E. PERMISSION LETTER TO CARRY OUT THE RESEARCH .....</b>	<b>178</b>
<b>F. SCRIPT FOR RECRUITMENT OF RESEARCH PARTICIPANTS .....</b>	<b>180</b>

REFERENCES .....	184
VITA.....	200

## LIST OF TABLES

Table	Page
1. Code Family and Description .....	85
2. Themes and Coding Scheme.....	88
3. The Relationships between the Research Questions and Themes .....	91



## LIST OF FIGURES

Figures	Page
1. Research Framework .....	57
2. Graphic Model .....	89
3. The Outline of Presentation of Themes .....	93
4. Positive Attitudes Theme Chart .....	129
5. Links between Themes and Pattern Matching Variables.....	130
6. Themes, Propositional Outcomes, and Theoretical Framework.....	143

## ABSTRACT

Computer technology has been popular for teaching English as a foreign language in non-English speaking countries. This case study explored the way language instructors designed and implemented computer-based instruction so that students are engaged in English language learning. This study explored the beliefs, practices and perceptions of university faculty in integrating computer technology into English instruction. This research was conducted in English education program in Sanata Dharma University, Indonesia. Communicative language teaching, Engagement Theory, and learner-centered principles were used as the pillars for developing the theoretical framework. The researcher conducted interviews, observed the classroom situation, and reviewed teaching instruments. This study revealed that the instructors used the ideas of “relate, create, and donate” in Engagement Theory to address the communicative language teaching principles in computer-enriched instruction. The implications for this study include the identification of effective strategies to establish computer integration into English language teaching. This study may assist English instructors and foreign language program leaders to develop better computer technology integration into language instruction.

## CHAPTER I

### INTRODUCTION

#### **The Growing Roles of Computer Technology in Language Learning**

The integration of computer technology into the teaching of English as a foreign and second language is a complex issue. On one hand, computer technology helps students to engage in beneficial negotiation of meaning both online and with other students in class (De la Fuente, 2003; Lee, 2002; Meskill, 1992; Tudini, 2004) so that effective computer integration into the instruction can contribute to better student learning. On the other hand, language instructors are inclined to view computer use as interfering with the target language input and interaction that is essential in language learning (Burnett, 2000). Consequently, many teachers of English as a foreign language are reluctant to use computer technology in their teaching practices. Notably, one of the major factors in instructors adopting computers in their teaching is their concern about its usefulness to their classroom activities (Butler & Sellbom, 2002). In addition, cultural conditions also influence the application of computer in education.

Different disciplines and cultures within different faculties have different views about the role of ICT, and therefore, adopting a one-fits-all approach to using technologies across the board would be less helpful than providing examples of how the technology can be used successfully in varied educational settings. (Fox, 2007, p. 197)

Therefore, a variety of research activities are still needed to find good practices related to the use of computer technology to improve the quality of teaching English as a foreign and second language.

The effective computer integration into the EFL teaching requires a solid curriculum structure that becomes the guideline for the instructor to carry out the teaching and learning processes. Computer technology does not in itself bring about improvement in learning. Although it may bring positive impacts on students' motivation, the improvement of learning will depend on how the technology is utilized in the real application of learning experiences (Bauer & Kenton, 2005; Gorder, 2008). This means that integration of computers in second or foreign language classes does not guarantee that better learning can be automatically achieved. Computer integration is about the teachers' effective use of technology that makes a difference in improving the classroom learning. The teacher is the most important ingredient for success when using and integrating technology (Mandell, Sorge, & Russell, 2002). In other words, teachers are central to the creation of a technology-integrated environment so that without teachers who can integrate technology, students' exposure to technology remains limited and inequitable (Beckett, Wetzel, Chishlom, Zambo, Buss, Padgett, Williams, & Odom, 2003; Gorder, 2008).

It is important to find out how the computer integration model in EFL teaching is designed by analyzing the practices of instructors that have carried out the computer integration into their teaching activities. Design in this context refers to system of planning, implementing and evaluating instruction (Gagne, Wager, Golas, & Keller,

2005; Reiser & Dick, 1996; Shelly, Cashman, Gunter, & Gunter, 2006). The instructional design of technology integration is not a single concept since technology integration is not “one size fits all” (Webner, Tao, & Ziomek, 2006). Examining teachers in dealing with obstacles in their use of computers in the classroom is very useful to add information to practical development for the successful integration of technology into teaching practice (Bauer & Kenton, 2005). This notion indicates that human and contextual factors significantly determine the success and failure of technology use in the classroom (Valdez, McNabb, Foertsch, Anderson, Hawkes, & Raack, 2000). By analyzing the practices of instructors that have integrated computers into their teaching activities we can generate crucial information about designing and developing plans for effective integration of technology.

### **Models of Computer-Based Language Teaching**

The use of computer technology in ESL/EFL teaching has raised a number of issues. Some models of teaching using computer technology have been popular in foreign and second language teaching contexts. ESL/EFL teachers have used the computer technology to present individualized instructions for many years. CALL (computer assisted language learning) has been utilized for presenting self-contained, programmed applications such as tutorials, drills, simulations, instructional games, test practice, and so on (Kern & Warschauer, 2000; Godwin-Jones, 2001; Cobb, 2002; Uzun, 2009). Based on the behavioristic learning model, this structural/behavioristic CALL models present repetitive language drill that is also referred to as drill-and-practice (River, 1981; Richards & Rodgers, 2001). In addition, these CALL systems provided

grammatical explanations and translation tests at various intervals (Ahmad, Corbett, Rogers, & Sussex, 1985). Along with CALL systems some ESL/EFL teachers have also tried to use such general applications as word processors and presentation programs (Pennington, 1991; Rosen, 1999; Jarvis, 1997; Pennington, 1993).

With the popularity of communicative approach to language teaching, foreign language lessons put more emphasis on student engagement with authentic, meaningful, contextualized discourse and achievement in the second language. William and Burden (1997, p. 168) point out that “individuals acquire a foreign language through the process of interacting, negotiating and conveying meanings in the language in purposeful situations.” Therefore, the effective computer technology integration into English language teaching should consider the way to facilitate students to engage in meaningful communication. Kearsley and Shneiderman (1998) identify the importance of engagement in the teaching and learning process. They point out that the engagement model is different from many older models of computer-based learning in which the emphasis was on individualized instruction and interactivity. Kearsley and Shneiderman (1998) introduced a concept regarding learning engagement in computer-based instruction. According to Kearsley and Shneiderman (1998), Engagement Theory has similar features with constructivist and problem-based learning approaches that emphasize meaningful learning. Constructivist perspectives insist learning environments that engage learners in meaning making (Duffy & Jonassen, 1992; Jonassen, 1996; Jonassen, Peck, & Wilson, 1998; Savery & Duffy, 1995). The authors of Engagement

Theory believe that “technology can facilitate engagement in ways which are difficult to achieve otherwise” (Kearsley & Shneiderman, 1998, p. 20).

Engagement theory is not directly derived from other theoretical frameworks for learning. However, it has much in common with many frameworks in learning theories. Shneiderman (1998) first introduced the theory by providing a guiding philosophy for teachers so that they can adapt the principles to their personal style, course contents, student population, and available technology. Engagement theory emphasizes meaningful learning and it is consistent with constructivist approaches. “The main underlying assumption of constructivism is that individuals are actively involved right from birth in constructing personal meaning that is their own personal understanding, from their experience (William & Burden, 1997, p. 21).” Moreover, Engagement Theory emphasizes collaboration among peers and a community of learners. It can be aligned with situated learning theories. Learning collaboratively with others has been suggested by sociocognitive theories. The involvement of other people in learner’s life significantly influences his mental development (Vygotsky, 1978). Other people help learners to enhance learning by selecting and shaping the learning experiences presented to them.

The basic principle of engagement theory is related with the constructivist learning model. According to the developers, engaged learning means that all student activities involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation (Kearsley & Shneiderman, 1998). In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities.

Engagement theory is sufficiently helpful for curriculum developers since it provides clear guidelines that specifically relate to Information and Communication Technology (ICT). Specifically, Engagement Theory comprises three components:

1. **Relating**: learning activities that occur in a group context
2. **Creating**: learning activities that are project-based
3. **Donating**: learning activities that have an outside (authentic) focus

Relating, that is, collaborative work, encourages students to “clarify and verbalize their problems, thereby facilitating solutions” (Kearsley and Shneiderman, 1998, p. 20).

Creating involves student participation in the development of their assessment tasks:

“students have to define the project and focus their efforts on application of ideas to a specific context” (Kearsley & Shneiderman, 1998, p. 20). Donating “stresses the value of making a useful contribution while learning” (Kearsley & Shneiderman, 1998, p. 20), a feature that motivates learners because they are engaged with an activity they value.

Foreign language teaching practices are based on the assumption that learners’ engagement in learning activities gives positive impacts on foreign and second language acquisition. Language learning activities carried out by the students can be designed based on the ideas of relating, creating and donating. Therefore, engagement theory can be used to focus attention on research questions that might be addressed including what skills students need in order to effectively participate in collaborative activities, how individual differences should be addressed in collaborative work, or which component of engagement theory (i.e., relate, create, donate) is the most important in terms of different aspects of learning. In brief, Engagement theory can become an effective foundation for



developing the framework to establish computer technology integration models to improve students' communicative ability in foreign language.

### **Communicative Perspective of Language Learning**

In the context of ESL/EFL teaching, learning engagement has become a crucial element since the popularity of communicative approach to language teaching. Generally speaking, students develop their language competence through engaging in communicative activities in ESL/EFL classes. A significant shift to communicative language teaching appeared in 1980s and 1990s (Kern & Warschauer, 2000). Student engagement with authentic, meaningful, contextualized discourse and achievement in the second language become paramount in designing foreign language lessons. Students' engagement in language learning activities will have positive impact on the increase of second and foreign language competencies (William & Burden, 1997). A language learner's engagement in meaningful, motivated communication activity using the target language is considered the best route to becoming both literate and fluent in that language (Stevik, 1980; Brown, 1994). In addition, learning a foreign language is often influenced by one's personal values so that individual intention in carrying out activities is greatly needed.

There are layers of issues that make engagement important in foreign language learning. Learning a foreign language involves learning skills so that the learners need to take personal actions in carrying out learning processes. The personal actions refer to the challenges of the students to critically adopt new social and cultural behaviors that are often uncommon for their native culture and behavior (William & Burden, 1997). The

learning of foreign language also involves learning the system of rules, or grammar that requires the learners to actively use their cognitive abilities. Therefore, in communicative language teaching the focus of instruction has developed from the teaching of discrete grammatical structures to the fostering of communicative ability. Expressing personal opinion has become more important than recitation of memorized dialogues. Negotiation of meaning has received more attention than structural drill practice.

Since the 1980s, cognitive-oriented perspectives on language acquisition have gained popularity. Dell Hymes, an American sociolinguist, and Michael Halliday, a British linguist, argued that language is not just a private, "in the head" affair, but rather a socially constructed phenomenon. Hymes used the term *communicative competence* in response to Chomsky's *mentalistic* characterization of linguistic competence. In this perspective, language use is a matter of social *appropriateness*. "There are rules of use without which the rules of grammar would be useless" (Hymes, 1971, p. 10). In Hymes' opinion, syntax and language forms were best understood not as autonomous, *acontextual* structures. They should be used as meaning resources in particular conventional ways in particular speech communities. Grammaticality was not separable from social acceptability, nor was cognition separable from communication.

In the practice of communicative language teaching, meaningful interaction has been a central element in second language pedagogy. In teaching a second language, it is insufficient for the teacher to teach only linguistic competence. The teaching and learning process should also include sociolinguistic competence, discourse competence, and strategic competence (Canale, 1983; Canale & Swain, 1980). Communicative

processes become as important as linguistic product, and instruction become more learner-centered and less structurally driven. Therefore, interaction in the process of language learning is central in ESL/EFL learning context.

From the communicative perspective, language instruction was viewed not just in terms of providing *comprehensible input*, a concept provided by Krashen (1982), but rather as helping students enter into variety of authentic social discourse situations and discourse communities. These are the situations and communities that the second or foreign language learners would later encounter outside the classroom. In helping those language learners entering into authentic discourse situations and communities, second and foreign language instructors are interested in the use of task-based learning, in which students engage in authentic tasks and projects (see for example Breen, 1987; Candlin, 1987; Long & Crookes, 1992; Prabhu, 1987). In this context, a task is “any activity that learners engage in to further the process of learning a language” (William & Burden, 1997, p. 168). In carrying out the tasks, the learners exchange and negotiate meanings so that their knowledge of the language systems develops. Learner’s engagement in authentic tasks and projects within such meaningful interaction between two or more participants helps them to improve communicative skills in the target language.

### **Learner-Centered Approach to Develop Computer Integration Model**

The integration of computer technology in EFL lesson will be effective if the instruction is designed under the platform of individualized learning environment. The most widely used idea underlying individualized instruction is *learner-centered instruction* (Becker & Ravitz 1999; Dexter, Anderson, & Becker, 1999; Matzen &

Edmunds, 2007), in which learners proactively carry out learning activities using many kinds of potential information sources to comprehend a problem and find the solution (McCombs & Vakili, 2005). The idea of learner-centered instruction became popular because it “incorporates teaching strategies that focus on the needs, preferences, and interests of the learner” (Kengwee, Onchwari, & Onchwari, 2009, p. 12). Therefore, a model of the technology integration should ensure that learners have supportive relationships, have a sense of ownership and control over the learning process, and can learn with and from each other in safe and trusting learning environments (McCombs, 2003; McCombs & Whisler, 1997). Consequently, an effective technology integration model should consider the value of student-centered learning principles so that the instruction does not lead learners into an isolated environment, and learning is not characterized as simplistic and rote processes, with a focus only on linear teaching of knowledge and skill standards.

The idea of learner-centered instruction has received considerable attention in education scholarship and practitioner preparation (Kengwee, Onchwari, & Onchwari, 2009). McCombs and Whisler (1997) define learner-centered as

the perspective that couples a focus on individual learners – their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs – with a focus on learning – the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners. (p. 9)

This definition suggests that learner centered principles apply to all learners including

young and adult learners which emphasize on the capacities of the individual learners.

Gibbs (1995) describes learner-centered courses as those that emphasize: learner activity rather than passivity. Learner-centered instruction demands active learning environments, guiding learners to learn how to learn, recognizing differences in each learner, and creating different learning styles to meet the needs of each learner (Brooks & Brooks, 2001). The learners become actively engaged in the learning process, take responsibility for their learning, and enhance their skills to learn how to learn (Kengwee, Onchwari, & Onchwari, 2009). Gibbs (1995) further argues that students' experience on the course outside the institution and prior to the course are crucial in the process of instruction. In addition, the instructional strategies emphasize on the process and competence, rather than content where the key decisions about learning are made by the student through negotiation with the teacher.

The idea of student-centered instruction is nothing new. F. H. Hayward has been credited with coining student-centered philosophies as early as 1905. Dewey in 1953 introduced student-centered curriculum. This curriculum emphasized that the learner and the curriculum are essentially the same (Ellis, 2004). Learner-centered instruction is also linked with Piaget's work in which teaching is expected to be the establishment of environment which facilitates students to learn on their own with little direct adult intervention (Ellis, 2004). In 1990, American Psychological Association (APA) developed *Learner-Centered Psychological Principles*. The principles originally consisted of 12 fundamental principles about learners and learning which was modified in 1997 into 14 principles, with attention focused on those principles dealing with diversity

and standards (McCombs & Vakili, 2005). The principles can be categorized into four factors: (1) cognitive and metacognitive factors, (2) motivational and affective factors, (3) developmental and social factors, and (4) individual difference factors that influence learners and learning. Those learner-centered instruction principles provide educators with a valuable framework for the Information-Age paradigm of education (Bransford, Brown, & Cocking, 1999; Hannum & McCombs, 2008; McCombs & Whisler, 1997; Watson & Reigeluth, 2008).

In learner-centered instruction, the roles of the teacher shifts from the only person to give the information to the facilitator who helps learners to attain the learning goals. The shift from teacher-centered instruction and student-centered instruction is a challenge. O'Neill and McMahon (2008) identify the differences between teacher-centered and learner-centered instructions. First, in teacher-centered instruction there is a low level of student choice, while in learner centered instruction the level of student choice is high. Second, students become passive learners in teacher-centered instruction, while in learner-centered instruction students become active learners. Third, when teacher-centered instruction is implemented the power is primarily with the teacher. In contrast, when learner-centered instruction is implemented, the power is primarily with the students. A more useful way of understanding the idea of student-centered learning is to see these terms as either end of a continuum. The practical kind of learner-centered instruction can fall at a particular point on the continuum affected by the contextual barriers in a particular teaching situation.

For summary, effective integration of technology into the EFL curriculum is the result of many factors, but the most important factor is the teachers' competence and ability to shape instructional technology activities to meet students' needs. Successful computer integration into EFL lessons requires the instructors to implement creatively the learning principles into practice to create a technology-integrated environment that is learner-centered and motivating. The EFL instructors can use Engagement theory as the guidelines for computer integration into the English as a foreign language lesson to address the implementation of communicative approach to language teaching. The domains of '*relate, create, and donate*' give clear framework for creating effective computer integration into the EFL curriculum. The domains can fulfill the needs of creating communicative language learning environments which is required in the implementation of communicative approach to language teaching

### **Purpose of the Study**

The major purpose of this study is to explore the way language instructors design and implement computer-based instruction so that students are engaged in foreign language learning. The Communicative approach to language teaching, engagement theory and student-centered perspectives to classroom instruction will be used as the framework of exploration. The success of integrating new technologies into any teaching/learning environment relies heavily on the level of commitment and engagement of the related parties (Timuçin, 2006). Therefore, this research will analyze the ways teachers design the instruction and promote the learning process in the classroom by integrating technology. This analysis will explore the instructor's perspective of the

integration of computer technology to address the implementation of communicative language teaching to develop engaging language learning processes. And, the analysis will also investigate the nature of language learning engagement carried out by the learners in computer-based language instruction. This exploration will focus on how the concept of relate, create and donate is implemented and how the individualized learning environment is established through the integration of computer technology in EFL instruction. In addition, this research will identify the supports and barriers as experienced by the instructors in integrating technology into the development of his/her curriculum.

### **Research Questions**

This study investigates the perspectives and methods used by English language instructors in Sanata Dharma University in Indonesia in facilitating learning engagement in computer assisted English classes. The major question for this study is: What are the beliefs, practices and perceptions of university faculty in implementing technologies in English as foreign language courses? The following sub questions will help to guide the data collection and analysis in order to answer this main question:

1. What are the instructor's perspectives on integrating computer technology into English language learning?
2. How and to what extent do the instructors use the domains of engagement in the integration of computer technology into English language teaching to address the elements of communicative language teaching principles?



3. When and why do instructors use the domains of engagement when developing technology-integrated lessons for English language learning?
4. a. What do they consider to be successful and unsuccessful technology integration for promoting foreign language learning engagement?  
b. Why do they consider certain technology integration practice successful or unsuccessful?
5. What are the supports and barriers of the integration of technology into the curriculum for promoting foreign language learning engagement?

By answering these questions, this study will present the description of how the integration of computer technology into language learning activities can be carried out in more meaningful ways to improve foreign or second language competencies.

### **Research Design**

This research was done using case study method. A case study is often employed to study a case that has clear boundaries, such as a school district or a teacher (Cresswell, 1998; Yin, 2009; Stake, 1995). More specifically, this study was an instrumental case study (Stake, 1995) oriented on the interpretive domain focusing on English as a foreign language (EFL) instructors' teaching practice. Instrumental case study was used to explore their integration of computer technology in their teaching. Stake (1995, p. 3) mentions that instrumental case study is employed to “get insight into the question by studying a particular case”.

This research was conducted in English education program in Sanata Dharma University, Indonesia. This was a private university located in Yogyakarta, one of the

major cities in Indonesia. Compared with other university in the nearest area, Sanata Dharma University had the longest experience in teaching English as a foreign language. This could become the representative of the ideal setting of English learning environment that was also important for the validity of the research.

This study was a multiple case study that involved two instructors (cases) who had integrated computer technology into English instruction to participate in the study. Multiple-case studies follow replication logic (Yin, 2009). A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons were drawn, the cases were chosen carefully so that the researcher could predict similar results across cases, or predict contrasting results based on a theory (Yin, 2009).

The data sources of this study included interviews with the EFL instructors; classroom observations; teaching instruments such as syllabus or lesson plans; teaching materials as classroom handouts, textbooks, and reading materials; and online instructional materials. The major data sources were the first hand experiences from the instructors in planning and implementing the teaching and learning process, the course syllabus and the real classroom interaction. The use of multiple sources of data was intended to provide triangulation (Stake, 1995; Yin, 2009; Miles & Huberman, 1994).

The data analysis of this study used *pattern-matching technique* (Yin, 2009). This technique was used to “compare an empirically based pattern with a predicted one” (Yin, 2009, p. 136). Further, Yin (2009) claims that this technique is considered appropriate for analysis of both single case and multiple cases. This analysis technique was

appropriate for this study because this could be used to describe how the instructors' teaching practices coincided with the framework of engagement theory. A comprehensive description of learning engagement models is discussed further in the literature review to provide clear description of predicted patterns before data is collected for analysis.

### **Significance of Doing the Study**

The strength of this study leans on the contextual nature of the phenomena. It is difficult to find a single teaching method that can be applied in every situation. Therefore, the applicability of a particular teaching method will always also be determined by the contextual condition. This case study produced detailed information about what really happens. This study was important because it focused on creativity, innovation, and context. This case study approach was flexible because it emphasized on exploration rather than prescription or prediction. The researcher had certain level of freedom to discover and address issues as they arise in the investigation.

In the context of curriculum and instruction, the result of this study contributes to giving deeper knowledge of curriculum reform in English language learning. Many school reform efforts put the integration of technology into the priority. Technology is considered potential to improve students' performance. Therefore, the result of this study gives orientation to what degree is computer integration into the EFL curriculum beneficial to improve student learning. In addition, curriculum reform requires a well-designed professional development. The result of this study contributes to developing the content of professional development to improve teachers' abilities in using technology in

their instruction. The result of this study also provides constructive inputs for the authority to develop technology policy in the institution especially related to the technology use in curriculum design.

### **Limitations of the Study**

There are some cautions regarding the limitations of this study. One general nature of case study is the use of a convenient rather than random sampling. This strategy was used because of the time constraints for conducting the research. Therefore, the data collection for this study was also limited on short period of time so that the study did not interfere the class operation. Furthermore, there were certain ethical issues that were taken care of carefully in the process of conducting this study. This study was conducted in educational context in which there might have been some conflicts of interests that could hinder the credibility and validity of the study. A single instructor in an educational institution was part of a system. He or she was bound to the institutional regulation that might make them reluctant to address weaknesses of the policies of the institution. In addition, the issue of technology in education was often in conflict with the budget issue of the institution. Some innovative instructors might be reluctant to present their honest feelings about their expectation because they might address the failure of the institution to provide proper facilities. Finally, there might have also been problems with personal integrity, sensitivity, and possible prejudices and/or biases that needed to be taken into consideration as well. Most instructors starting to integrate technology into their teaching were operating on trial and error practices. There might

have been some fears that the research will reveal their weaknesses in conducting the teaching and learning processes.

### **Overview of Chapter II**

Chapter II presents the theoretical foundation for the study. It presents the discussion regarding the nature of communicative language teaching principles and the importance of creating engaging environment for the students to learn second or foreign language. Chapter II also describes the theoretical framework for conducting the research.

## CHAPTER II

### LITERATURE REVIEW

#### **The Trends in English Language Teaching**

The use of computer technology in EFL teaching has evolved for many years. Computers in language teaching have been popular since the 1960s. The history of Computer Assisted Language Learning (CALL) can be roughly divided into three main stages: Structural/behavioristic CALL, communicative CALL, and integrative CALL (Warschauer, 2000). Structural/behavioristic CALL was widely implemented in the 1960s and 1970s. Based on the behavioristic learning model, this CALL model presented repetitive language drills, which was also called drill-and-practice. The tutorial system ran on its own special hardware. The system consisted of a central computer and terminals and featured extensive drills, grammatical explanations, and translation tests at various intervals (Ahmad, Corbett, Rogers, & Sussex, 1985). The latest development of computer use in language learning is influenced by the wide implementation of communicative language teaching approach in EFL teaching

The popularity of communicative approach to language teaching has changed the view of language educators on how to teach EFL. Language teaching educators theoretically and pedagogically rejected the behavioristic approaches to language teaching (Kern & Warschauer, 2000). In consequence, in the late 1970s and early 1980s communicative CALL gained its popularity. The use of personal computers becomes

more popular and could create greater possibilities for individual work. Communicative CALL emphasized that computer-based activities should focus more on using forms than on the forms themselves, teach grammar implicitly rather than explicitly, allow and encourage students to generate original utterances (Underwood, 1984). These ideas follow Hymes' hypotheses that syntax and language forms were best understood not as autonomous, acontextual structures (Hymes, 1971). Therefore, language forms are incorporated in skill practice in a non-drill format, through language games, reading and text reconstruction. Moreover, language instructors using communicative CALL could promote the use of the target language predominantly or even exclusively (Jones & Fortescue, 1987; Phillips, 1987). Popular CALL software developed in this period included text reconstruction programs. This model allowed students working alone or in groups to rearrange words and texts to discover patterns of language and meaning. This model also helps learners using simulations that stimulated discussion and discovery among students working in pairs or groups.

The goals of language learning suggested by communicative views of language learning, the demand to focus on learners, and the development of computer technology challenged instructors to find effective ways of integrating computer technology into EFL curriculum. Kern and Warschauer (2000, p. 7) argue that "shifts in perspectives on language learning and teaching have paralleled developments in technology from the mainframe to the personal to the networked computer". The direction of research is now centered on how to integrate technology into language instruction to make teaching and learning more effective to improve communicative abilities. This direction is different

from the focus of research conducted in the early 1990s when the value of technology was still questioned.

### **Communicative Language Teaching as the Basis for Integrating Computer Technology into Language Learning Curriculum**

Communicative language teaching emphasizes student engagement with authentic, meaningful, contextualized discourse and achievement in the second language. Foreign language learners need to experience the negotiation of meaning in the target language in purposeful situations (William & Burden, 1997). Therefore, students' learning engagement in language learning activities becomes a crucial component in order to increase second and foreign language competencies.

Communicative Approach to language teaching is based on the holistic theory of language. It is different from the audiolingual approach to language teaching that tends to be behavioristic. This approach to second language learning dominated second language teaching for over two decades in 1967. The audiolingual approach suggested that language learning occurred largely through habit formation. According to audiolingualism, second language learning consisted of grammatical structures that should be presented based on linguistic description (Richards & Rodgers, 2001; Savignon, 2002). They were very carefully sequenced from simple to more complex level. Audiolingual proponents assumed that language learning was habit formation so that mimicry of forms and memorization of certain sentence patterns were used extensively to present rules inductively. Teaching practices in audiolingual classes consisted of a variety of manipulative drill types to minimize learners' errors resulting from the interference



from the first language. Audiolingualism was criticized of being unable to fulfill the expectation of practical expectation (Richards & Rodgers, 2001). Audiolingual approach did not help students to “transfer skills acquired through Audiolingualism to real communication outside the classroom” and the repetitive procedure of language drills tended to be “boring and unsatisfying” (Richards & Rodgers, 1986, p. 59). In spite of the decline of the popularity of audiolingualism, materials based on audiolingual principles are still widely used today. Some teaching materials based on communicative approach to language teaching often include short grammatical drills to improve grammar accuracy.

While dialogs, grammar, and pronunciation drills did not usually disappear from textbooks and classroom materials at this time, they now appeared as part of a sequence of activities that moved back and forth between accuracy activities and fluency activities. (Richards, 2006, p.16)

Moreover, the use of reinforcement as an important component of the behaviorist approach to learning is continuously popular in today’s practices in second language teaching.

A research project at the University of Illinois carried out by Savignon (1971) provides an empirical evidence of the implementation of communicative activities in language classroom. The study distinguished the communicative competence (Hymes, 1971; Savignon, 1971) from the ability to recite dialogues or perform discrete-point tests of grammatical knowledge. Savignon (1971) used the term *communicative competence* to characterize the ability of classroom language learners to interact with other speakers and to make meaning. The result of the study indicates that by encouraging learners to

ask for information, to seek clarification and to use whatever linguistic and nonlinguistic resources they could utilize to negotiate meaning teachers were successful to help learners to take risks and to venture beyond memorized patterns. In this research, test results at the end of the eighteen-week instructional period indicated that learners' communicative competence was significantly better than that of learners who had had no practice on communicative strategies. This evidence was measured in terms of fluency, comprehensibility, effort, and amount of communication in unrehearsed communicative tasks. Moreover, learners who had practiced communication to replace pattern drills in a laboratory performed showed no less accuracy on discrete-point tests of grammatical structure.

Communicative approach to language teaching is based on a theory that language is a means of communication (Richards & Rodgers, 1986). In this theory language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing (Bern, 1990). The theory also implies that language competence includes knowledge of the grammatical system as well as performance. In other words, such competence includes both the usage and use of the language (Widdowson, 1984). The main objective of language learning is then to help learners develop their communicative competence. Hymes (1971) proposed the term “communicative competence” to represent the ability to use language in a social context, to observe sociolinguistic norms of appropriateness. Savignon (1971) uses the term “communicative competence” to refer to the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to

recite dialogues or perform on discrete-point tests of grammatical knowledge. Finally, communicative language teaching leads to the notion that communicative processes became as important as linguistic product, and instruction became more learner-centered and less structurally driven (Kern & Warschauer, 2000).

The development and implementation of communicative language teaching has been influenced significantly by the constructivist view of learning. According to this view “everyone makes their own sense of the world and the experiences that surround them” (William & Burden, 1997, p. 21). In other words, individual learners should be actively involved in constructing *personal meaning* generated from their own personal understanding, from their experiences. Further, William and Burden (1997, p. 28) argue:

... language is not learned by the mere memorization of discrete items of grammar, discourse, function or other aspects of language. Rather, learners are involved in an active process of making sense, of creating their own understanding of the world of language that surrounds them.

Therefore, the process of language learning is a dynamic process of making meaning in which the learner is brought into central focus in the meaning making process.

The Learners’ communicative needs, which tend to be individualistic, provide a framework for elaborating program goals with regard to functional competence (Savignon, 2002). The idea of focusing on the learners in the process of language learning becomes an important notion in the implementation of communicative language teaching approach. This perspective originated from the humanistic view of learning. Rogers (1969) posits that significant learning will only take place when the subject matter

is perceived to be of personal approach to education. In addition, learning which is self-initiated and which involves feelings as well as cognition is most likely to be lasting and pervasive. Humanistic view of learning has specifically influenced the use of such language teaching models as *Silent Way*, *Suggestopaedia*, and *Community Language Learning* (William & Burden, 1997). What is important according to humanistic view of learning is the growing recognition of how vital each individual's search for personal meaning becomes in the learning process.

In communicative language teaching, students should be actively making meaning through activities such as collaborative problem solving, writing for a purpose, discussion of topics of genuine interest, and reading, viewing and responding to authentic materials (Murphy, 2000). This is in contrast with audiolingualism that focus on the linguistic structures and grammar rules. In addition, the language learning activities is not limited on the students' efforts to recite dialogues or perform on discrete-point tests of grammatical knowledge (Savignon, 2002). Rather, language learning activities should encourage learners to ask for information, to seek clarification, to use circumlocution and whatever other linguistic and nonlinguistic resources they could muster to negotiate meaning (Savignon, 2002). Circumlocution refers to the strategy of communication by providing a paraphrase or description of a word. A language learner may describe the characteristics or elements of an object instead of mentioning the exact word or using the appropriate structure in the target language (Tarone, 1981). However, it does not mean that grammar becomes unimportant in communicative language teaching. Grammatical competence is situated within a more broadly defined communicative competence

(Canale and Swain, 1980; Savignon, 2002; Ellis, 1997, Breen & Candlin, 2001). Briefly, learners seem to focus best on grammar when it relates to their communicative needs and experiences.

A great deal of research studies has provided evidence on the importance of negotiation of meanings in developing second language competence. Oliver (1998) carried out a study examining conversational interaction between children learning second language. The participants were selected from primary Intensive Language Centers in Perth, Western Australia. The result of the study indicated that primary school learners take the benefit from the process of negotiation for meaning. This process provided them with the opportunity to receive comprehensible input, to produce comprehensible output, and to obtain feedback on their attempts. Earlier studies also indicated that the process of negotiation for meaning appeared in the interactions whereby modification between or among conversational partners helped overcome communication breakdowns (Long, 1983a, 1983b; Long & Porter, 1985; Porter, 1986). Other research has also been undertaken to measure the outcomes of the process of negotiation of meanings in interactional conversation. Studies conducted by Loschky (1994), Gass and Varonis (1994), and Mackey (1995), for example, have shown a direct relationship between interactional modifications and second language acquisition.

It is clear that communicative abilities are the central goal of learning language in the application of communicative language teaching approach. Gumperz and Cook-Gumperz (1982) claim that personal and social control is significant in developing communicative ability. They continue to argue that “the ability to manage or adapt to

diverse communicative situations has become essential and the ability to interact with people with whom one has no personal acquaintance is crucial to acquiring even a small measure of personal and social control” (p. 4). This notion is consistent with the basic ideas of communicative approach to language teaching that has been elaborated above.

Furthermore, effective communication requires individuals to have certain abilities including “communicative strategies”, “communicative flexibility”, and “cooperation in communication”. Gumperz and Cook-Gumperz (1982) claim that “New communicative strategies are created based on the juxtaposition of the two sets of forms which symbolize not only group membership but adherence to a set of values” (p. 6). According to them, communication with people who are relative strangers to each other needs communicative flexibility skills. This skill refers to “an ability to adapt strategies to the audience and to the signs, both direct and indirect, so that the participants are able to monitor and understand at least some of each other's meaning” (Gumperz & Cook-Gumperz, 1982, p. 14). In addition, cooperation in communication requires people to use both ability in using words and ability in identifying cultural values that become the convention in a society. “Construction across time of negotiated and situationally specific conventions for the interpretation of discourse tasks” (Gumperz & Cook-Gumperz, 1982, p. 17) is important in developing effective communication. Briefly, socio cultural approach to learning gives significant ideas in developing better foreign language teaching.

Another important notion in communicative language teaching to give direction to developing computer integration into language teaching is the importance of interaction

in the process of language learning. Social interactionism has contributed significantly in positioning the significance of interaction in language learning. This perspective emphasizes the dynamic process of the interplay between teachers, learners and tasks (William & Burden, 1997). For social interactionists, “learning occurs through interaction with other people” (William & Burden, 1997, p. 39). The origin of social interactionism can be traced to the theory provided by Vygotsky (1978). Vygotsky identified language as a tool for thought and believed that children use language to solve problems first in interaction with others, and then, when speech is internalized, by thinking through the problems themselves. According to Vygotsky (1978), learning itself is a dynamic social process through which the teacher in a dialogue with a student can focus on emerging skills and abilities. This cooperative relationship is particularly important for second-language learning and teaching. The cooperation between students and peers and student and teacher lead to meaningful interaction about some content of interest. William and Burden (1997) argue that social interactionism becomes a much-needed theoretical underpinning to a communicative approach to language teaching.

A study by Seliger (1977) provides evidence of the importance of meaningful interaction in second-language learning and teaching. In the study learners who interact intensively, who seek out opportunities to use L2 and who cause others to direct language at them are termed *high input generators*. Learners who either avoid interacting or play relatively passive roles in language interaction situations are termed *low input generators*. *In the study the researcher found out that* high input generator students were able to test more hypotheses about the shape and use of the second language. They account

for increased success by receiving more focused input through interaction. Low input generators, on the other hand, were particularly dependent upon the classroom environment to force interaction because they did not tend to initiate or allow themselves to become involved in it on their own.

Other research studies provide evidence of the importance of interaction in language learning. A research study carried out by Appel and Lantolf (1994) found out that language functions not only as a communicative tool but also as a psychological tool that mediates meaning between the individual and the linguistic goal and therefore assists the cognitive development process. They conclude that “performance [in a task] depends crucially on the interaction of individual and task” (p. 437), rather than on the inherent features of the task itself. The study conducted by Darhower (2004) explores weekly dialogue journal communication as a form of mediation in second language learning. He found out that dialogue journals function as mediator in unique ways. He concludes that dialogue journal is an interactive writing environment in which language learner goals and agency can comprise an important part of the learning processes. Studies by Barnes (1992), Forman and Cazden (1985), and Donaldson (1978) suggest that students working together enjoy peer support and increased verbal exchange leading to higher levels of task involvement and problem solving behaviors.

The importance of interaction in language learning is evident in the monitor model developed by Krashen (1977). According to Krashen language acquisition is a subconscious process that results from informal, natural communication between people in which they engage in meaningful interaction. Language acquisition can occur in the



classroom when opportunities for authentic communication occur. In this model, comprehensible input is the unique element that promotes acquisition, the primary process responsible for the development of the interlanguage system. Although input processed by the learner is required to support language learning, interaction and negotiation of meaning play a major role in the process of language acquisition (Ellis, 1985a, 1985b; Gass, 1997; Hatch, 1978; Pica, 1994). Long (1985) claimed that interaction and the negotiation of meaning were primary to interlanguage development. Long's interaction hypothesis stresses "the importance of the interactional modification" (Ellis, 1994, p. 273). The modification occurs in the process of negotiation of meaning. Language learners continuously implement a variety of checks or ways to self-assess their language as they interact orally in target language. Therefore, in Long's interactional hypothesis, "interactive input is more important than non-interactive input" (Ellis, 1994, p. 273). In other words, interactive input enables learners to make adjustments that maximize the opportunities for second language acquisition.

Another important theoretical repertoire was added by Swain's output hypothesis that mentions that learners also need opportunities to produce output if they are to become fluent speakers and writers (Swain 1985). Input hypothesis provides arguments that learners' output contributes to interlanguage development (Ellis, 1994). In her study on immersion classrooms in Canada, Swain (1985) claims that learners need to be "pushed" from semantic into syntactic processing mode. The learners are required to encode comprehensible messages in order to propel their language learning. In line of her argument she claims that "when learners experience communicative failure, they are

pushed into making their output more precise, coherent, and appropriate” (Ellis, 1994, p. 282). The three hypotheses become the foundation that interaction takes important roles in improving language competence of the language learners.

In the process of interaction with others learners coconstruct knowledge and this *co-construction* process results in linguistic modifications among and within individual learners during collaborative activities (Donato, 1994; Gass, Mackay, & Pica, 1998; Swain & Lapkin, 1998). In addition, as learners coconstruct the language they need to express the meaning they want, they simultaneously coconstruct knowledge about language (Swain & Lapkin, 1998). As a matter of fact, the importance of interaction with others in language learning is consistent with the concepts of mediation and *zone of proximal development* proposed by Vygotsky (1978). *Zone of proximal development* refers to the layer of skill or knowledge that is just beyond that with which the learner is currently capable of coping, without mediated instruction (Rogoff & Wertsch 1984). According to these concepts, working together with another person, either an adult or a more competent peer at a level that is just above a learner's present capabilities is the best way for the learner to move into the next layer. Briefly, the effective implementation of communicative language teaching requires the teachers to promote interaction among the communities of learning.

An important account in the theory of learning from the point of view of social interactionism is the concept of mediation. This term is used to refer to “the part played by other significant people in the learners' lives” (William & Burden, 1997, p. 39). Those people are significant to enhance the learning by selecting and shaping the learning

experiences presented to the learners. In the context of communicative language teaching the teachers best play the roles of other significant people. Teachers in communicative classrooms will find themselves becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teachers will talk less and listen more. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. It is important to increase learners' responsibility to participate in classroom activities so that they may improve their confidence in using the target language in general. A classroom during a communicative activity is alive. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is student activities, with students leaving their seats to complete a task. In other words, students are more responsible managers of their own learning (Larsen-Freeman, 1986). It might be arguable, however, that mediation occur in collaborative group work in which the members of the group have the same language proficiency levels. For this condition, Long and Porter (1985) argue that students having similar proficiency level "often conceal differences among students in specific linguistic abilities" (p. 210). They mention that some students may have better comprehension than other students, while other students may have better production skills. Similarly, some students may speak haltingly but accurately, while others make lots of errors although they speak very fluently. Thus, the concept of mediation might be best applied in the context of the whole class as a group although in specific senses it might also be applied in small group of collaborative works.

The communication abilities as the central goal of language learning and the significance of interaction in language learning process are considered important reasons of using communicative language teaching as foundation for developing the framework of integrating computer technology into the EFL curriculum. Many instructional activities of communicative language teaching have been implemented in language classroom without the use of computer technology. The use of games, role-plays, debates, tasks, and drama has been very popular as the aids to language learning. Those methods are often used in conventional language classroom without using computer technology to promote language-learning engagement. However, the existence of computer technology gives promises to increase communication opportunities of the students. Computer-mediated communication is able to provide both synchronous and asynchronous interaction to increase communicative opportunities for learners worldwide (Savignon, 2002). Therefore, it is important to find effective ways to integrate computer technology into the language teaching curriculum and instruction so that learners can improve their language competencies. The following discussion presents the rationale on how computer technology provides better opportunities for providing communicative opportunities to the students.

### **Engagement in Communicative English Language Learning**

It has been pointed out at the beginning of this proposal that communicative language teaching emphasizes students' engagement with authentic, meaningful, contextualized discourse and achievement in the second language. The term "engagement" is defined in literature in terms of interest (Dewey, 1913), effort (Meece &

Blumenfeld, 1988), motivation (Pintrich & DeGroot, 1990) and time on task (Berliner, 1990). Natriello (1984) defined student engagement as "participating in the activities offered as part of the school program" (p. 14). Skinner and Belmont (1993) mention that children who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. In more recent definition, engagement is used to refer to students' willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers' directions in class.

For example, Kuh (2003, p. 25) defines engagement as "the time and energy students devote to educationally sound activities inside and out-side of the classroom". Fredricks, Blumenfeld and Paris (2004, pp. 62-63) mention that student engagement consists of behavioral, emotional and cognitive dimensions. Students who are behaviorally engaged would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior. Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging. Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge. Coates (2007, p.122) describes engagement as "a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience". According to Coates (2007) engagement comprises the aspects of active and collaborative learning, participation in challenging academic activities, formative communication with academic staff, involvement in enriching educational experiences, and feeling legitimated and supported by university learning communities. Harper and

Quaye (2009) argue that engagement is more than involvement or participation – it requires feelings and sense making as well as activity. Acting without feeling engaged is just involvement or even compliance; feeling engaged without acting is dissociation.

This study draws on some of the ideas provided by Kuh (2003), Fredricks, Blumenfeld and Paris (2004), and Coates (2007), in defining engagement. In this study, the scope of engagement is limited on student engagement related to the classroom instruction. Thus, the meaning of engagement excludes the dimension outside the context of classroom instruction such as communication with academic staff as well as other non-academic dimension. This limitation is important because the central orientation of this study is limited on what really happens in the classroom activities. Thus, engagement in this study is used to refer to student's willingness to actively participate in the activities in language learning classes that does not only include behavioral dimensions but also emotional and cognitive dimensions. Student's willingness is similar to the notion of "the time and energy students devote" (Kuh, 2003, p. 25) to participate in classroom activities. Thus, it involves the mental efforts that students actively use to focus on instructional tasks that lead to learning. This kind of engagement can be analyzed through examining levels of participation, student perception, and completion of assigned tasks (Burges, 2009). Measuring student engagement can also be done through case study research (Chapman, 2003) to address questions of student engagement inductively by recording details of students in interaction with other people and objects in the classroom.

Focusing the meaning of student engagement in the scope of active participation in classroom activities is relevant to the context of application of communicative approach to language teaching. As it has been discussed earlier, students' participation and involvement in language learning activities are important in the process of making meaning of authentic, meaningful, contextualized discourse in the second language. The focus of the communicative language approach and methodologies is to promote the development of functional language ability through learners' participation in communicative events (Savignon, 2002). Students' participation and involvement in the process of language learning will be manifested in the activities when the learners actively use the target language. Berns (1990) mentions that learners should be engaged in doing things with language. This means that they use language for a variety of purposes in all phases of learning. Thus, the engagement in second language learning can be reflected from the students' experiences in participating in an increasingly wide range of communicative contexts and events to expand their communicative competence.

Research to examine student engagement in classroom activities has been conducted for many years. Studies of classroom engagement carried out by Dickey (2005) and Winne (2006) found that classroom environment, including the teacher's lesson plan and lecture delivery style, can affect students' practice of metacognitive control. Other studies report that students demonstrating cognitive strategies such as task mastery goals indicate higher levels of engagement and perform better on assigned tasks (Ames & Archer, 1988; Meece, 1988). Studies in second language learning have also indicated that students' participation in classroom interaction develops their appreciation

of the different contexts requiring the imperfect tense through interaction with native (Call & Sotillo, 1995). In this study, the researchers tested the hypothesis that focused conversations with native speakers of Spanish held on a weekly basis will contribute to the development of learners' internal grammars of Spanish. Another study examined the interactions among classroom activity, student engagement, and positive learning outcomes in computer-equipped classrooms (Bulger, Mayer, Almeroth, & Blau, 2008). In this study the researchers used a Classroom Behavioral Analysis System (CBAS) to measure student engagement in a college writing class. The findings showed that students attending a simulation-based lesson performed more on-task Internet actions, and significantly fewer off-task Internet actions than did students attending a lecture-based lesson.

In the context of English as second language teaching, English instructors have used many kinds of methods to provide students with the opportunities to participate in language learning activities to promote second language acquisition. In the communicative language programs, such activities as games, group discussion, debates, and short drama performances have been used in communicative language classroom to give learners to individually involve in classroom interaction (Savignon, 1971, Richards & Rodgers, 1986, Celce-Murcía, 2001). These methods also accept the importance of more traditional teaching methods such as lecturing and skill practice because these activities are important in preparing students to experience the real communication activities. However, the traditional teaching methods of lecturing and skill practice do not dominate the learning activities because the bigger portion of the classroom activities



is full with students' interaction using the target language. In addition, task-based language teaching (TBLT) (Candlin & Murphy, 1987; Ellis, 2009; Prabhu, 1987) has also been very popular. Tasks are used to provide opportunities for communicating in listening, speaking, reading, and writing (Ellis, 2009) especially for enhancing more individualized instruction for the students.

The teaching practice of communicative language teaching follows the principle of student-centered learning where an individual student becomes an important person to determine the success of his or her own learning. The following section discuss more deeply about the nature of student-centered learning principles to give clear direction of the kinds of learning activities expected to occur in communicative language teaching.

### **Learner-Centered Language Instruction in the Technology Integration into the Curriculum**

Emphasizing the learners as the focus of instructional process is the foundational principle of communicative language teaching. There are broad issues of discussion about the meaning of student-centered approach to classroom instruction. In this study, the principles of learner-centered instruction are focused on the instructional activities to engage students actively in learning by providing learning experiences that promote autonomy, choice, cooperation, collaboration, interaction, creativity, and meaningful communication (Celce-Murcía, 2001; Peyton, Moore & Young, 2010). This perspective is in contrast with direct instruction that emphasizes the transmission of information from teachers to the students. Savignon (1983) argues that communicative approaches to language teaching place emphasis on what learners know and can do with language, as

well as what they want and need to do. In the student-centered model there is a shift in power from the teacher to the student, with the student taking on increased autonomy and responsibility. In other words, there is a shift in power from expert teacher to the student learner (Rogers, 1983; Barr & Tagg, 1995). Because of this shift in power, learner-centered instruction focuses on student learning and what students do to achieve this, rather than what the teacher does (Harden & Crosby, 2000). Therefore, the instructional activities emphasize learner activity rather than passivity and process on competence rather than content.

Student-centered instruction is paramount in the implementation of communicative language teaching because it provides opportunities for students to interact with each other. As a matter of fact, the best strategy of learning a foreign language is by engaging in meaningful communication using the target language (Stevik, 1980; Brown, 1994). This situation will only happen when teachers take the role as facilitator without dominating the classroom activities with long period of tutoring the students with language rules. Teachers are still an important source of information, but the fundamental task of the teachers is to get students to engage in learning activities to achieve the desired outcomes (Shuel, 1986). Therefore, the successful language learning involves not only knowledge of the structures and forms of a language, but also the functions and purposes that the language serves in different communicative settings” (Lightbown & Spada, 2006). Language learning is best facilitated through opportunities for students to interact with each other in small groups or in pairs (Hellermann, 2007; Morris & Tarone, 2003). Research on classroom interaction shows that in interaction

with others, students have opportunities to receive comprehensible input (language they understand), produce language (output) at their level of ability, receive feedback on their output, and make changes to it based on feedback (Gass, 1997; Long, 1996; Pica, 1994). In brief, student-centered approach to language instruction will ensure that the students get the opportunities to improve their communicative competence through using the target language in their interaction in the class activities.

Integration of computer technology into language instruction will also be effective when student-centered approach is implemented. Computer technology is only a tool in which the effectiveness of it depends on the nature of interaction and the way the students communicate and learn in multimedia mode (Kern & Warschauer, 2000). In other words, the integration of technology will be effective if the students have the opportunity to explore the microworld and use the technology as the medium for local and global communication as well as the source of authentic learning materials. Learner-centered principles are required in computer-based instruction because learning is “nonlinear, recursive, continuous, complex, relational, in natural in humans” (McCombs & Vakili, 2005, p. 1586). Therefore, when computer technology is only used for conducting direct instruction, learning will tend to be simplistic and rote and focusing on linear teaching of knowledge and skill standards. In other words, without giving students the opportunities to explore and interact, integration of computer technology does not create significant instructional reform because it does not transform practice beyond traditional models of instruction.

In conclusion, learner-centered principles combined together with communicative approach to language teaching and engagement models from Engagement Theory is significantly potential to establish a framework for developing effective integration of technology into language teaching. These three things may serve as a guide for EFL instructors or curriculum developers to design effective technology integration into language teaching. The three pillars will ensure that the beliefs and perceptions of the instructions are consistent with communicative language teaching principles, the foreign language lesson will give students opportunities to explore and interact in meaningful learning experience, and the language learning activities will consists of collaborative, creative, and purposeful experiences.

### **Language Learning Engagement in Computer-Based Language Teaching**

Language learning engagement becomes very crucial in computer-based language learning. Computer technology have the capacity to facilitate people to access to other people as well as to information and data (Kern & Warschauer, 2000) so that it can serve as medium for local and global communication and provide accesses to authentic materials. Moreover, computer interactions are also potential to enhance communication skills and strengthen language through computer support group interactions (Bourdon, 1999). The use of computer technology in language classroom improves the target language exposure, which is important for enhancing second and foreign language acquisition. More importantly, computer technology gives language learners wider opportunity to actively participate in real communication using the target language.

The design of computer integration in language classroom will determine the effectiveness of the computer technology in the classroom to provide language learning environment. Kern and Warschauer (2000) argue that the computer does not in and of itself bring about the improvement of learning so that the effective integration of computer technology depends upon how the computer technology is used in order to encourage students to engage in learning. Research indicates that teachers have the most impact of the quality of technology use in schools (Levin & Wadmany, 2008; Bitner & Bitner, 2002; Romano, 2003; Zhao & Cziko, 2001; Chen, 2008). The teachers become the central actor to determine the instruction that takes place inside the classroom. Research studies on the computer use in the classroom (e.g., Bitner & Bitner, 2002; Dexter, Anderson, & Becker, 1999; Ertmer, 2005; Niederhauser & Stoddart, 2001; Sandholtz, Ringstaff, & Dwyer, 1997; Windschitl & Sahl, 2002; Levin & Wadmany, 2008) indicate that teacher's perception, beliefs and philosophies become crucial factors in creating constructive classroom practice using computer technology. Graves (2000) elaborates that language instructors need to be aware of their beliefs on teaching and learning. According to her, awareness of instructor's beliefs will help them to make decision in what kinds of language teaching methods will be used in the instruction. In other words, instructors' beliefs become "the basis of making choices" (Graves, 2000, p. 26). Gorder (2008) argues that computer integration is more about the teacher's effective use of technology that makes a difference in reforming the school. The teacher becomes the crucial person to transform the way they teach in the traditional classroom in order to generate the improvement of student learning (Akker, Keursten, & Plomp, 1992).

Therefore, the teacher's technology-integration decisions will determine the effective nature of classroom environment that facilitates students to engagement in meaningful learning processes.

The issues of teachers' beliefs have gained attention in discussing both language teaching and computer integration. They are often closely linked to teachers' strategies for coping with challenges in their daily professional life. Graves (2002) suggests that teachers' personal beliefs should marry their beliefs with the needs of the students within the context of the course. In line of her argument, teachers' beliefs will play a role in the way the teachers react to the situations in the processes of designing language courses and the implementation in the classroom. Further Graves (2002) posits

Your beliefs about which view of language should be emphasized will translate into beliefs about how the language should be learned. An emphasis on language as rule-governed may translate into the belief that learning a language means learning to use it accurately, with no grammatical errors.... An emphasis on language as meaning-based may be manifest in the belief that language in the classroom should be relevant and meaningful to the students in the class.

In the context of computer integration, the use of computer technology in the classroom is broadly influenced by the beliefs and perceptions of the teachers (Ermter, Addison, Lane, Ross, & Woods, 1999; Warschauer, 2002, Kim & Rissel, 2008; Ertmer, 2005; Norton, McRobbie, & Cooper, 2000). Research shows that when language instructors use computer technology, they adopt it to facilitate their current beliefs (Egbert, Paulus, & Nakamichi, 2002; Kim & Rissel, 2008). In their study, Kim and Rissel (2008) show

how three different English teachers used computer technology differently according to their beliefs on language learning. Furthermore, Warschauer (2002) demonstrates how beliefs about the nature of academic writing of the three teachers result in computer use in three very different ways, as manifested in their approaches and methodology.

There have been many examples of successful technology integration programs that are grounded in the separate subject approach. However, there is no single model or program that is applicable to all situations. Technology integration is not a ‘one fits all’ practice (Wepner, Tao, & Ziomek, 2006) where teachers do the same things for their students. The success of the integration should be measured based on the contextual situation of the school or, even more specifically, the group of the students. The engagement in computer-based learning depends upon the sociocultural context that shapes the interaction using computers where students learn via multimedia mode (Kern & Warschauer, 2000). Contextual situation should also become an important consideration in foreign language teaching. Graves (2000) suggests that the question about how to teach a subject does not have one answer. The answer to the question “will depend on the context in which the teacher teaches” (Graves, 2000, p. 13). In summary, computer-based language teaching does not represent a particular technique or method but it constitutes amalgamation of ways by which students communicate via computer technology, interpret and construct information using the computer technology.

Computer integration carries the meaning of full-time, daily operation within the lesson (Gorder, 2008) where teachers consciously decide to designate certain tasks and responsibility to technology (Bauer & Kenton, 2005). Hooper and Rieber (1999)

described five phases of teacher's use of technology: (1) familiarization, (2) utilization, (3) integration, (4) re-orientation, and (5) evolution. It was asserted that most teachers only reach the utilization stage. In this stage teachers are already satisfied with the limited use of technology and tend to cancel the use of it when they experience signs of troubles. They lack of positive commitment to find better ways to break the barriers to the successful utilization of computer technology. Hooper and Rieber (1999) further explain that in the true integration the teachers experience a "breakthrough phase" (p. 254) where computer plays significant roles in the success of the lesson.

Jaffee (1997) suggests four highly important pedagogical principles for the implementation in the classroom where technology is integrated: active learning, mediation, collaboration, and interactivity. Active learning using technology constitutes the interaction between the student and the content in which the interaction allows knowledge building and construction. Using technology for active learning keeps students focused, engaged, and motivated (Barak, Lipson, & Lerman, 2006). Mediation is interaction between the teacher and the students to solve problems, respond to questions, and discuss topics relating to the course. Collaboration is interaction among students through questions and information sharing. Interactivity is the principle that represents the greatest pedagogical potential for learning using technology. This principle is consistent with the principles of language learning. Interactivity is the master concept where active participation is building the understanding and knowledge through interaction with other students, teachers, and resources using technology.



Successful computer integration into the curriculum is influenced by teachers' capabilities in translating the principles into the classroom practices. The teachers' best strategy to prepare for teaching is to use important teaching principles, translate these principles into practices, and think creatively while using technology instruction methods (Alley & Jansak, 2001). To explore the models of activities in language learning, Engagement Theory will be used as a framework to examine the specific design of the English instruction to provide opportunities for learners to engage in meaningful language learning experiences. The major premise of engagement theory is that students must be engaged in their course work in order for effective learning to occur (Kearsley & Shneiderman, 1998). Engagement theory is based on the idea of creating successful collaborative teams that work on tasks that are meaningful to someone inside and outside the classroom. Its core principles are summarized as "Relate", which emphasizes characteristics such as communication and social skills that are involved in team effort; "Create", which regards learning as a creative, purposeful activity; and "Donate", which encourages learners to position their learning in terms of wider community involvement

The core principles of Engagement Theory are consistent with the purpose of communicative language teaching. The teaching learning processes in communicative language learning lessons should involve the learners in the experience of meaningful communication (Savignon, 2002; Canale & Swain, 1980; Richards & Rodgers, 1986; Widdowson, 1984). Meaningful communication is accomplished through collaborative activities among students, teachers, and other people outside the classroom. The idea of relate, create and donate in Engagement Theory provides the basis for providing

meaningful collaboration and authentic experience of communication. The theory posits three primary means to accomplish engagement: (1) an emphasis on collaborative efforts, (2) project-based assignments, and (3) useful contribution to wider context of learning environments. Kearsley & Shneiderman, (1998) suggest that these three methods result in learning that is creative, meaningful, and authentic. Engagement might happen without technology, but the use of technology provides more possibilities for such engagement to occur.

Some studies have used the framework provided by the Engagement Theory. Marshall (2007) used a case study in which a popular learning management system, WebCT, was used in an academic writing course at the University of Sydney, Australia. The study highlighted both the benefits and difficulties of using technology when teaching academic writing and shows how effective Engagement Theory has been in the design, implementation, and outcomes of the website associated with the course. Marshall found out that in the creation of the website, Engagement Theory was deemed relevant and useful to the aim of providing an authentic experience of the writing process. In the context outside language teaching, Freeburg and Hana (2006) investigated the use of the Personal Response System (PRS) in a behavioral sciences graduate research methods course. In the study the researchers used qualitative and quantitative data to explore how the use of PRS as game-based learning increases students' engagement that focused on engagement in research topics, participation, perceptions, opinions, and grades. The researchers used Engagement Theory to describe that the PRS was effective for engaging students in acquiring the knowledge and skills needed to conduct research.

Reich and Daccord (2009) used the modification of Engagement Theory in a case study to investigate how the Collect-Relate-Create-Donate (CRDR) framework shaped the development of the “Day in the Life of a Teenage Hobo Project”. The project was a multi-day investigation into the social history of teenage homelessness during the Great Depression. The history teacher used multiple technologies including search engine, blogs, and podcasting to help students investigate the political, economic, and social history of the Great Depression. The study found out that CRDR could provide the framework for organizing technology activities in pedagogically sound order. In addition, the study also revealed that the framework provided important basic structure for designing a successful project and serving as a checklist for review and reflection after completing a new unit.

The idea of collaboration in learning has been considered as an important aspect of successful learning for a long time especially when constructivist principles of learning is used in designing instruction. Collaboration refers to a recursive process where two or more people or organizations work together to realize shared goals. Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs (Gerlach, 1994). Herrington, Oliver, and Reeves (2003) argue that collaborative learning is an important way for creating authentic and deep learning. “Cognition occurs not only 'in the head' ... but in the objective elements of communication among individuals" (Cole & Engestrom, 1993, p. 3). Therefore, in collaborative activities, processes of learning taking place in the head are apportioned across members of a learning group. This

process involves coordination between the members and objects (produced or imported) within the group (Hollan, Hutchins, & Kirsch, 2000). The participation in collaborative activities in which students work together to achieve desired results will help them to achieve the communicative goal of language learning.

Computer technology can serve as collaborative tools to help students to improve their communicative competencies. Warschauer (1997) argues that computer-mediated communication encourages collaborative learning in language classroom in five ways. First, computer-mediated interaction is more powerful than text-based interaction. Text-based interaction has been used for a long time in language pedagogy. In free-writing activities, for example, students share their compositions written or typed on papers. The use of computer-mediated interaction enables the reader to edit and reedit the composition while rapidly interacting with the writer. Second, computer-mediated online learning allows learners to engage in many-to-many interaction. An individual student can initiate interaction with any or all of the others. Thus, it opens the opportunity of participation in interaction activities. Third, computer-mediated communication allows time- and place-independence interaction. Learners can write and receive messages at any time of the day from any computer with the Internet connection. Fourth, while place-dependent interaction can be conducted in a local network system, the Internet is able to help students to engage in long distance exchanges to people around the world. Fifth, the access to authentic information is crucial in communicative language teaching, Hypermedia allows learners to access up-to-date and authentic information that can be

incorporated into the classroom collaborative activities. Through the interaction in students are building their knowledge instead of relying on simple memorization skills.

The second aspect of Engagement Theory refers to the importance of project-based assignment. As a matter of fact, the idea of project-based assignment has also occurred on the discussion of language learning methods for a long time. Moss and Van Duzer (1998) define project-based learning as “an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop” (p. 2). The activities in project-based learning functions as a bridge between using English in class and using English in real life situations outside of class (Fried-Booth, 1997). In project-based assignment, learners are presented with open-ended generative tasks in which there is not a prescribed approach or solution and that the learners generate their own questions, plans and goals (Howard, 2002). Therefore, project-based assignments change the role of the teacher to a cognitive coach who models, coaches, guides and encourages independence in goal setting and decision making and promotes reflection. The creative nature of project-based assignment enables language learners to process new language inputs to develop their communicative competencies.

The use of computer technology in language learning enables learners to develop creative projects. The process of developing creative works is beneficial for providing comprehensible inputs when the learners search for the material for their projects. Computer technology with multimedia environment provides language learners with juxtaposition of different and supporting modes of input including text, graphic, sounds, and video. Those modes may facilitate greater comprehension of input than input that is

delivered only via one mode (Bret, 1998). Computer-based project in language learning also helps learners to process the negotiation of meaning. Learners will combine the language inputs with a variety of supporting materials that they can find on the Web. The process of negotiation of meanings occurs when learners seek for clarification and find confirmation about un-comprehensible inputs. Pica and Doughty (1986) argue that strategies such as requests for clarification, confirmation checks and comprehension checks seemed to promote comprehension and to facilitate acquisition. Finally, the production of project-based assignment can reflect the process of language learning itself. Students may create a presentation in the forms of composition, wall magazine, drama performance, and oral presentation.

The aspect of contribution to wider context of learning in Engagement Theory might become the most typical nature of computer integration in English language learning environment. Furthermore, it may become the most challenging nature in the integration of computer technology into language instruction. It is common that in the accomplishment of project-based language learning the students display the final products in the school or the wider community, and become a stimulus for thought and action for other students, teachers and local community (Fragoulis & Tsiplakides, 2009). Students may publish the result of the project in a web blog that can be created on group or class basis. Another option is that the students may present the result in the form of a wall magazine that can be presented along the hallway so that other people outside the classroom can enjoy the learning product. Some other English teachers require students to perform skits of drama or poster exhibitions at the end of the semester in which the

faculty members and students from other classes are invited to watch. Those activities have been very effective in motivating students to carry out the learning process.

The integration of computer technology enables learners to share what they have done not only within the school environment but also outside the school to the greater community of the world. Students can be encouraged to use production or editing software such as Corel Draw, Adobe Photoshop, Sony Sound Force, and Microsoft Video Maker to design production of language learning in the form of stories, poems, pictures or movies. Students can create interesting posters, wall magazine pages, and recorded drama skits that can be shared with other people outside the class. The use of Internet enables students to use the Web to publish their learning production in the form of text or multimedia materials to share with partner classes or with the general public (Kern & Warschauer, 2000). Outside consumers have the potential for generating intense motivation and help students to clarify their work (Shneiderman, 1998). Therefore, using outside parties as the target of language project production can motivate learners to do their best in accomplishing the projects.

### **Theoretical Framework**

Computer technology can become an effective teaching medium to help learners to learn foreign and second languages. According to Kern and Warschauer (2000, p. 2), “the computer, like any other teaching media used in teaching (e.g., pencils and paper, blackboards, overhead projectors, tape recorders), does not in and of itself bring about improvements in learning.” As a learning medium, computer technology brings the learning stimulus to the students in the forms of information, simulation, or application.

The improvements in learning must be analyzed based on particular practices of use in particular contexts. Furthermore, these practices of use must be described as well as evaluated in terms of their specific social context related with learners' background, learning activities, learning purposes, educational setting, kinds of language, or the pattern of social interaction. In addition, the particular outcomes in terms of quantity/quality of language use, attitudes, and motivation are also important to be investigated.

Communicative language teaching, student-centered learning approach and Engagement Theory are necessary components to develop a framework for establishing effective integration of computer technology into EFL/ESL instruction. The framework helped to analyze the decision making process of the instructors in selecting computer-based activities and the activities in instructional implementation. Particularly, Engagement Theory was employed in the analysis so that the implementation of a particular learning experience in a particular context of ESL/EFL learning can be completely analyzed.

Engagement Theory provides a clear idea about what processes should be carried out in meaningful computer-based instruction. The idea of relating, creating, and donating opens various kinds of strategies, which can be carried out in ESL/EFL learning contexts. Therefore, using Engagement Theory may lead to many types of language teaching methods. A researcher may conduct a comparative study to investigate the difference of students' achievement in a computer-based language teaching and in an ordinary language teaching. A research method may also be carried out using a case



study to investigate one or two particular teachers in conducting teaching and learning activity using a model based on Engagement Theory. An ethnographic study may also be carried out to analyze teachers in facilitating students' learning engagement. Each of these methods may be used to focus on identifying strategies employed by teachers and analyzing the learning experiences based on the three domains of activities presented in Engagement Theory.

From the three alternatives, the case study (Yin, 2009; Stake, 1995) offers an interesting challenge. Using the framework provided by Engagement Theory, the researchers can analyze the learning processes experienced by the students through observation and interview. By doing this, recommendations for better foreign or second language teaching practices can be rationally offered. However, the limitation of this study could also be identified that case study often can only claim the petite generalization of the result of the research. Therefore, the research results should be judiciously applied in other situations, which might have similar contexts with those used in this study.

The discussion of the theories above provides a foundation for developing a proposition that guided the analysis in this case study (Yin, 2009). The major proposition was that the instructor would use a certain pattern of instructional development and classroom practice in integrating computer technology into the teaching of English as a foreign language (EFL). The pattern of instructional development and classroom practice could be specified into the following outcomes.

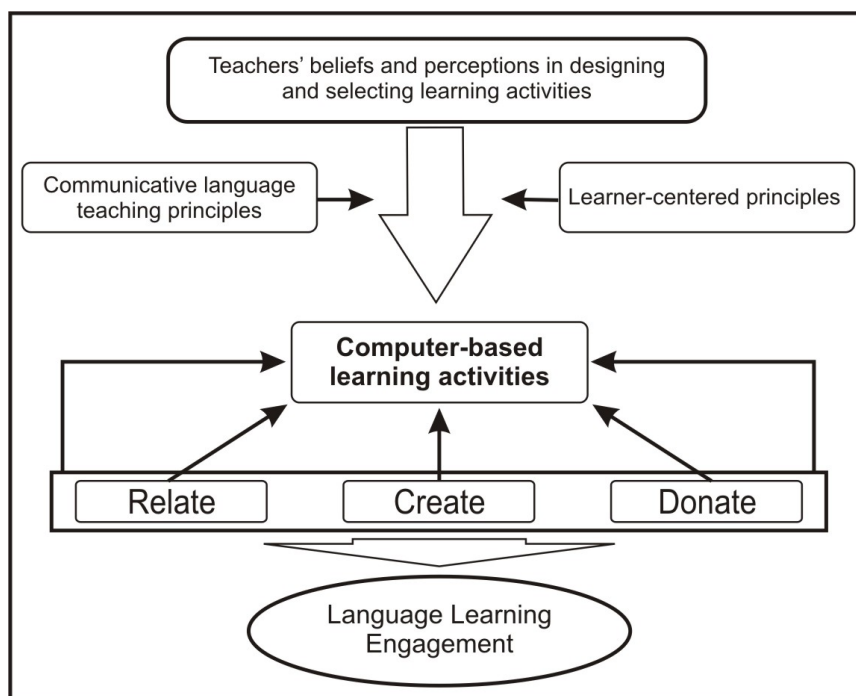
1. The instructor addressed the communicative language teaching perspectives in developing *instructional design* for the course using computer technology.
2. *The technology integration model* covered the domains of Engagement Theory that includes ‘create’, ‘relate’ and ‘donate’.
3. *Learners’ activities* in the classroom emphasized the interaction, collaboration, creativity, and learning result sharing.
4. The use of computer technology encouraged *students’ engagement* in English language learning.

The four outcomes reflect the answer of the research questions, which also were used as the guidelines for gathering the data and carrying out the data analysis. In other words, the beliefs, practices and perceptions were reflected on the way the instructors design the instruction and carry out the classroom practices in their classes.

The theoretical proposition and the four outcomes above were developed based on the discussion of the theories in the literature review. Therefore, they served as the template for analyzing the data. The researcher used this template for comparing the empirical results of this study and the theories discussed in the literature review. This kind of strategy was used for generating “*analytic generalization*” (Yin, 2009, p. 38). The mode of generalization is *analytic generalization* when “a previously developed theory is used as a template with which to compare the empirical results of the case study” (Yin, 2009, p. 38). In this study, the researcher attempted to link the findings from the cases to the theories discussed in this chapter.

The visual representation of the research framework can be seen in *Figure 1*.

Research Framework. Generally speaking, the design or selection of learning activities done by teachers is determined by views that teachers have of the teaching-learning process. Therefore, in this study it was crucial to identify the teachers' beliefs and perceptions of designing or selecting the activities that were carried out by the students. This identification gave clearer description of how the teachers believe second or foreign language acquisition was best facilitated using computer technology.



*Figure 1.* Research Framework

In addition, the approach to language teaching that the teachers subscribe could also be clearly seen. After that, class activities were identified using the domains of Engagement Theory. The activities were analyzed whether the activities adhered to the concept of relating, creating and donating or whether the activities could only be categorized into one or two domains of Engagement Theory. The result of the analysis

and classification could be used for inventorying the engagement indicators. These indicators could be used to determine the level of language learning engagement.

The framework was used as the guideline for conducting the research so that the research questions could be answered.

#### Question number 1

What are the instructor's perspectives on integrating computer technology into English language learning?

The data gathered from the exploration of teachers' beliefs and perceptions in designing and selecting learning activities provided information for answering the question. The data also revealed how the selected learning activities were used to encourage *students' engagement* in English language learning. The data revealed the kind of *instructional design processes* carried out by the instructors in preparing for the EFL lesson using computer technology. In addition, the data also provided general information about the *computer integration model* used in the lesson.

#### Question number 2

How and to what extent do the instructors use the domains of engagement in the integration of computer technology into English language teaching to address the elements of communicative language teaching principles?

To answer this question, the data from the exploration of teachers' beliefs and perceptions was combined with the data gathered from the observation in the classroom. The data gave more complete information about the specific *technology integration model* used in the lesson.

### Question number 3

When and why do instructors use the domains of engagement when developing technology-integrated lessons for English language learning?

This question was also answered by analyzing the information from the teachers' beliefs and perception in designing the instructional processes. In addition, the analysis of classroom activities provided the data about the nature of *learning activities* in the classroom to provide more complete answer to the question. In addition, the data from the classroom activities provided information about the degree of *students' engagement* in English language learning.

### Question number 4a

What do they consider to be successful and unsuccessful technology integration for promoting foreign language learning engagement?

### Question number 4b

Why do they consider certain technology integration practice successful or unsuccessful?

The answers of the questions were taken from the analysis of teachers' beliefs and perceptions in designing and selecting learning activities in computer-based EFL instruction. The exploration should also reveal the teachers' experience in the success and failures of the implementation of computer integration in EFL classroom

### Question number 5

What are the supports and barriers of the integration of technology into the curriculum for promoting foreign language learning engagement?

The last question is important to develop suggestions for better computer integration in EFL lessons. The answer of this question will also be taken from the data gathered from the exploration of teachers' beliefs and perceptions in designing and selecting learning activities.

### **Overview of Chapter III**

Chapter III presents the method of the study. The discussion presents the description of the nature of the study used to answer the research questions. It describes in detail the research design, the research setting, the participants, the sources of the data, research roles, research validity, and data analysis. The methodology described in Chapter III was used as the main guideline for gathering the data and carrying out the data analysis of this study.

CHAPTER III  
RESEARCH METHOD

**Research Design**

This research utilized an instrumental case study approach (Stake, 1995), which was oriented on the interpretive domain focusing on English as a foreign language (EFL) instructors' teaching practice. An instrumental case study was used to explore their integration of computer technology in their teaching. The case study method was chosen in order to achieve the holistic, contextual understanding of the actual integration of computer technology into the English instruction. The instrumental case study method provided general understandings of a phenomenon using a particular case (Stake, 1995). Therefore, the use of instrumental case study in this research helped to understand the general issues of computer technology integration into language teaching, which happened around the world. Exploring the particular case of computer integration into EFL curriculum in this study helped to develop a general understanding about the potentials of computer technology in language teaching, the challenges of developing effective technology integration, and the supports and barriers of computer integration into EFL curriculum. In addition, since the ability to use information and communication technology (ICT) has become the new literacy in twenty first century (Levin & Wadmany, 2008) exploring a case or cases of computer integration into the curriculum can become an instrument for understanding the possibilities, dilemmas, and direction of

using ICT to make teaching and learning more meaningful for the students in preparing for their future lives.

The case study was the most appropriate design for the purposes of the study based on four reasons. First, computer integration into the curriculum is a global phenomenon in education (Kozma, 2003), which has influenced the teaching practices in many schools around the world. McNeil (2009) mentions, “technology opens an array of possibilities for learning opportunities” (p. 158). Moreover, the goal of transforming teaching and learning through the use of computer technology in schools has been near the top of most educational reform agendas since the early 1980s (Cuban, 2001). In other words, the movement of integrating computers into school curriculum does not only happen in one or two countries, but it happens in many countries around the world using many different methods and models. Therefore, studying the practice in a specific context can contribute to understanding the global issues of technology integration. Second, technology integration into the school curriculum is not a “one size fits all” practice (Wepner, Tao, & Ziomek, 2006) where teachers from different places do the same things for their students. Computer technology is like any other teaching tools used in teaching, which does not in itself bring the improvement in learning so that it is important to look to particular practice in particular contexts (Kern & Warschauer, 2000). Therefore, the real practice of computer integration depends on the contextual nature of the implementation. Third, teachers are a crucial factor for successful technology integration (Mandell, Sorge, & Russell, 2002; Beckett, Wetzel, Chishlom, Zambo, Buss, Padgett, Williams, & Odom, 2003; Levin & Wadmany, 2008). Teachers’ factors in the



technology integration include teachers' attitude (Hardy, 1998), beliefs, views, and perception on information technology (Norton, McRobbie, & Cooper, 2000) and language teaching (William & Burden, 1997), and teachers' confidence to incorporate innovation (Dawson & Rakes, 2003). Therefore, by focusing on the teacher, a case study can explore deeply the practices a teacher carries out in the planning, classroom implementation and method of instructional assessment. Fourth, the process involved in foreign language learning usually consists of a complex social and cultural phenomenon (William & Burden, 1997). This means that it is often difficult to account for the complex interaction of social, cultural, and individual factors that shape the language learning experience. Thus, a qualitative approach using case study method will provide a holistic and contextualized understanding of the actual implementation of technology into the teaching-learning process. Briefly, the use of case study in this research had provided insight into why and how the instructors of EFL use computer technology in their classes so as to develop understanding the global phenomenon of computer integration into the curriculum.

In a case study, data across all sources of evidence that were collected can be analyzed using the general analytic technique of theory development to generate *analytic* generalization. Yin (2009) referred to this theory development as the theoretical proposition. Thus, the purpose of the theoretical proposition presented in Chapter II was to guide data collection and data analysis. The theoretical proposition in this study was that the instructor would use a certain pattern of instructional development and classroom practice in integrating computer technology into the teaching of English as a foreign

language (EFL). Thus, all sources of categorized data were examined for patterns, themes, and relationships that specifically focused on the integration of computer technology into EFL instruction to determine if the theoretical proposition was supported or if the researcher needed to provide rival explanations.

In addition, this case study has generated local knowledge, and each implementation of computer integration into the EFL curriculum was a unique instance of petite generalizations (Stake, 1995). Petite generalizations refer to “generalizations that regularly occur all along the way in case study” (Stake, 1995, p. 7). Instructors’ beliefs and perception have significant influences on the foreign language instructional activities (William & Burden, 1997) especially in the use of computer in language teaching (Kim & Rissel, 2008). Consequently, instructors’ beliefs and perception about language teaching and learning and about the use of computers in language learning may be reflected repeatedly in the whole instructional processes including the instructional planning, instructional activities in the classroom, and the assessment method. These petite generalizations are useful for understanding the overall trends and themes of the general phenomenon on technology integration into the language curriculum. Therefore, the focus of this study was limited on understanding how the teachers themselves perceived the experiences rather than trying to fit their behaviors into predesigned research procedures. Nevertheless, the findings of this study may be used in any different contexts to stimulate discussion on how they presently organize, manage, and use technology for teaching and learning. Moreover, the results of this study can offer

insights to better understand the complexities of integrating technology in foreign language teaching contexts.

A case study is often employed to study a case that has clear boundaries, such as a school district or a teacher. It is important for the researcher to have sufficient information about the case to provide an in-depth picture of it (Creswell, 1998). Case studies attempt to describe the subject's entire range of behaviors. Moreover, case studies also make meaning of the relationship of these behaviors to the subject's history and environment. The case study investigator always gathers data about the subject's present state, past experiences, environment. The investigators will go on finding the connection of those factors. The research does not only record the behaviors but also attempts to determine why an individual behaves as he or she does. A case study employs certain kinds of intensive probing technique that lead to the discovery of previously unsuspected relationships. The extent to which case studies can produce valid generalizations might be limited. However, their major usefulness of this kind of study is not as tools for testing hypotheses, but rather in the production of hypotheses, which can then be tested through a more deductive investigation (Ary, Jacobs, & Razavieh, 1996).

### **Research Setting**

This research was conducted in English education program in Sanata Dharma University, Indonesia. This was a private university located in Yogyakarta, one of major cities in Indonesia. A number of instructors in this program had been involved in integrating computer technology in their English instructions. Some of the integration had been a result of a technology implementation of grant program from the government.

Other instructors had taken the initiative on her/his own to integrate computer technology into their lessons. The technology integration was a burning issue in this university since it had been first initiated in 2003. Sanata Dharma University had provided a computer facility so that the instructors could have access to technology. Compared with other universities in the surrounding area, Sanata Dharma University had the longest experience in teaching English as a foreign language.

The study was a multiple case study (Yin, 2009) involving two instructors who had integrated computer technology into their EFL instruction. The study was conducted in the Odd semester and worked with the examination schedule of the semester as to minimize interference with the course operations. Multiple case study method was chosen instead of single case study to strengthen the validity of the study.

### **Research Participants**

This case study recruited two instructors (i.e. cases) to participate in the study. Generally speaking, multiple-case studies follow replication logic (Yin, 2009). Therefore, this multiple case study enabled the researcher to explore differences within and between cases. The goal was to find replication across cases. Because comparisons were drawn, the cases were chosen carefully so that the researcher could predict similar results across cases, or predict contrasting results based on a theory (Yin, 2009). In addition, replication logic is not to be confused with sampling logic where a selection is made out of a population. Each individual case study consists of a "whole" study, in which facts are gathered from various sources and conclusions drawn on those facts. Although the researcher presented essential criteria for the participants, the selection was

based on the recommendation from the program coordinator. In this sense, the sample was one of convenience but it could provide the desired context of a foreign language program in which computer use was encouraged and some other instructors had already initiated the use of computer in their teaching. The criteria for selecting the participants included the length of experience of using the computer technology in the classroom and the availability of time that could be provided by the participant for data collection activities. The selection also prioritized the instructor who had training experiences regarding the integration of computer technology or the instructors who had experiences of disseminating his or her innovation in workshops or scientific forums.

A case study must always have boundaries (Stake, 1995). However, selecting cases must be done so as to maximize what can be learned in the period of time available for the study. The context of the case referred to the practice of teaching in English study program in Sanata Dharma University. This context was appropriate to gather the data for answering the research questions because the instructors used communicative approach to language teaching and some of them used technology in their the instruction. The issues of the cases in this study were most suitable for the context of communicative language learning environment. It should be realized that language learning could be based on other paradigms such as behaviorism and information processing. Thus, this study might not fit well in language learning environments other than communicative language learning context. In addition, computer-enriched language learning is one particular method, which is different from traditional language learning in which the use of technology does not exist. The cases in this study were bound in the context of

computer-enriched language learning environment. However, there might be possible implication of the findings of this study to language learning methods other than computer-enriched language learning environment.

### **Data Sources**

The data sources of this study included interviews with the EFL instructors; classroom observations; teaching instruments such as syllabus or lesson plans; teaching materials including classroom handouts, textbooks, and reading materials; and online instructional materials. The major data sources were the first hand experiences from the instructors in planning and implementing the teaching and learning process, the course syllabus and the real classroom interaction. The use of multiple sources of data was intended to provide triangulation (Stake, 1995; Yin, 2009; Miles & Huberman, 1994). The instructors' experiences were recorded using interviews. This followed the ideas that interviews are one of the most important sources of case study information (Stake, 1995; Yin, 2009).

The interview protocol was intended for interviewing the instructors. It consisted of aspects of teacher's belief, opinion, and decision, which were elaborated into a number of open-ended questions (See Appendix A). Because of the time constraints, the formal interviews were conducted twice for each participants and each interview lasted about one hour. However, the researcher also engaged in informal conversation after classroom observation to clarify the research notes and observation check. The formal interviews were recorded using audio recorder so that it was easier to analyze the information. The classroom observation checklist was used as the observation protocol in observing the

real teaching and learning process. It consisted of aspects of learning environment and students' activities elaborated into a number of observation items (See Appendix B). The classroom observations were conducted once for each case. The two participants mentioned that the classroom learning processes were almost the same for each meeting. Moreover, the minimum number of observation was intended to minimize the interferences to the learning processes. In addition, a rubric was used for analyzing syllabus developed by the instructors. The syllabus rubric contained aspects of content area, objectives, learning activities, course policies, technology integration, assessment, lesson materials, course schedule, resource variety, and ease of use (See Appendix C). The rubric was used at the beginning of lesson because the instructors usually produced one syllabus for the whole semester. The researcher used the analytic rubric characteristics to identify the nature of the syllabus. In qualitative studies the researcher can become a research instrument; the researcher enters the lives of the participants through interviews and observation of their activities (Marshall & Rossman, 1999). The interview protocol, observation checklist and syllabus rubric are presented in the appendix to provide the means through which the researcher entered the lives of the cases in this study.

The three instruments were used in a various times in the study to gather data for answering the research questions. The instruments had been designed by considering the theoretical discussion in the previous chapter. The instruments used for classroom observation and syllabus analysis were based on the direction of the National Educational Technology Standards for Teachers (NETS-T 2009) and National Educational

Technology Standards for Students (NETS-S 2007). The standards represent a general consensus for the indicators of the effectiveness of technology use. Furthermore, the instructors' uses of facets of online facilities were also reviewed, including calendars, online discussion boards, and additional course materials that the instructors used to provide feedback and comments on student assignments. Other teaching materials or instructional tools, such as overhead transparencies, video files, audiotapes, classroom handouts, the textbook, and reading assignments, were reviewed as supplementary sources.

### **Researcher's Role**

In this study, the researcher played the role as a passive participant (Spradley, 1980). The researcher did not engage in any classroom interaction. The passive participant role was important to avoid undesirable affects on the instructors' teaching practices or classroom environments. Prior to the observation, the researcher assured the instructors that the main purpose of the researcher presence was to observe how they carried out the computer-enriched lessons. The instructors needed to be informed that the observation was not conducted to evaluate their use of computers. In the interview, the researcher took the position as an active questioner (Kvale & Brinkmann, 2009). The researcher was active throughout the interview and managed it so that it completed its intended purpose.

Because the researcher in a qualitative research study is often the sole person responsible for data collection and data analysis, Merriam (2009) suggests that the potential for researcher bias exists. As Merriam noted, an unethical researcher could



select whatever data he or she wished to use to illustrate the findings of a study. In this study, the researcher has long history of teaching English as a foreign language, and has experience implemented technology in the classroom and using the communicative approach to language teaching. Therefore, the researcher believes that communicative approach to language teaching can effectively help students to learn foreign language. Furthermore, the researcher has also been enthusiastic with the use of computer in class instruction. The researcher often encouraged teachers to utilize computer technology into their instruction to improve their teaching. Such kinds of beliefs and experience may lead to bias that could influence the researcher and lead the participants in a certain direction during the interview process. To minimize researcher's bias and to strengthen the case study design, specific strategies were used to enhance the reliability and validity of this study, as well as adherence to strict protocols of data collection and analysis. The researcher used triangulation strategy by using multiple sources of data. A key strength of the case study method involves using multiple sources of evidence in the data gathering process (Yin, 2009). In addition, the use of peer observer in classroom observation was meant to improve the objectivity of the process of observation. Finally, the researcher used member check strategy in which the researcher gave the summary of the interview script to the participants to ensure that the information was accurate.

### **Validity**

It has been pointed out above that the validity of data was obtained through triangulation methods. The use of multiple sources of data, multiple observations, and multiple methods was intended to enhance the probability that interpretations were

credible. Triangulation methods of observation, interview, and document analysis were used to provide a complete understanding of the perception, context factors, and practices of research participants. In addition, the participants were asked to examine the rough drafts of the study and to review the data that had been gathered for member checking process. The participants were also asked to review the summary of the formal interview and the observation notes prior to data analysis to check the accuracy of the data

### **Data Analysis**

The data analysis of this study used cross-case synthesis technique (Yin, 2009). This technique was considered appropriate for analysis of multiple cases. Based on the interviews a tentative coding system was developed to understand each instructor's case. Word tables were used to present the data from the individual cases. From the word tables the analysis was done to identify the differences and similarities that were used to draw a general case. The result of this analysis was used to develop a graphic model to understand each case. Therefore, a constant comparative method (Bogdan & Biklen, 1998) was also used to compare and contrast the two cases. A short summary chart of the categories was used to organize and arrange the information into an immediately accessible and compact form, as well as to grasp what was happening (Miles & Huberman, 1994). To establish trustworthiness of findings, peer debriefings with colleagues and member checking were conducted to support the credibility (Lincoln & Guba, 1985) of the researcher's analysis.

The analysis of each case used pattern-matching technique (Yin, 2009). The major proposition provided in the previous chapter is that the instructor would use a

certain pattern of instructional development and classroom practice in integrating computer technology into the teaching of English as a foreign language (EFL). The pattern of instructional development and classroom practice covered the issues of instructional design, technology integration model, learners' activities, and students' engagement in English language learning. Therefore, this pattern of instructional development and classroom practice were used as a template to develop the thick description about the overarching issue of this case study namely the beliefs, practices and perceptions of university faculty in implementing technologies in English as foreign language.

Case study researchers often aim to generalize and claim the findings cautiously. Beside the kinds of generalization mentioned above, a “weak” form of generalization often associated with case studies is ‘naturalistic generalization’ (Stake, 1995). This term refers to the meaning that case studies offer working hypotheses that may be appropriate for other cases if the ‘fit’ between the cases is close enough. It is apparently up to readers of the report of this study to judge whether the fit is close or not. Since this study examined a specific type of instructional model, the findings of this study might be limited to this particular type of learning environments. Therefore, readers should be cautioned not to generalize the findings to courses other than computer-enriched EFL course. In addition, this study was conducted in adult learner environment in which their motivational needs might be different from those of school children or young adults. Therefore, it is suggested that the findings of this study might not be generalized to younger age groups. Nevertheless, the findings of this study may be used in any different

contexts to stimulate discussion on how they presently organize, manage, and use technology for teaching and learning.

### **Strengths and Limitations of Study**

The strength of this study leaned on the contextual nature of the phenomena. It has been pointed out above that there is no single teaching method that can be applied in every situation. Therefore, the applicability of a particular teaching method will always also be determined by the contextual condition. This case study produced detailed information about what really happened. This case study is important because it focused on creativity, innovation, and context. This case study approach is flexible because it emphasizes on exploration rather than prescription or prediction. The researchers had a certain level of freedom to discover and address issues as they arose in the investigation.

However, there should be some kinds of cautions regarding the limitation of this study. The issues of generalizability of the findings have been explained broadly in the previous sections in which real general conclusions may not be sought at the end of this study. This study was not meant to produce statistical generalization that is usually provided by quantitative research studies. This case study lends on the analytical generalizations (Yin, 2009), which is useful for expanding a theory. Yin (1994) argues that case studies are only “generalizable to theoretical propositions and not to populations or universes” (p. 10). Yin explains that the purpose of case studies is in “analytical generalization” to expand theory and not in statistical generalization. Furthermore, there were certain ethical issues that were taken care of carefully in the process of conducting this study. This study was conducted in an educational context in which there might be

some conflicts of interests that could hinder the credibility and validity of the study. The researcher was cautioned that if the result of the study showed negative things about the case, it might discourage the authority of the institution where the case study was conducted as well as the research participants. Therefore, it becomes very challenging to present the result which may satisfy the parties that might be influenced by the study and at the same time show the real phenomena to contribute to the improvement of education. There were also problems with personal integrity, sensitivity, and possible prejudices and/or biases that needed to be taken into consideration as well. The quality of the data in this case study depends on the personal information from the teacher. Fortunately, the researcher was able to maintain good relation with the participants so that they could freely give factual information related with the topics of the research. This condition could support the validity of this study.

### **Research Timeline**

The research activity began by obtaining research certification from Loyola IRB. The IRB approval was obtained on June 8, 2011. Prior to this, the researcher requested the permission from the program coordinator to gather data in the institution. Afterwards, the researcher invited potential research participants to participate in this research. The permission letter and the script for recruitment of research participants were used as the supporting documents for obtaining the IRB approval. Appendix D contains the developed consent form to participate in the research, which was also presented to the IRB. The data collection phase of this case study followed the semester system in Sanata Dharma University. Academic calendar in Sanata Dharma University

consists of three academic sessions: odd semester which starts in August and ends in December, even semester which starts in January and ends in May and short session which starts in May and ends in July. Therefore, the data collection was done during the odd semester of 2011. Interviews for gathering data regarding the instructional planning from the instructors were done before the semester began. The classroom observations were conducted based on the recommendation from the instructors. The document analysis was an ongoing process, because many EFL instructors revise their teaching materials based on students' needs. Moreover, document analysis also included students' works that were obtained after the class session was conducted. Finally, the process of writing the report was also an ongoing process. The researcher began composing the research report at the same time with the data analysis. The process of writing the report was continued after the data gathering was finished so that the report can present the holistic information about the findings in this research.

#### **Overview of Chapter IV**

Chapter IV presents the result of this study. The chapter elaborates the process of recruitment of research participants, data gathering, and data analysis. Chapter IV explains about the implementation of the data analysis strategy elaborated in Chapter III. The elaboration includes the techniques of coding the interview script and the strategy of generating the themes. The biggest portion of Chapter IV is the research findings. The portion of the chapter presents the result of the analysis. It provides the description of the similarities and differences between the two cases based on the interviews, classroom observation, and document analysis. The data provides the evidence to answer the

research questions. The last part of Chapter IV demonstrates the pattern-matching analysis. This section elaborates the way the researcher used the pattern-matching techniques to answer the major research problem of this study.

## CHAPTER IV

### RESEARCH FINDINGS

This chapter explains the data gathering, data analysis and results to the research questions. The first part of this chapter describes the study site so as to provide description about the context of the cases under study. The second part is the elaboration of themes found in the data analysis. The third part demonstrates the pattern matching analysis.

#### **Study Site**

The research was conducted in English Education program of Sanata Dharma University (SDU). The university is a private university under a Jesuit foundation that is located in Yogyakarta, one of major city in Indonesia. SDU has eight faculties and offers twenty-six undergraduate programs, one three-year diploma program, three graduate programs and one professional program for pharmacists. The total number of the students in this university was 9,998. To support the academic activities, SDU has many kinds of facilities including classroom, library, and laboratories. SDU also provides computer network facilities including Internet connection with 14.5 Mbps bandwidth. Inside the university the network is supported by fiber optic, UTP cable and Wi-Fi connection.

The English Education program is part of Language and Arts Education Department and part of The Faculty of Teachers Training and Education. The program



offers undergraduate level education that concentrates on preparing students to become English instructors in K-12. According to the enrollment records of 2010/2011 there were 791 students taking courses in this program. The students come from many parts of Indonesia. Most of them are from Java Island and some of them are from provinces outside Java Island. There are about 8.71% students coming from underdeveloped areas. Many students coming from these areas have less academic experiences than students coming from Java Island or other developed Islands in Indonesia. The program has twenty-seven full time faculty members and some part time instructors depending on the needs of human resources that may be different between academic years. The faculty members are divided into three major concentrations, i.e. language teaching, literature, and linguistics. Full time faculty members are required to have ten credits workload divided into three categories under the pillars of higher education services, i.e. academic activities, research, and community services. In addition, the full time faculty members have to work thirty hours each week in which they are allowed to work eight hours in the maximum each day. The program has the facilities to support the academic activities. LCD projectors are installed in each classroom. There are two language laboratories that are usually used for listening related courses and three multimedia laboratories.

The curriculum in English Education follows the academic calendars mandated by the University. The academic year is divided by two semesters, odd semester and even semester. The odd semester starts in July and ends on December, while the even semester starts in January and ends in June. The program offers fifty core courses and eight elective courses in which each course has one to three credit points. The students

must complete at least 144 credit units to finish the undergraduate program. The curriculum in English Education program is divided into four categories, i.e. personality development courses such as religion and *Pancasila* (Indonesian political principles) education, community life courses such as internship and community service programs, professional courses such as educational psychology and school administration, and content and skill courses such as language skills, linguistics and literature courses. The instructional methodologies used by the faculty members vary depending on the kinds of courses they teach. The use of communicative approach to language teaching is the most frequently used by the instructors. Some courses such as pattern practice and pronunciation required the instructors to use *behavioristic* methods of teaching. In addition, many instructors use combination of communicative language teaching and *audiolingulism*.

Sanata Dharma University continuously improves its services for the students. In relation with the use of technology in the process of education, SDU has done many activities especially to encourage professors to integrate computer technology in their instructions. The technology initiative can be traced back to the establishment of the office of administration and information system in 1995. This office is responsible for managing the information system in the university. In 2000, SDU establish information system for the university based on the blueprint developed by the office of administration and information system center. The biggest part of information system in SDU is used for academic administration including student recruitment system, enrollments, academic administration system, tuition, and accreditation. In 2007 SDU established the online

learning system based on the blueprint created by the Center of Teaching Quality Improvement and Assurance. This center provided an online learning portal ([www.belajar.usd.ac.id](http://www.belajar.usd.ac.id)) that could be used by the professors to integrate technology into their instructions. This online learning portal was modified in 2008 into Experiential E-learning of Sanata Dharma (*Exelsa*) using the website of [www.exelsa.usd.ac.id](http://www.exelsa.usd.ac.id). SDU professors use this portal to manage the courses that they have to teach each semester.

### **Description of the Cases**

After obtaining information from the program coordinator about the instructors who integrate computer technology into their instruction the researcher screened the potential research participants using the following criteria:

1. The length of experience of using the computer technology in the classroom
2. The availability of time that can be provided by the participant for data collection activities.
3. Training experiences regarding the integration of computer technology or experiences of disseminating his or her innovation in workshops or scientific forums.

After the process of screening, the researcher selected two instructors as the cases for this study. The following sections are the description of each case.

#### **Participant 1**

Participant 1 was a full time instructor in English education program of Sanata Dharma University. He had got a master degree in Humanities majoring in English Education in which the topic of his research for his master thesis was related with the use

of computer in English learning. It was assumed that he had training experiences related to the integration of computer technology into instruction. In addition, in the semester when the study was carried out, he used computer and integration of technology in one of the courses that he taught. He mentioned that if it was not in lab [computer laboratory] he asked the students to go outside to net cafes to read the assignment that he posted in the Internet. In writing course he used computer for weekly basis. Assignment using computer were given weekly. However, for other courses “the use of computer was not as often as in writing course.” In the initial contact with the researcher, he said that he would be available for giving information about the practices in his class. He was happy to be a research participant because he was interested in using computer technology in his instruction. In the analysis of this study, Participant 1 was regarded as Case 1.

The researcher conducted an interview with Participant 1 to gather information about the way he integrates computer technology into his instruction. The formal interview was done twice. The first interview lasted in fifty minutes and the second in twenty minutes. The informal interviews were done several times to complete the information. Two online informal interviews were done using Internet because the participant went to Thailand for about one month. Classroom observation was carried out in October 2011 in which the classroom activity was conducted in multimedia laboratory. In the classroom observation process, the researcher and the peer observer were inside the classroom to obtain classroom activity data using the classroom observation tool that had been presented to the participant prior to the observation day. Participant 1 also

presented the syllabus and lesson plans to the researcher for analysis. The researcher was also given the website address used for online learning activities.

### **Participant 2**

Participant 2 was a full time instructor in English education program of Sanata Dharma University. He had a master degree in Humanities majoring in English Literature. He mentioned that he had been integrating computer technology into his instruction since 2007. He had written some articles related to his practice of teaching using computer technology. In addition, he had presented some of his papers in domestic and international seminars. In the semester when the research was conducted Participant 2 taught semester one, three and seven in undergraduate program. He taught “Basic Reading 1” to the first semester students, “Introduction to literature” to the third students, and “Thesis Writing” to seventh semester students. Participant 2 reported that he had used computer technology in every meeting, but the kind of using depended on the course that he taught. In “Prose 1” (the course he taught in even semester), Participant 2 used computer technology in every meeting where the use of learning network was utilized. In Basic Reading I, Participant 2 didn’t use it in every meeting. Although he assigned the students to access information from the Internet for the home assignment, Internet in the classroom was rarely used. He was delighted to be the participant because he was on the way of finding better strategies for integrating computer technology into the instruction. In the analysis of this study Participant 2 is regarded as Case 2.

The researcher conducted an interview with Participant 2 to gather information about the way he integrated computer technology into his instruction. The formal

interview was done twice. The first interview lasted in twenty-five minutes and the second in forty-five minutes. The informal interviews were done several times to complete the information. Classroom observation was carried out in November 2011 after some cancellations because he was assigned by the university to carry out community service activities for two weeks in a different province. In the classroom observation process, the researcher and the peer observer were inside the classroom to obtain classroom activity data using the classroom observation tool that had been presented to the participant prior to the observation day. Participant 2 also presented the syllabus and lesson plans to the researcher for analysis. He also informed the researcher about the website address used for online learning activities.

### **Data Analysis**

The data analysis in this research followed a certain procedure in analyzing qualitative data. In general, the analysis consists of three activities that occurred concurrently (Miles & Huberman, 1994), i.e. *data reduction, data display, and drawing conclusion*. In the data reduction process, the researcher selected, simplified, abstracted and transformed the raw case data taken from interview transcripts. In this study the researcher carried out the process of data reduction by developing a coding system used for generating the themes. This process is elaborated in detail in the Coding and Themes section. In the data display process, the researcher organized and assembled the information to enable the drawing of conclusions. In this study, the researcher generated a matrix to draw the links between the research questions, themes, and variables of proposition. And, in the conclusion drawing process the researcher drew meaning from

data and built a logical chain of evidence. The central point of the data analysis in this study was answering the research questions. The researcher created a chain of evidence that links the research questions, themes and pattern matching variables.

### **Coding**

The process of coding became a central approach to data reduction in this study. Codes in this study utilized the form of tags or labels used for assigning units of meaning (Miles & Huberman, 1994), which were generated based on the interview scripts compiled during the study. The researcher developed the codes by adopting the types of code family suggested by Bogdan and Biklen (2003). The researcher used this type of code families because it consists of specific topics that were relevant for reviewing the interview data. These coding categories are often used in the education field and in particular as a means of data reduction in the qualitative data analysis process. In addition, using these coding categories the researcher could search through the interview data for regularities and patterns as well as for the topics that the interview data covered.

Table 1

#### *Code Family and Description*

<b>Code Family</b>	<b>Code Descriptions</b>
Setting/ Context Codes	General information on the setting, topic, or subject.
Definition of Situation Codes	Place units of data that describe how the subjects define the settings or particular topics. The subjects' worldview.
Perspectives Held by Subjects	Shared rules and norms as well as some general points of view.
Subjects' ways of thinking about People and Objects	Subjects' understanding of each other, of outsiders, and of the objects that makes up their world.

Process Codes	Coding words and phrases that facilitate categorizing sequences of events, changes over time, passages from one type or kind of status to another.
Activity Codes	Codes that are directed at regularly occurring kinds of behavior.
Event Codes	Directed at units of data that are related to specific activities that occur in the setting in the lives of subjects who are interviewed.
Strategy Codes	Strategies refer to the tactics, methods, ways, techniques, maneuvers, ploys, and other conscious ways people accomplish various things.
Relationships and Social Codes	Regular patterns of behavior among people not officially defined by the organizational chart.
Methods Codes	Isolates material pertinent to research procedures, problems, joys and dilemmas.

*Note:* Chart adapted from Bogdan and Biklen (2003)

After the researcher transcribed of the recorded interviews, the researcher read the transcripts over and over again several times in order to get ideas for a coding scheme (Bogdan & Biklen, 2003). The researcher decided that six code categories became the coding scheme that was used for organizing the interview data. This means that the other four categories were not significantly appeared in the interview transcript. The six code categories were: (1) context, (2) perspectives, (3) strategies, (4) activities, (5) ways of thinking, and (6) relationship. The coding scheme only contained generic terms that were used to help the researcher for bracketing the interview transcripts. In addition, the codes were the actual coding tags applied to the segments of the interview texts.

### **Themes**

Segments of interview transcripts that have been coded were sorted into six separated groups of data based on the six categories. Each category contained segments of the interview transcript that can be summarized into the following description. (1)



Context group contained information about backgrounds of the participants, institutional policies, course descriptions, and aspects that became supports and barriers of the integration of computer technology. (2) Perspective group contained interview data about general attitudes of the participants on the computer integration into language teaching instruction. This included participants' opinions, points of view, feelings, and expectation of the participants related to the use of computer in their instructions. (3) Ways-of-thinking category contained data about participants' methods of language teaching and ideas for integrating computer technology into the instruction. (4) Strategy group contained segments of interview transcripts describing the design of teaching and learning made by the participants and the application of the design in the classroom. For example, the participants mentioned about the frequency of computer use in the classroom or about the kinds of activities the participants required students to utilize computer. (5) Activity category contained information about students' activities in the classroom. In this category the information about students' engagement in language learning appeared most frequently than in other categories. Therefore, the keywords such as "interaction, collaboration, creativity, and sharing of ideas" appeared frequently in these interview segments. (6) Relationship category contained segments of interview data that described the patterns of behavior of the students related with the use of computer in the classroom. Interview data about students' motivation and feelings were sorted into this category. In addition, this category also recorded participants' opinions about successful and unsuccessful integration of technology.

Table 2 below shows the set of themes and the coding scheme where the themes were derived from. After the data was classified into the category above, the researcher analyzed each category to find the general nature of each category. This process was meant to generate the themes that were used for the next step of analysis. By considering the needs for answering the research questions, seven themes emerged from the interview texts. The themes were consistent with the classroom observation checklist and document analysis reports.

Table 2.

*Themes and Coding Scheme*

<b>Themes</b>	<b>Codes</b>
1. Language Teaching Approaches 2. Methods of Technology Integration	Ways of Thinking
3. Students' Engagement	Activity
4. Learning Activities	Strategy
5. Effects on Students	Relationship
6. Institutional Environment	Context
7. Positive Attitudes	Perspective

The themes were sorted in such a way that the Positive Attitudes became the last item of the list. It was done so after the researcher found out that there were some connections between other themes and the theme of Positive Attitudes. In addition, the researcher found that the data under the Way-of-Thinking code consisted of two topics that required separated discussions. That was why the researcher generated two themes based on the category. The researcher then sorted each theme again and divided the themes by participants. The themes were put in a word table that stored the data from the

individual cases. Folders were developed in researcher's laptop for each participant in which inside the folders there were subfolders indicating the themes. The themes became the reference every time the researcher reviewed the interview data and identified the related data found in the classroom observation checklist and document analysis report.

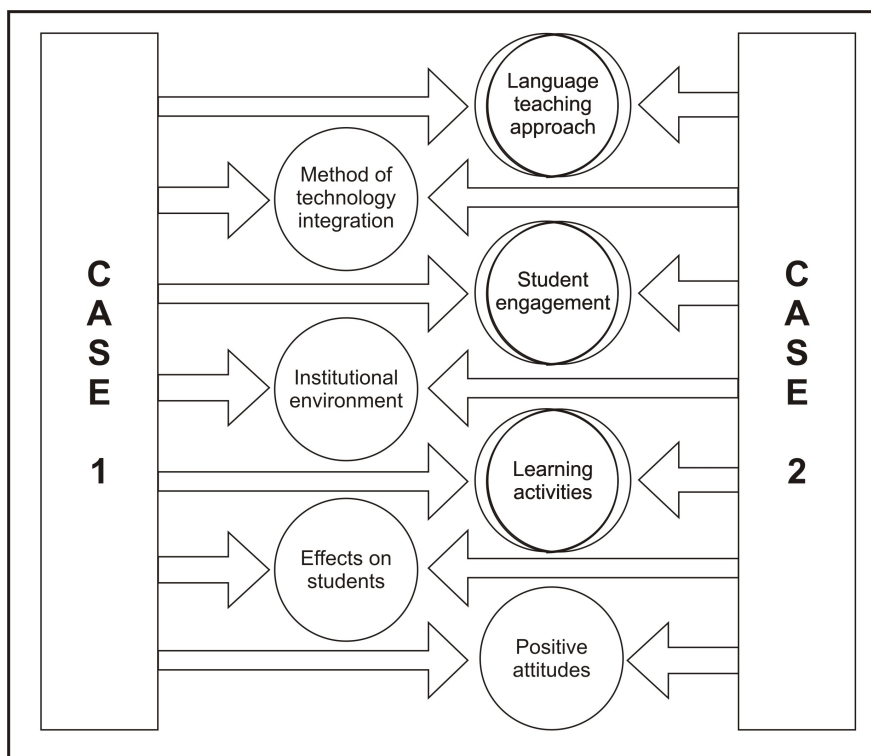


Figure 2. Graphic Model

The researcher used the word tables to identify the differences and similarities between the two cases to draw a general case. Constant comparative method (Bogdan & Biklen, 1998) was used to compare and contrast the two cases. The graphic model in Figure 2 illustrates the result of this analysis. The figure describes each case and the meeting points of the similarities and differences.

The graphic model serves as a summary chart of the categories that describes the organization and arrangement of the information so that it was easier to grasp what was

happening (Miles & Huberman, 1994). The graphic indicates that there were two cases that were analyzed. The arrows that go to the circle are only used for helping the viewing. They do not indicate any degree of differences. However, there are three circles that indicate non-overlapping figures. Those circles are Language Teaching Approach, Students' Engagement, and Learning Activities. They are to show that although the data showed many similarities, there were some slight differences between the two cases. The detailed elaboration will be presented in the analysis of each theme.

In the next process, the researcher developed a matrix (Table 3) to display that there were relationships between the research questions and themes. In addition, the matrix was also used to display the relationship between the research questions and the pattern matching variables as the outcomes of the theoretical proposition for this study. In Chapter II it was mentioned that the major proposition of the pattern matching analysis was that the instructor would use a certain pattern of instructional development and classroom practice in integrating computer technology into the teaching of English as a foreign language (EFL). This theoretical proposition was specified into four outcomes that were summarized as: Instructional design, the technology integration models, learning activities, and students' engagement. The way the instructor developed the instructional designs and classroom practices reflected the beliefs, practices and perceptions in implementing technologies in their instructions. The data display was used as the guidelines for drawing conclusion and the conclusion led the researcher to answer the overarching question: What are the beliefs, practices and perceptions of university faculty in implementing technologies in English as foreign language courses?

Table 3.

*The Relationships between the Research Questions and Themes*

<b>Research Questions</b>	<b>Themes</b>	<b>Pattern Matching Variables</b>
1. What are the instructor's perspectives on integrating computer technology into English language learning?	<ul style="list-style-type: none"> <li>• Instructor's positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Students' engagement</li> </ul>
2. How and to what extent do the instructors use the domains of engagement in the integration of computer technology into English language teaching to address the elements of communicative language teaching principles?	<ul style="list-style-type: none"> <li>• Language teaching approaches</li> <li>• Method of technology integration</li> <li>• Students' engagement in language learning</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional design</li> <li>• Technology Integration Model</li> </ul>
3. When and why do instructors use the domains of engagement when developing technology-integrated lessons for English language learning?	<ul style="list-style-type: none"> <li>• Learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' Activities</li> <li>• Students' engagement</li> </ul>
4. a. What do they consider to be successful and unsuccessful technology integration for promoting foreign language learning engagement? b. Why do they consider certain technology integration practice successful or unsuccessful?	<ul style="list-style-type: none"> <li>• Effects on students</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' activities</li> <li>• Students' engagement</li> </ul>
5. What are the supports and barriers of the integration of technology into the curriculum for promoting foreign language learning engagement?	<ul style="list-style-type: none"> <li>• Institutional environment</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Design</li> <li>• Technology Integration Model</li> </ul>

The matrix shown in Table 3 above was important to help the researcher to develop a rich description of the cases. The links between the research question and the theme showed how the researcher found the evidence from the data gathered. The use of

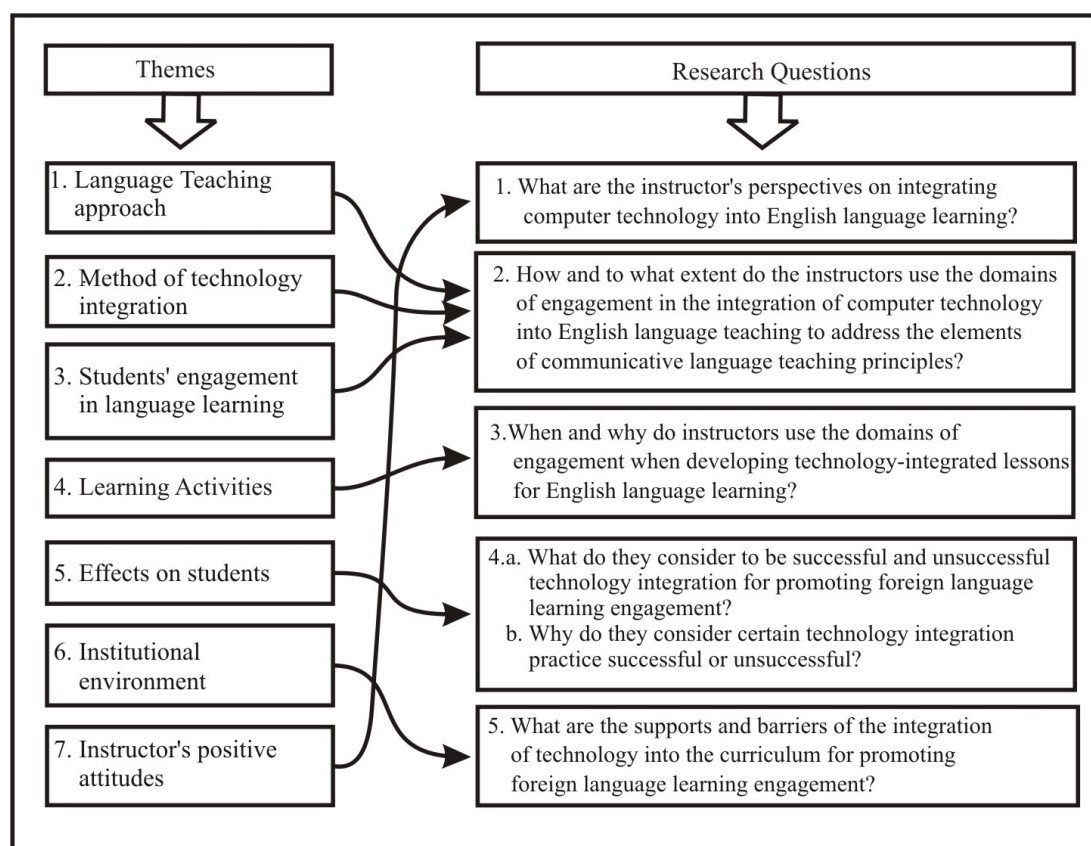
the themes as the references to find the evidence made it easier for the researcher to find the specific responses, the context that immediately surrounded the responses and evidence from classroom observation report and syllabus analysis. The matrix was intended to show the relationships that were dominant between the research questions, the themes, and the pattern matching variables. The factual relationship among those three was actually dynamic in which the research questions might be connected to more than one theme. For example, question number one might not only link to instructors' attitude but also to learning activities, effects on students, or institutional environment. However, research question number one was dominantly linked to instructors' attitudes. More complete explanation will be discussed in the section of answering the research questions.

### **Findings**

The purpose of the findings was to explain the beliefs, practices and perceptions of university faculty in implementing technology in English as a foreign language courses. The study was carried out under multiple case study design in which two English instructors participated as the cases. The study sought to provide relevant and theoretically grounded data on describing what efforts and strategies and how the efforts and strategies were implemented within the specific areas of instructional design, technology integration model, student engagement in English language teaching, and learners' activities.

Data were collected through interviews, classroom observations, syllabus and lesson plans analysis, and course artifacts including teaching materials and samples of

students' work. Seven themes emerged from the interview, observations, and syllabus analysis. This section was intended to address each of the research questions separately and elaborate the themes that were related. Themes 1, 2, 3 related to Research Question (RQ) 2. Theme 4 related to RQ3. Theme 5 related to RQ4. Theme 6 related to RQ5. And, theme 7 related to RQ 1. *Figure 3* describes the outline of the presentation of themes in relation with the research questions.



*Figure 3.* The Outline of Presentation of Themes

### **Theme 1: Language Teaching Approaches**

Language teaching approaches theme emerged as the response to Research Question 2: How and to what extent do the instructors use the domains of engagement in the integration of computer technology into English language teaching to address the

elements of communicative language teaching principles? To gather information regarding language teaching approaches the researcher used interviews, a syllabus rubric, classroom observation tools, and online interaction review. The interviews revealed that both cases used communicative language teaching principles. However, there is a slight difference between the two cases in the implementation of the principles in classroom interaction. The difference was mainly due to by the type of the courses. Participant 1 taught courses that were categorized as productive skills, meanwhile Participant 2 taught courses that were categorized as receptive skills. Participant 1 reported that he sometimes used drill activities especially when he wanted to focus on grammar accuracy. The interview also revealed that the use of communicative language teaching principles dominated the large portions in the course design and classroom activities. The two cases believed that learning a language was learning to communicate using the language. The participants reported that the main focus of learning a language was to develop communication abilities. Therefore, the learning processes emphasized on interaction using the target language. The interview responses from both cases were consistent with the syllabus and class observation data. The syllabuses indicated that both participants designed their courses to include interaction activities in which the students were required to communicate in many ways either in the classroom or online. The classroom structure was also consistent with the principles that the participants used. The class sessions were dominated by discussion group activities in which students talked in groups in English, with the instructors taking the roles of facilitators who monitored the group discussions.



It was evident in the interview and in the classroom observation that the instructors implemented a number of activities to address the communicative learning principles. These activities included instructors' presentation of learning materials, group discussion, and home assignment. During the activities, students engaged in more specific learning actions that were consistent with the domains of engagement. This will be elaborated more specifically in the discussion of Students'-Engagement-in-Language-Learning theme. For example, in the discussion group the students collaborated to accomplish a certain task. In this activity, the students worked together, created something, and shared the result with other students. This was consistent with the principles of relate-create-donate in engagement theory.

**Participant 1.** In the interview, Participant 1 said that he combined communicative language teaching strategies and behavioristic approach. However, it was not “a systematic combination but a mixture of many ways in classroom activities.” Therefore, there was no specific division when he used communicative language teaching approach and when he used behavioristic approaches. Participant 1 sometimes “gave learning materials about theories and grammar” and in some occasions he used “short drill activities on grammar pattern.” The rationale for doing this was to provide “rich experience[s]” to the students that met the “minimum [grammar] requirement” set by the English education program. The instructor's ideas of giving rich experiences in grammar learning were consistent with the course plan. It was stated in the syllabus that the main objective of the course was that “the students were able to write composition using grammatically correct sentences.” Similar evidence was also found in the classroom

activities recorded using classroom observation tool. In the classroom, Participant 1 spent about ten minutes explaining the grammar rules related to the topic. In the discussion activity, the students also focused on discussing sentences. The students also worked together to do the task that was focused on identifying English sentences and to change ungrammatical sentences into grammatical sentences.

**Participant 2.** The use of communicative approach was prominent in the courses that Participant 2 taught. He reported that he put more “emphasis on the interaction among students and between teachers and students.” Participant 1 said that interaction is important to help students to improve communicative ability. Therefore, he expected “the active participation of the students.” Participant 2 reported that the students in Basic Reading 1 were new in the program and “they sometimes are confused with student-centered activities.” Therefore, he also applied some sorts of teacher-centered techniques in the form of explanation and demonstration. The responses in the interview were consistent with course plan stated in the syllabus in which Participant 2 put explanation and demonstration in the forms of video show or pictorial display. In addition, observations also indicated that Participant 2 spent time explaining reading skills and showed a video. On those occasions, the students sat and listened to the explanation and focused their attention on the video.

### **Theme 2: Method of Technology Integration**

Method-of-technology-integration theme emerged as the response to Research Question 2: How and to what extent do the instructors use the domains of engagement in the integration of computer technology into English language teaching to address the

elements of communicative language teaching principles? The responses of the interviews indicated that the two participants used a combination of the teaching strategies; strategies employing computer technology and conventional teaching activities without using computer technology. The combination meant that computer integration into the instruction did not resemble full time online learning where the course was conducted in online mode all the time, but a more blended approach involving face-to-face and online learning sessions. Both participants carried out class meeting activities every week in which students were required to attend. The instructors also required the students to use learning portals in the Internet to do the home assignment. Therefore, the instructor created web blogs as the interaction media outside the classroom meetings. The information in the interviews was consistent with the course plan stated in the syllabus. In the syllabus it was stated that the students were required to attend the class meeting at least seventy five percent of the total meetings during the semester. The syllabus also informed that both participants designed web blogs to be used in the course. In the syllabus the students were informed that they were required to apply for accounts in the web blogs. In addition, the classroom activities also reflected the combination of conventional activities in class instruction and technology-integrated activities in class instruction. The observations indicated that both participants used conventional class sessions and on some occasion they used some sort of computer-based activities. The reasons of doing this were not the same between the cases and this will be elaborated in the analysis of each participant.

The use of combination between conventional class without the use of technology and technology-enriched class was meant to provide rich learning experiences to the students. According to the participants, using the combination the opportunity to work together to create something and share the learning result became broader. The students could interact with the instructors both through online facilities and through face-to-face interaction in the classroom. The participants added that it was important in foreign language learning that the students talk to each other in face-to-face modes when they work together to do the assignment. In addition, the students can share their ideas both in the classroom and in the web blogs. Thus, the use of combination of conventional classroom learning method and technology-enriched communication enhanced the opportunity to implement the three domains of engagements.

**Participant 1.** Participant 1 used the term “blended model” of technology integration into instruction. He used “both technology and face-to-face interaction.” He did this because he believed that some sort of “the control of learning” was important in his course. In the interview he mentioned that if the class fully used online technology the control of learning was only from the students themselves. He added that it was difficult “to monitor students’ activities especially related with language learning.”

“Although the course is focused on writing skills, the students need to use it in integration with reading, speaking, and listening skills. It is too complicated to organize learning activities that integrate those four skills in online learning context without conventional activities in the class. The students need to get

together in the classroom to practice the four skills simultaneously in my writing course.”

The course had “class meeting once a week and during the week the students access the Internet.” The students were required to “post their works in the web blog used for the class.” They were required to “give comments to each other both during the process of making the composition and at the end of the submission of the final composition.” This activity was consistent with the domains of engagement. The *relate* domain was implemented when the students gave comments to each other. The *create* domain was implemented when the students made the composition. And, the *donate* domain was implemented when they submitted the assignment because they submitted the work in the web blogs so that many people could access them. This activity was also a clear implementation of communicative language teaching because the participant emphasized the importance of interaction among the students. In the Basic Writing syllabus, Participant 1 scheduled sixteen class meetings during the semester. In addition, the students were required to attend the class at least seventy percent of the total meetings. The syllabus also mentioned that the course would use Internet facilities. Participant 1 designed a learning network using *Nicenet* and *Tumblr*. These learning networks were used for additional activities especially outside class session. On some occasions Participant 1 also scheduled activities in which the students accessed the Internet during class meetings. The use of Internet in the class meeting was witnessed during class observations. The class session was carried out in a multimedia laboratory. There were twenty-three computer units connected to the Internet in the laboratory. The students

worked in groups to access learning materials provided in the web blog. They did the task of identifying English sentences and at the end they posted the result of the discussion in the web blog.

**Participant 2.** Participant 2 used the term “a mixture between conventional teaching strategies without technology and the use of the power of technology in the class” to address the combination of the two teaching models. He used different strategies of technology integration depending on the student level. In Basic Reading 1, the students were new in the program so the biggest part of the combination was on conventional learning in which “computer technology was rarely used.” In Prose, where the students were more advanced, the use of computer was “more intensive and more frequent.” He also considered “the nature of the course” in Basic Reading 1. In this course he concentrated on helping students to improve their basic reading skills that was categorized as receptive skills. Therefore, he mentioned: “most activities in Basic Reading are conventional where I use paper and handouts that the students have to read and interact in discussion.” The use of computer technology was done outside the classroom activities where “the students browse articles in the internet [as] home assignments.” Before the semester began, Participant 2 designed an online learning network using *PBWorks*, which was accessible by the students via the Internet in <http://www.basicreading1.pbworks.com>. This learning portal was not permanent so that it would be closed after the semester was ended.

The information about the website used for the course was stated in the syllabus where students were informed that they had to participate in online assignment by

accessing the website. Participant 2 also used “Powerpoint” when he wanted to “present certain materials” and in another time the program was used when he wanted to “show students what they had posted in the learning network.” The observation indicated that Powerpoint was used to present a video show to the students after the students finished reading and discussed the content of the reading materials. In the syllabus it was evident that Participant 2 scheduled fifteen meetings where the students were required to attend at least seventy five percent of the total meetings. In conclusion, although there was no systematic combination of conventional teaching strategies and teaching with computer technology it was evident the both kinds of learning activities appeared simultaneously in the learning process.

### **Theme 3: Students’ engagement in language learning**

Students’ engagement in language learning theme emerged as the response to Research Question 2: How and to what extent do the instructors use the domains of engagement in the integration of computer technology into English language teaching to address the elements of communicative language teaching principles? Students’ engagement in language learning in this study refers to the term “relate, create, and donate” in Engagement Theory discussed in Chapter II. Both cases indicated that they used different terms but the terms had the same meaning and process with “relate, create, and donate.” The two cases used more generic terms. The two participants used terms “collaborative learning, creative learning, and sharing of learning result”. Those terms are crucial elements in the implementation of communicative language teaching.

Both cases informed in the interviews that they relied on interaction in the learning process. The interaction was done using many kinds of collaborative activities. For most activities in the course, the students were required to work in collaborative groups to complete course tasks. Some assignments required students to submit creative works in many forms. For example, the students wrote stories, poems, songs, or just short written reflections after reading articles or stories. The two cases believed that creativity was important in language teaching. They communicated that learning a language should be creative in which the learner had to create their own utterances. The learner could not only rely on samples of sentences that they could imitate. In other words, they had to create utterances by themselves in authentic way to express their personal ideas and feelings. For both participants, creative learning also meant that the students create something. It could be a modification of something or an original creation made by the students. Both participants also believed that creative learning might occur when students used others' ideas as inspiration to create something. The idea of creation also links to the positive attitudes. Both participants perceived that language learning required creation and computer technology was valuable to help students to engage in creative learning activities. In other words, the value of technology in the process of creating something represents both the communicative language teaching perspectives and the integration model implemented by the participants. The meaning of positive attitudes will be discussed in detail in the discussion of the theme of Positive Attitudes. There was a slight different in the challenge in implementing creative



learning strategy as reported by the two participants. This difference will be elaborated in the analysis of each participant.

Sharing the result of learning was an important activity for both cases. The two participants required students to share ideas using online media. The students were required to post the assignments in the learning network and students were required to give comments on the materials posted by the students. This also created different challenges for the two participants, which will be elaborated in the analysis of each participant. Briefly, the concepts of “relate, create, and donate” were implemented in the forms of collaborative learning, creative learning, and sharing of ideas. The discussion of this theme also contributed to answer the overarching question especially in explaining about the practice of teaching in the integration of computer technology into English language teaching.

This section also provides more evidence that the two participants had very positive perspective on the use of computer technology to address the elements of collaboration, creativity, and sharing of ideas. They agreed that the opportunity to implement those elements became broader when computer technology was used. In the conventional class without the use of computer technology, those elements could only be implemented in the classroom. In contrast, when computer technology was used, those elements can be implemented both inside and outside the classroom.

**Participant 1.** According to Participant 1 communicative language teaching puts more emphasis on the use of language in communication activities. Therefore, Participant 1 believed that “communication using the target language is important” in

language learning. According to Participant 1 interaction using language was a must in foreign language learning

“In my teaching I encourage them to interact using the target language without worrying about the errors in the language.”

One of the ways to encourage students to interact using the target language was putting students in many kinds of collaboration activities. “Collaboration activity is a means to learn how to communicate using the language.”

Collaboration activities could be done in many ways. Participant 1 reported in the interview that he used both in-class collaborative activities and online collaboration. In the classroom, the students “worked together” to solve problems related to creating good sentences and developing compositions. Participant 1 called this as “small form of collaboration.” The big form of collaboration appeared in project activity in which the students did “the project to create compilation of compositions that they will publish in *Thumblr*.”

“I ask the students to make a project in which the students have to do the assignment in pair or in groups of four.”

In accomplishing a project Participant 1 asked the students to “develop writing compositions in a group.” In this way Participant 1 addressed the issues of collaboration and creativity at the same time.

“It is important that the students produce something creatively. In the context of learning a language students have to create something. It can be a sentence, a text, a story [which] is authentic from the learners. The process of learning can be

done individually and in groups. If it is in groups, students create something collaboratively.”

At the end, the students would “publish together” the compositions that they had created in the web blog. Participant 1 used online facility. He mentioned that using the web blog, he could “give the opportunities to the students to do a lot of things. They can put widgets, pictures, or other interesting things in the web blog.” Participant 1 seemed to be comfortable with these activities. He did not find “major difficulties” in managing the course using this strategy.

The term collaborative learning, creative learning, and sharing of ideas were not stated clearly in the syllabus. However, in the syllabus it was found that the students were required to “work in groups” in doing some tasks. It was also stated in the syllabus in which “the students had make compositions and post them in the web blog.” The collaboration activities were also evident in the classroom. The classroom observation report indicated that the biggest portion in the classroom was spent for group discussion. In addition, when the study was conducted, the students were in the process of doing the final project that would be submitted at the end of the semester. Therefore, the researcher could not see the sample of students’ work related with the project. However, Participant 1 presented the project result done by students in the previous semester when he also used the similar approach to integration of technology in his instruction.

**Participant 2.** There was no significant difference between Participant 1 and Participant 2 in facilitating students’ engagement in language learning. Participant 2 also used the concept of collaborative learning, creative learning, and sharing of ideas, which

were relevant in some ways with the ideas of “relate, create, and donate” to address the elements of communicative language teaching principles. Participant 2 mentioned in the interview that he put more emphasis on “active participation of the students.” In the syllabus, it was also stated that the students would get points from participation element.

The collaborative learning activities in the courses were typical for learning situation in reading classes.

“To encourage collaborative learning, participation, interaction and so on I ask the students to work in small groups to find articles that is related to the articles they read in the class.”

Participant 2 also mentioned that collaboration was crucial in language learning. “When a student gives responses in the learning network, other students give comment to them. This way the students will do better and better.” He believed that the use of computer technology in his course was useful to encourage collaboration. “The students are more comfortable to express ideas in the Internet rather than doing it in the classroom.” In addition, in his experience in the previous semesters he found that collaborative activities were effective to help learners to improve their self-confidence.

Participant 2 had the challenge in implementing creative learning principles as the crucial element in communicative language teaching. Participant 2 has the same perception about the meaning of creative learning.

“I think creative learning means that the students can create something. It is not always a new thing but it can be a modification of something or because of the inspiration of something they can create something by themselves.”

Participant 2 mentioned two courses that he taught to address the practice of creative learning. “It is more difficult to encourage creative learning in Basic Reading than in Prose or in reading courses in higher level.” He found that Basic Reading students had problems with confidence. “They are afraid of making bad sentences or use incorrect vocabulary.” Therefore, the use of creative learning elements was very limited in Basic Reading.

“I don’t have a good example of what I have done in my Basic Reading class on how to get students to create something after they learn.”

Participant 2 mentioned that different situation happened in Prose or in reading courses in higher level. Although basically Prose class had similar nature with reading class the students were “more advanced in English.” With those students Participant 2 did something like “asking students to write a reflective poem and post the poems in the network.” In this way, Participant 2 believed that he could help the students to develop ideas creatively.

The next element of engagement used by Participant 2 to address the importance of students’ participation was “sharing of ideas.” The nature of “sharing of ideas” was similar in some ways with the idea of “donate” in Engagement Theory. Participant 2 used this element of communicative language teaching to encourage students to learn from each other.

“They learn from other opinion and appreciate others. They also learn to respect the ideas from others. When the students read positive comments on his or her opinion they get something.”

Participant 2 reported that Internet was “good for doing this because the students can share their work not only to their classmate but also to the world.” Participant 2 reported that some of his students had told him that they got responses from many parts of the world.

#### **Theme 4: Learning Activities**

Learning-Activities theme emerged as the response to Research Question 3: When and why do instructors use the domains of engagement when developing technology-integrated lessons for English language learning? The evidence for answering RQ3 was cross-linked with the evidence of the previous theme, Students’ engagement in language learning. However, the response to RQ3 will be focused on learning activities and the participants’ reasons of using the certain learning activities. Basically, both participants used the domains of engagement was when they designed the instruction and when they carried out the teaching and learning process both in the classroom and in online instructional communication. In designing the lessons, both participants used the element of engagement in describing the teaching learning processes. In the interview, both participants explained about the importance of collaboration, creativity, and sharing of ideas in integrating computer technology into the instruction. There is a connection between the discussions of this theme with the theme of Positive Attitudes that will be elaborated later. As a matter of fact, the elaboration of this theme also supported the beliefs, practice and perception of the participants in integrating computer technology into English language teaching that became the overarching question of this study.

However, the syllabus contained only limited information related with the element of engagement. Both participants stated in the syllabus, “the students must attend classes, participate actively and complete assignment tasks.” In the interview, both participants mentioned that the main reason of not elaborating the elements of engagement was that the tasks had very broad meanings and inside the meaning there were the elements of collaboration, creativity, and interaction. They added that the tasks consisted of activities to encourage students to actively interact with other people. Different descriptions were found in the two syllabuses designed by the two participants. This will be explained in the analysis of each participant.

The elements of engagement were apparent in the classroom situation. From the interviews, both participants shared similar opinions in the effort of engaging students in language class activities. They used individual work, group discussion, and problem solving activities as the main activities in the classroom. The two participants agreed that the main reason of using those activities was that those activities gave students a lot of opportunities to use English so that the students could improve their language skills although the focus was on the skill related to a specific course. It was consistent with communicative language teaching principles. It was mentioned in the theory in Chapter II that using the language is the best route for learning a language. Some forms of language learning engagement, such as games, role-plays, or simulation were also implemented although they were not intensively used. Specific learning activities that were different between the two participants are explained in the analysis of each participant.

**Participant 1.** The major activities in Basic Writing course where Participant 1 taught were individual work, discussion group, and sharing of students' composition. According to Participant 1 these activities were important because they gave opportunities to the students to interact with other people in English. "Language skills develop during the process of interaction with other students." This belief in language learning was consistent with communicative language teaching principles. Individual activities happened when students "made a draft of composition." Participant 1 argued that this must be done individually so that they could "use their own ideas and feelings." He added that it was important "to develop students' creativity." Making drafts of compositions was mentioned in the syllabus in Basic Writing. It was also evident in the classroom activities. Writing the composition was not the main goal in Basic Reading because the focus was on "sentence analysis" to meet "the minimum requirement" set by the program.

After students finished discussing grammar patterns in groups, they made a draft of a short composition individually and post it in the web blog. Students carried out discussion group activities to solve problems about grammar and to do the peer review. Participant 1 argued that discussion groups were "a form of collaborative activities that was crucial in communicative language learning" because it provided a lot of "opportunities to the students to use English in communication." Discussions continued outside the classroom through the learning network. After they revised the works to become the second draft, they posted them on the learning network.



“There are two kinds of discussion. The first one is the discussion in the classroom based on what the students write on paper. After they revise it to become the second draft, they post it on the learning network that we have. This is the second type of discussion. There is a place that is called conference room in the website so that other students can see and give comments on it.”

When the classroom observation was conducted, the discussion group was focused on solving grammar problems. Peer review activities were not apparent. Participant 1 mentioned that the peer review activities would be carried out in the following meeting. In addition, during the week the students would give comments on the draft using the conference room in the website and this also functioned as peer review as they got feedbacks from other students.

The “donate” domain of engagement was implemented using the principle of “sharing of learning result.” After the students finished making the composition drafts, they shared them with other students. “In the classroom, the students share the drafts with their peers. In the web blog, the students post the draft so that they get more feedbacks from other students.” Participant 1 argued that sharing of ideas was crucial. “The students need to share ideas so that the collaboration can go smoothly.” Therefore, for Participant 1 sharing of ideas either the drafts of composition or the final version of the composition was a necessity in writing class. The online learning network evidenced this process, as the web blog consisted of students’ short compositions followed by classmates’ comments about the posted compositions.

Participant 1 also used other kinds of learning activities that were beyond the domain of engagement. He used grammatical drills to “help students to internalize certain grammatical patterns.” In the day of the class observation, the drill session was not evident in whole class bases. Participant 1 went to a group and gave the group a very short drill. After the class he mentioned that the drills were given because the students had difficulties in differentiating plural and singular subjective pronouns.

**Participant 2.** Participant 2 used similar principles in implementing the domains of engagement. However, the learning activities were slightly different from what were done by Participant 1. “Most activities in Basic Reading are conventional where I use paper and handouts that the students have to read and interact in discussion.” In reading classes for advanced language learners Participant 2 use both conventional classroom activities without technology and online facilities using computer technology. The “relate” domain of engagement was implemented by using the concept of collaborative learning. It was mentioned previously that to encourage collaborative learning experiences Participant 2 asked the students “to work in small group to find articles.” The students worked in groups to find articles in the Internet that were related to the articles they read in the classroom.

“So far, what I do is that after the students read a text I ask them to find articles in the Internet which are related to the reading text. I provide some links in the internet that the students can access.”

Participant 2 argued that by discussion group the students could “learn from each other.” Moreover, the use of discussion group activities was based on the reason that the students

could “learn to respect the ideas from others.” Therefore, besides improving students’ language skills, group discussion helped students to “develop their personal skills.” Group discussion activities were apparent in the class observation. The students discussed an article and solved comprehension problems. They formed groups of three or four and used English speaking during these discussions. The instructor monitored the discussion by walking around the groups and helped the groups when they had problems. Discussion was also evident in the web blogs. The students posted their comments on the topic of reading expressing their interests in reading the articles or commenting on their friends’ responses.

The domain of “create” was rather problematic for Participant 2 especially when working with first semester students who took Basic Reading 1. It has been mentioned previously that Participant 2 found it rather difficult to encourage creative learning Basic Reading 1 course. Participant 2 argued: “Basic Reading 1 tends to be more receptive so that asking students to create something is more challenging.” Therefore, creative learning activities in the classroom were very limited in Basic Reading 1. In contrast, in the web blog the students seemed to be more creative in using English. It was mentioned previously that the students seemed to be “more comfortable to express[ing] ideas in the internet rather than doing it in the class.” This is evident in the web blog where students of Basic Reading 1 were very productive in giving comments. Although there were many grammatically incorrect sentences, the students were courageous and created sentences on their own. The following samples of sentences were found in the web blog.

*So, let us reflect our life...according to me, money is just for ourselves, not ourselves for money...*

*Oooh, Leo.. I send the same story again with you. Hahaa, I'm sorry.*

*I think it very useful for me because the basic reading can bring to me to get more knowledge about reading, thank you ☺*

Participant 2 mentioned that he was happy to read the expressions posted in the web.

Although, there are many ungrammatical sentences the expressions indicated that the students were in the developmental processes of learning English especially because the students were beginners in the university. Different situation happened in Prose course where Participant 2 could implement the principles of creative thinking more easily.

“With the aspect of creativity, I asked my students to make a motto based on their experience in learning and post it in the network so that other students can see and give comments on it.”

Some other activities to encourage creativity was in the form of “creative reflection” where the students “get some inspiring quotation from the reading material and put that in many kinds of forms like poems, songs, pictures or posters.”

Similar to Participant 1, the domain of “donate” was implemented by asking students to share their ideas either in the classroom or in the web blog. Participant 2 argued that sharing of ideas was important in communicative language teaching especially for “personal development.” He added that he asked students to share ideas because he wanted to help students to improve students’ confidence in using English in real communication. For first semester students, Participant 1 did not require high

expectation on what would be shared. The students were only asked to post comments on the web blog and sometimes Participant 1 asked the students to “post their responses after the students were given a reading text.” For advanced students, Participant 2 required students to post their works in the web based with certain criteria, such as the length of the work, quality of the sentences, or explicit links to the topic of the discussion.

### **Theme 5: Effects on Students**

Effects-on-Students theme emerged as the response to Research Question 4: What do they consider to be successful and unsuccessful technology integration for promoting foreign language learning engagement and why do they consider certain technology integration practice successful or unsuccessful? Both participants perceived successful and unsuccessful implementation of computer technology integration into language teaching from the point of view of the effects of the teaching methods on students. In addition, both participants had similar ideas that the success of implementation of computer technology integration should be measured in the context of whether or not the computer integration facilitated student learning. There was no contradiction between the two cases in describing the successful and unsuccessful implementation of computer technology integration into the instruction. If the perceptions from both participants were combined they could create more complete description of successful and unsuccessful implementation of technology integration.

The evidence to answer RQ 4 was mainly from the interview data because the success of the implementation was based on the participants’ experiences. The keywords to identify the successful implementation included motivation, interest, excitement,

improvement, independence, comfort, and encouragement in students and the unsuccessful implementation included disappointment and dependence. This evidence also linked to the overarching question of this study in which this explained about the beliefs, practice of teaching and perception of the instructors in integration computer technology into foreign language teaching. Interestingly, both participants experienced good times in implementing computer technology integration into their instruction. At the end of the semester the students were required to evaluate the course using questionnaires provided by the Center of Teaching Quality Improvement and Assurance. Until the time when this study was conducted both participants reported that the students had given positive responses on the teaching processes using computer technology. These findings contributed to the support to positive attitudes towards the integration of computer technology into English language teaching. The experience of unsuccessful implementation did not refer to specific events in their experience but it referred to the condition that was beyond their expectation caused by negative behaviors of the students.

**Participant 1.** Participant 1 perceived the successful implementation of computer technology integration into language teaching from the aspects of students' motivation to learn.

“The integration of technology is successful if the students are motivated to learn and they use the language.”

Participant 1 argued that computers were only “tools for teaching” that were useful to improve teaching quality. Computer technology had “many features to draw students' interests in learning.” The features included “texts, pictures, sounds, video, and

animation which can be manipulated to provide many kinds of stimulus for language learning.” However, if the features were not utilized to motivate the students to learn, “the computer technology becomes useless.” Therefore, the method of using the computer was the most important.

“I tell the students that when they post their work in the Internet many people across the world can see it. So, the students are motivated to do their best.”

The evidence of students’ motivation could be seen from the numbers of comments posted by the students. All students in the class posted their assignments and comments in the web blogs. That was why Participant 1 thought that he experienced successful integration of computer technology most of the time.

On the other hand, Participant 1 thought that he was not successful in the integration of computer technology when students were disappointed in the learning process. This was sometimes caused by “some technical problems” and not on the “method of technology integration.”

“The thing that might make me feel unsuccessful is related with the internet connection. In some meetings, we use the Internet connection. And, when I plan to use it but the Internet connection is down, it is not very good. And I saw that the students look disappointed because of that.”

Participant 1 thought that disappointment of the students was not favorable for learning.

“When the students are disappointed, the result is not good enough.” That was why Participant 1 tried his best in the computer technology integration so that “the students enjoy the activity.”

**Participant 2.** Participant 2 thought that successful computer technology integration could be identified by students' improvement. "The technology integration is successful if the integration can help students to improve their skills." However, Participant 2 reported that he had not done any research to identify whether or not the improvement of students' skill was linked to the use of technology. That was why Participant 2 did not refer to a specific event to identify successful and unsuccessful computer technology integration. However, he argued that the success of technology integration should be looked at in this way "without the improvement in students' skills the use of technology becomes unnecessary." In addition, the successful integration of computer technology was also seen from the idea of learning independence.

"It is also successful when the integration can help students to be more independent in learning so that the students do not only rely on class meeting."

In the attempt to help students to be more independent in learning Participant 2 always reminded the students that "the teacher is not the only source of knowledge." The students were asked to "find information outside the information given by the teacher."

Participant 2 perceived the unsuccessful integration from the situation caused by negative behaviors of the students. In other words, the integration of computer technology could be unsuccessful if it made students to misuse the technology to develop negative behaviors that were not proper in academic situation.

"There are times that I fell disappointed because the students only "copy and paste." It is disappointing because I always say to the students that they need to be responsible for what they do."



“Copy-and-paste” referred to the actions when a person used computers to use materials created by other people without giving credits to the sources or making certain kinds of critical judgments in using the sources. Participant 2 thought that the practice of “copy-and-paste” was contradictory with the effort of developing students’ independence in learning. According to Participant 2, the use of computer made students easier to do the practice of “copy and paste.” Meanwhile, by copying others’ ideas the students would “learn to depend on other people.” In addition, the practice of “copy and paste” was an irresponsible action that should be avoided in the process of learning.

#### **Theme 6: Institutional Environment**

Institutional environment theme emerged as the response to Research Question 5: What are the supports and barriers of the integration of technology into the curriculum for promoting foreign language learning engagement? The evidence to answer RQ5 was mainly from interview with the participants. Institutional environment theme included the issues of facilities provided by the university, human resources, condition of the students, and university policy concerning with recruitment of students. It was interesting to see that both participants saw the implementation of computer technology integration in positive ways. Therefore, they did not consider the complexities, difficulties, or distraction in the implementation of computer technology integration as barriers to the integration of computer technology. Rather, they saw them as challenges that the two participants could tackle by implementing certain kinds of technology integration models. Again, the discussions of this theme are connected to the theme of Positive Attitudes that will be discussed in the next section. In addition, both participants

put the institutional environment into the crucial consideration in selecting the method of teaching. They thought that the situation in Sanata Dharma University was favorable for the implementation of communicative language teaching.

Basically, both participants were satisfied with the facilities provided by the university. It means the facilities provided by the University were important support for the integration of computer technology. Sanata Dharma University had installed LCD projectors in all classrooms so that it was easier for the participants to do presentation in the classroom without being bothered by carrying a projector from the staff room to the classroom. This was an important support for the implementation of computer technology integration as perceived by both participants. Internet connection was also available with the provision of hotspot areas for the students to access the Internet. The participants also got supports from other faculty members and the participants considered these supports as the most important support for the integration of computer technology into their instruction.

The two participants had to face the challenging facts that the Internet connection was sometimes unstable. According to the participants the Internet speed did need to be faster so that they could easily access the Internet during the class session. Both participants were aware of this situation so that they often used their own 3-G modem for their own laptops to access the Internet. The participants also faced the challenges that some students in semester one had not had experiences in using computer technology. SDU had invited students from many areas in Indonesia including those from undeveloped provinces where high school students were not familiar with the use of

computer. Even, one or two students coming from those areas were incapable of performing basic computer operation. The two participants reported that they often spent some periods of time helping students with technical things related with computer operation.

The discussion of this theme contributed to answer the overarching questions especially in explaining about the ways the participants implemented the practice of teaching. Certain strategies of computer integration into the instruction were chosen by the participants by considering the supports and barriers that they have in the institution.

**Participant 1.** Participant 1 used computer laboratory to carry out the class activities that the computer technology integration was implemented. He reported that he got much support from the availability of the multimedia laboratory.

“We have computer laboratory here. We do not need too much software. We only use Internet browser and word processor and it is available in the computer laboratory.”

In the syllabus, Participant 1 planned activities in which ninety percent of the total meeting consisted of computer activities. The availability of computer laboratory as a support for computer technology integration was also evident in the classroom observation. Almost eighty percent of the class session consisted of students working in the front of the computers. Another important support perceived by Participant 1 was the availability of Internet connection with hotspot facilities for the students. “Now everybody can connect to the internet because the university provides hotspot for the students.” Therefore, he was “confident to give assignment to the students to access the

Internet outside the class schedule.”

Participant 1 considered that the most important support came from the program coordinator. He thought that “the encouragement from the program coordinator” was crucial in the integration of computer technology into the instruction. The program coordinator often assigned the administrative staff to give assistance when Participant 1 needed help to get permission to use university facilities that were beyond the responsibility of the program coordinator.

The challenge for Participant 2 came from the Internet connection speed. “Another thing is that the Internet connection is not stable.” He reported in the interview that sometimes, Internet connection was down and he had to do “something else without using Internet connection.” According to Participant 1 this was considered as the most difficult situation because he had to do something that was not prepared before. In addition, “the virus in the computer lab” often discouraged Participant 1. Many students used the computers in the laboratory so that Participant 1 thought that the laboratory needed good virus protection software. The appearance of viruses in one or two computers in the laboratory often slowed down “the process of teaching and learning.” He was also challenged by the facts that there were some students who were new computer users. He reported that he had to spend some times helping students to operate the computers so that they could focus on the topic of the class meeting.

**Participant 2.** The courses taught by Participant 2 were conducted in the classroom where computer units were absent. According to Participant 2, the availability

of LCD projector in every classroom was an important support for implementing computer technology integration.

“What is important is that we have LCD projector in each classroom so that it is easier for me to use Powerpoint or video show in the classroom.”

The use of LCD projector was evident when classroom observation was conducted. Participant 2 spent about ten minutes to show a video to the students to encourage students' individual responses regarding the reading text. He also considered the availability of Internet connection for the students using hotspot facility as an important support for the integration of computer technology. He reported that he became “confident to assign students to access Internet as weekly tasks.” It was evident in the syllabus that Participant 2 assigned students every week to access the course web blog. In addition, Participant 2 also considered the support from other faculty member was crucial in the integration of computer technology into the instruction.

“Some staff members are also interested in using computer technology in their classes. They give much help to me. I can ask them whenever I get trouble with managing the learning network.”

Participant 2 reported that he liked to share what he had done with other staff members to “get feedback for better ways” in the integration of computer technology into the instruction.

Participant 2 mentioned three conditions as barriers to integrating computer technology into the instruction. First, the barrier concerned with the facts that “Some students in the first semester are from different states in which they are not familiar with

the use of computer.” Participant 2 mentioned that the students still “have problems with using the technology.” Therefore, he encouraged the students to get assistance from classmates and he asked some more capable students to help the unfortunate students. Second, Participant 2 felt that better Internet connecting could help him to do better in integrating computer technology into his instruction.

“Some aspects of Internet connection are also something that I have to anticipate.

This university provides hot spot in many areas but there is no cable connection in each classroom.”

This condition was apparent when the classroom observation was conducted but this was not recorded in the classroom observation tool. Neither cable network connection nor hotspot terminal was installed in the classroom where Participant 2 taught. To tackle this condition, Participant 2 used his own 3-G modem to show video that was available online. Third, Participant 2 also expected that the university gave access to websites providing educational video. “Youtube” was blocked in official hours in Sanata Dharma University so that Participant 2 used her own modem to access video to find additional learning resource for the students.

### **Theme 7: Instructors’ Positive Attitude**

The complete wording of this theme was “Instructors’ Positive Attitudes toward the technology integration into English language teaching.” Instructors’ positive attitude theme emerged as the response to Research Question 1: What are the instructor’s perspectives on integrating computer technology into English language learning?

Attitudes in this sense could be broadly understood as a physical display of a perspective.

In other words, a certain attitude guides an individual to perceive an object and behave in certain ways towards the object. Thus, positive attitudes in this context lead an individual to perceive an object positively. The indication of positive attitudes included positive thinking, happiness, and optimism. A review of interviews, observations, and artifacts indicated a positive attitude in both cases. The interviews revealed that the instructors felt happy with the integration of technology into the English instruction. This was also supported by the expectation presented in the course design reflected in the syllabus in which the instructors put high expectation on the use of online interaction using Internet facilities.

The positive attitudes were also evident from the optimism that the instructors had in the middle of many challenges. Although they realized that some students were not ready with the use of computer technology they reported that they liked to spend time assisting students with technology. This decision indicated that the instructors had certain kinds of optimism toward the use of computer. They designed web blogs used for online interaction because they were not familiar with the learning portal provided by the university. However, they reported that they were still trying to find the best way of using the online learning portal from the University for their Courses. The optimism toward the use of computer led the instructors to think creatively when they were in an unfavorable situation. In addition, the instructors enthusiastically gave comments on what students had posted in the web blog. The instructors' enthusiasm to use the technology was obvious by the way the instructors gave comments on the web blogs and

from the information in the interview. They reported in the interview that they often had to send responses late at night or early in the morning before they went for campus.

From the analysis the researcher concluded that the instructors' attitudes were positive because the integration of technology into the instruction allows them and their students to access to various authentic resources of learning that promoted the implementation of communicative language teaching approach. The resources become meaningful language learning inputs. Moreover, the positive attitudes were also caused by the fact that the use of computer technology had created certain level of motivation to learn. This motivation was an important ingredient to engagement to language learning. Additional evidence of the positive attitudes appeared also in the discussion of Students'-Engagement-in-Language-Learning theme in which the participants indicated positive attitudes on the use of computer technology to address the elements of collaboration, creativity, and sharing of ideas. Because attitudes are displays of perspective, the positive attitudes of the participants indicated that the perspectives of the instructors were very positive on integrating computer technology into English language learning. This helped the researcher to answer research question one and contributed to answer the overarching question of this study.

**Participant 1.** Participant 1 showed his enthusiasm with the use of computer technology in the classroom. First, he was “very happy” with the integration of computer technology because he “[could] find so many resources” and the resources from the internet were “helpful for the students.” In the country where English is not the native language, it is not easy to find authentic materials for the students. Therefore, the use of



computer technology helped Participant 1 to provide “more exposure” in English language for the students. Second, Participant 1 was also delighted with the integration of computer technology because he could “cover more materials” compared with conventional teaching without the use of technology. Before he initiated the use of computer technology into his instruction he used “printed materials provided in university library.” Third, he perceived the use of computer in his course very positively because this creates students’ happiness in learning. The students were “highly motivated in joining the online discussion, submitting all assignment” and he was exited with the fact that “the students are making a chat one another.”

**Participant 2.** Participant 2 also showed similar perception on the use of computer technology in his classes. He reported that in general he “quite like[d] it” because “many students become more interested in doing the tasks.” Interest of doing the tasks was an important indication of motivation that was an important ingredient of learning engagement. Participant 2 said that integrating computer into instruction “needs more time for planning, upload materials, checking students’ responses.” But, he liked it because “the students seem to be more enthusiastic with the activities.” Moreover, although Participant 2 felt that he didn’t have sufficient capabilities in using computer technology he tried to learn from many people and did some experiments in using free web blog services. He did this because he saw that computer technology could provide “broader choices of learning resources.” Learning resource in this sense referred to the resources for the students to accomplish the assigned tasks. Participant 2 had similar

perception with Participant 1 in which he felt that computer technology could provide “more exposure and more practice” for the students to develop their reading skills.

With the analysis of the seven themes, the answers of the research questions can be identified. In general, there was no significant difference between the two cases. The two participants showed positive attitudes towards computer integration into language instruction. The two cases indicated that they used generic views of collaborative learning, creative learning, and sharing of learning result as the implementation of domains of engagement to address the principles of communicative language teaching. These views of the collaborative learning resulted in the participants designing and developing in-class and out-of-class activities that promoted the use of the domains of engagement (i.e., relate, create, donate). In addition, supports and barriers appeared in the implementation of technology integration. The condition required instructors to be skillful in tackling the unfavorable situation so that the integration of computer technology into the instruction was successful.

From the analysis of all themes, it was also evident that most of the themes have some connections to the theme of positive attitudes. In addition, some instances of the positive attitudes derive from the other themes. *Figure 4* illustrates how the views expressed by themes support the theme of positive attitude towards technology. This positive attitude seems to aid the instructors in viewing barriers for technology integration as challenges since they see technology as a useful tool to support student learning.

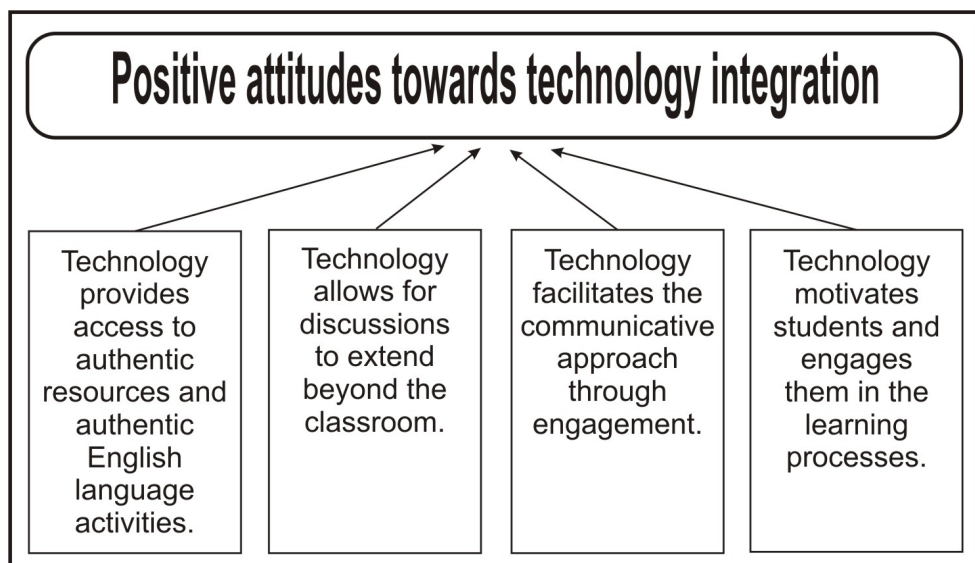


Figure 4. Positive Attitudes Theme Chart

There are four important accounts found in the analysis of the themes. They contribute to the meaning of the positive attitudes towards technology integration into English language instruction. First, the two participants viewed that technology provided access to authentic resources and authentic English language activities. This has been discussed in the discussion of the positive attitude theme. Second, the discussion of learning activities has elaborated that the two cases believed technology allows for discussions to extend beyond the classroom. Third, another element of positive attitudes also appear in the discussion of students' engagement in language learning. The two participants posited that technology facilitates the communicative approach through engagement in language learning, (i.e., relates, create, donate). Fourth, the two participants reported that the use of technology had positive effects on students. They reported that technology motivates students and engages them in the learning processes. In conclusion, the four elements that support the positive attitudes towards technology integration into language teaching motivated the participants to find ways in using

technology although they found that it created challenges to them. To complete the findings presented in the theme analysis, the following section will demonstrate the pattern matching analysis so as to answer the general question of this research.

### Pattern Matching Analysis

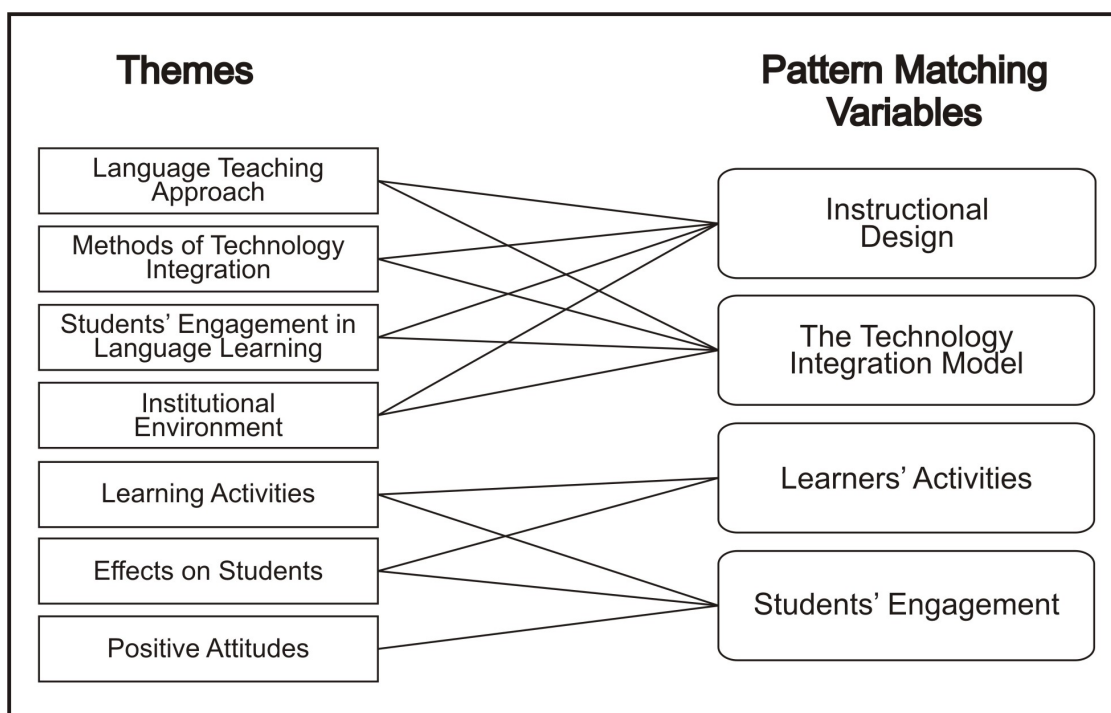


Figure 5. Links between Themes and Pattern Matching Variables

The major proposition presented in Chapter II was that the instructor will use a certain pattern of instructional development and classroom practice in integrating computer technology into the teaching of English as a foreign language (EFL). The proposition consisted of four variables: instructional design, the technology integration model, learners' activities, and students' engagement. *Figure 5* illustrates the links between themes and pattern matching variables. However, the links described in the figure was specifically intended to show only the strong links that the researcher discovered in the data analysis. The researcher admitted that in general all themes in the

figure are related to the pattern matching variables. For example, the missing line between the Learning Activities theme and Instructional Design variable does not mean that there is no relation at all between them. The researcher found in the interview that Learning Activities theme was strongly related to the discussion of Instructional Design in this study. In addition, the order of the themes was not intended to describe the step-by-step activities in designing the course. They are presented in the way that there are two groups of lines connecting the themes and pattern-matching variables, upper group and lower group, to avoid the messy lines between the themes and pattern-matching variables. The researcher used the picture as the guideline to carry out pattern matching analysis. The use of the picture resulted in elaboration of pattern matching analysis into four outcomes.

First, the elaboration of language-teaching-approach and institutional-environment themes provides evidence that the two participants addressed the communicative language teaching perspectives when designing and developing instruction for the course using computer technology. The issues of language as a means of communication and the importance of interaction in language learning were evident when the participant designed the language learning instruction. Second, the discussion of language learning approach, method-of-technology-integration, and students'-engagement-in-language-learning themes elaborated the situation that the technology integration model covered the domains of Engagement Theory that included “create”, “relate”, and “donate.” The generic principles of collaborative learning, creative learning,

and sharing of learning result were used by the participants to refer to “create, relate, and donate” principles.

Third, the discussion of learning-activities and effects-on-students themes clearly indicated that learners’ activities in the classroom emphasized the interaction, collaboration, creativity, and learning result sharing. The two participants had done many efforts to carry out teaching and learning processes that were full of engaging activities for the students to learn English.

Fourth, the analysis of instructors’ -attitudes, learning-activities, and effects-on-students themes provided evidence that the use of computer technology encouraged students’ engagement in English language learning. Both cases showed that they had positive attitudes about the use of computers in English language teaching so that they were confident that they could design English instructional activities that motivated students to engage in language learning. Learning activities were designed in certain ways so that they motivated students to participate in the courses.

The four variables in this analysis helped the researchers to answer the major question in this research. The major question of this research was: what are the beliefs, practices and perceptions of university faculty in implementing technologies in English as a foreign language courses? Both participants believed that integration of computer technology into the instruction supports the principles of communicative language teaching. The participants found the comforts of addressing the communicative language teaching perspectives in implementing the technologies into the instruction. Moreover, the use of mixed method of technology integration model was appropriate to design the

practices of teaching that accommodate language learning engagement principles used in this study. Finally, the two participants perceived the integration of computer technology into English language instruction positively. This helped them to design learning activities that motivate students to engage in English language learning.

### **Overview of Chapter V**

Chapter V will present the discussion and suggestion of the study. The discussion will present critical comments about the integration of computer technology found in this study. The critical discussion is not intended to evaluate the practice of teaching implemented by the research participants. But, it is intended to find ways to improve the teaching so that the integration of computer technology into the instruction becomes better. The discussion is also used for finding ways to present suggestions so that the research findings in this study can be used as important consideration for developing computer integration models in broader context.

## CHAPTER V

### CONCLUSIONS

Chapter IV provided the results of the study that centralized around seven main themes. This chapter is a presentation of major findings and conclusions of the study. The major purpose of this study was to explore the way English language instructors designed and implemented computer-based instruction so that students are engaged in foreign language learning. The framework of exploration for this study was developed based on three pillars related to the integration of technology in EFL instruction. Those pillars were the communicative approach to language teaching, engagement theory and student-centered perspectives to classroom instruction. Using the framework of exploration the researcher explored the instructor's perspectives of the integration of computer technology to address the implementation of communicative language teaching to develop engaging language learning processes.

A review of the literature was conducted in order to identify how the communicative language teaching approach, engagement theory, and student-centered learning perspectives provide effective foundations for integrating computer technology into EFL instruction. Communicative language teaching perspectives provide relevant conceptual considerations for integrating computer technology into language instruction since the perspectives emphasize the importance of interaction in language learning. Engagement theory consisted of three components, i.e. relate, create, and donate. The



three components are effective to generate students' learning engagement in computer-enriched instruction because the use of technology provides more possibilities for such engagement to occur. Students-centered learning perspectives became the crucial element in communicative approach to language teaching because learners became the focus of instructional process. In addition, integrating computer technology into language instructions became effective when the learners were the focus of learning. Computer technology promotes autonomy, choice, cooperation, collaboration, interaction, creativity, and meaningful communication.

This chapter presents the discussion of the study findings and related conclusions. This chapter offers suggestions for activities related to finding better ways of integrating computer technology into language instruction, and recommendations for further research studies are presented.

### **Restatement of Research Findings**

There have been complex issues regarding the use of computer technology in English language teaching. Some people view computer technology as effective tools to help learners improve their language skills. Others regarded computer technology as disturbance for improving language skills. On one hand, computer technology helps students to engage in beneficial negotiation of meaning both online and with other students in class (De la Fuente, 2003; Lee, 2002; Meskill, 1992; Tudini, 2004). On the other hand, language instructors perceive computer use as interfering with the target language input and interaction that are essential in language learning (Burnett, 2000). Many English language instructors in non-English speaking countries try to find effective

ways to integrate computer technology in English language classes. In this case study, the researcher investigated the perspectives and methods used by English language instructors in Sanata Dharma University in Indonesia in facilitating learning engagement in computer assisted English classes.

The discussion of these findings is presented in relation to conceptual framework and literature review. In Chapter II it was stated that the major proposition of this study anticipated that the instructors would use a certain pattern of instructional development and classroom practice in integrating computer technology into the teaching of English as a foreign language (EFL). The proposition was specified into four outcomes. First, the instructor addressed the communicative language teaching perspectives when designing and developing instruction for the course using computer technology. Second, the technology integration model covered the domains of Engagement Theory that includes 'create', 'relate' and 'donate'. Third, learners' activities in the classroom emphasized the interaction, collaboration, creativity, and learning result sharing. Fourth, the use of computer technology encouraged students' engagement in English language learning.

### **Conclusions Regarding the Propositional Outcomes**

The use of communicative approach in language instructions is based on the notion that language is a means of communication (Richards & Rodgers, 1986). Therefore, the main purpose of learning a language is to develop learners' communicative competence in using the target language. This means that the instructional development should be focused on improving the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their

ability to recite dialogues or perform on discrete-point tests of grammatical knowledge (Savignon, 1971). Therefore, in communicative language learning activities the students actively make meaning through activities that give them opportunities to interact with other people.

One of the findings in this study indicated that the use of communicative approach to language teaching was revealed by the two instructors in designing the integration of technology in their instruction. This finding elaborates the proposition outcome that the instructor addressed the communicative language teaching perspectives when designing and developing instruction for the course using computer technology. The two cases of this study believed that learning a language was learning to communicate using the language. In line of their arguments, they believed that the main focus of learning a language was to develop communication abilities. Therefore, the learning processes emphasized on interaction using the target language. However, there was a slight difference in the implementation of the approach. The findings indicated that one of the participants included grammar practice in the instructional processes. The reason for this strategy was mainly contextual, namely the instructor had the obligation to help the learners to meet the minimum grammar requirements stated by the policy of the department. In addition, this is not contradictory with the idea of accuracy and fluency activities in communicative language learning principles. Grammar drills often appear as “part of a sequence of activities that moved back and forth between accuracy activities and fluency activities” (Richards, 2006, p.16). Overall the instructors indicated that they

addressed the communicative language teaching perspectives when designing and developing instruction for the course using computer technology.

Learning activities in communicative language teaching environment require students to engage with authentic, meaningful, contextualized discourse. Such engagement enables language learners to experience the negotiation of meaning in the target language in purposeful situations (William & Burden, 1997). Students need to access as many learning resources as possible so that they have the opportunity to make contact with authentic learning materials. The contact with authentic learning resources helps them to improve language competence through interaction. Language learners coconstruct knowledge in the process of interaction and this co-construction process helps learners to modify their linguistic competence (Donato, 1994; Gass, Mackay, & Pica, 1998; Swain & Lapkin, 1998). Thus, authentic learning resources and interaction process becomes important elements of the implementation of communicative language teaching principles.

The instructors used collaborative learning activities, creative learning activities and sharing of learning result to address communicative language teaching principles. The instructors also implemented other kinds of activities, such as teacher talk in the form of presentation, grammar practices, role-plays, and games. This finding addresses the propositional outcome that learners' activities in the classroom emphasized the interaction, collaboration, creativity, and learning result sharing. In addition, this finding answers the research question how and to what extent the instructors use the domains of engagement in the integration of computer technology into English language teaching to

address the elements of communicative language teaching principles. Collaborative learning activities, creative learning activities, and sharing of learning results become the heart of Engagement Theory. The major premise of engagement theory is that students must be engaged in their course work in order for effective learning to occur (Kearsley & Shneiderman, 1998). The core principles of Engagement Theory are summarized as “relate, create, and donate.” The idea of relate, create and donate in Engagement Theory provides the basis for providing meaningful collaboration and authentic experience of communication.

One of the research questions refers to the reasons and the occasion the instructors use the domains of engagement when developing technology-integrated lessons for English language learning. The findings of this study revealed that the instructors designed and implemented instruction that involved collaborative learning activities, creative learning activities, and sharing of learning results to refer to the concepts of “relate, create, and donate” in Engagement theory. This finding addresses the propositional outcome that the technology integration model covered the domains of Engagement Theory that includes “create, relate and donate”. The elements of engagement became the way to address the principles of communicative language teaching principles. In addition, the findings revealed that the instructors used combination of computer enriched-learning strategies and conventional learning activities without the use of technology. Therefore, the strategies of integrating computer technology that refer to full-time, daily operation within the lesson (Gorder, 2008) were not chosen by the instructors. The reasons for the decision were that the instructors

wanted to give rich experiences that consisted of learning with technology and without technology. In addition, the instructors also wanted to maintain the personal contact between the students and the instructors. They perceived that foreign language learners needed to experience face-to-face communication in the process of developing communication abilities. Briefly, integration of technology into the instruction requires teachers to be competent in designing the instruction. They have to take the roles of skillful designers to address the contextual situation where technology is used for instruction.

Communicative approach to language teaching is the proper approach in language teaching when computer technology is integrated. Computer technology serves as medium for local and global communication and provides accesses to authentic materials that are potential to enhance communication skills through computer support interactions (Kern & Warschauer, 2000; Bourdon, 1999). However, the crucial factors to determine the instruction that takes place inside the classroom are the teachers. They become the central actor to determine the instruction that takes place inside the classroom. Research studies (Levin & Wadmany, 2008; Bitner & Bitner, 2002; Romano, 2003; Zhao & Cziko, 2001; Chen, 2008) have indicated that teachers have the most impact of the quality of technology use in schools. In other words, the integration of technology in language teaching will be effective if the instructors design the instructions to provide students with the opportunity to explore the microworld and use the technology as the medium for local and global communication as well as the source of authentic learning materials. The use of communicative language teaching principles enables the instructors to provide

learning experiences that promote autonomy, choice, cooperation, collaboration, interaction, creativity, and meaningful communication (Celce-Murcía, 2001; Peyton, Moore & Young, 2010). Computer-enriched instruction in language learning has more capabilities than conventional lessons without the use of technology to provide such experiences.

In the findings, the instructors perceived that the use of technology in English language teaching is potential to encourage students' engagement. This addresses the propositional outcome that the use of computer technology encouraged students' engagement in English language learning. The findings revealed that the students were able to access authentic language learning resources using technology. They could find many kinds of language learning materials using the Internet. The findings also revealed that students engaged in discussion both in the classroom and in online environment. This way enabled the students to participate actively in interaction using the target language. The interaction using the target language happened in a relate-create-donate environment through collaborative activities, creative activities, and sharing of learning result.

The four outcomes are connected one to another to create one major proposition. The major proposition was that the instructors would use a certain pattern of instructional development and classroom practice in integrating computer technology into the teaching of English as a foreign language (EFL). The connection between the outcomes can be seen from the findings that the instructors designed and implemented communicative language instruction that involved collaborative learning activities, creative learning

activities, and sharing of learning results to refer to the concepts of “relate, create, and donate” in Engagement theory. The use of combination between conventional learning environment and technology-enriched instruction enabled the instructors to maximize the opportunity of the students to experience both online and face-to-face interaction. The use of technology as experienced by the instructors in this was also potential for encouraging students’ language learning engagement. The learners were motivated to participate in the interaction through collaborative activities, creative activities and sharing of learning result.

In the literature review it was mentioned that audiolingual approach to language teaching became a strong rival for communicative approach in language teaching. However, the use of audiolingual approach to English instruction, which is still popular today, may result in limited use of computer technology into EFL instruction. The audiolingual approach suggested that language learning occurred largely through habit formation. Therefore, the teaching practices consisted of a variety of manipulative drill types to minimize learners' errors resulting from the interference from the first language. According to audiolingual approach to language teaching, second language learning consisted of grammatical structures that should be presented based on linguistic description (Richards & Rodgers, 2001; Savignon, 2002). Computer Assisted Language Learning (CALL) is the popular application of behavioristic learning model. This technology presented repetitive language drills. The tutorial system ran on its own special hardware. The system consisted of a central computer and terminals and featured extensive drills, grammatical explanations, and translation tests at various intervals



(Ahmad, Corbett, Rogers, & Sussex, 1985). When computer technology is used in this way the students do not have the rich experiences to use the language in real communication because the students only engage in repetitive activities. The findings of this study revealed that computer technology was not used for habit formation. When the instructor wanted to present grammatical pattern drills, he did it conventionally without the use of computers.

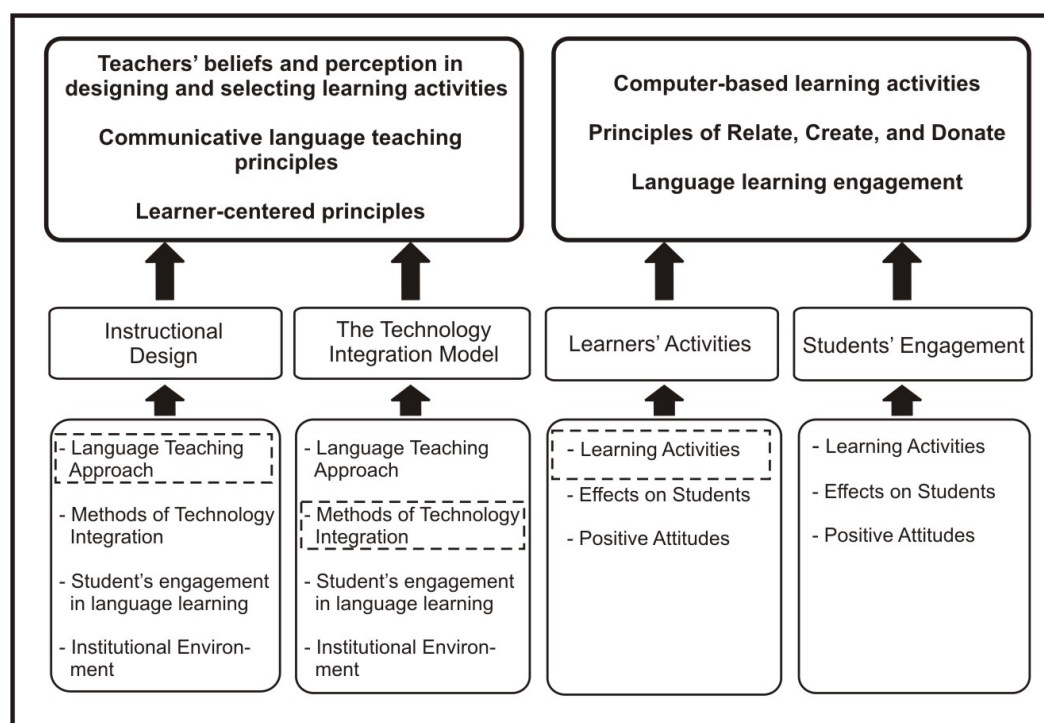


Figure 6. Themes, Propositional Outcomes, and Theoretical Framework

Based on the results regarding the propositional outcomes, it can be concluded that the findings of this study supported the theoretical proposition presented in Chapter II. This also means that the findings of this study supported the theories discussed in the literature review. These facts are crucial to indicate that the *analytic* generalization (Yin, 2009) of this case study results occurred. However, it should be noted that the findings revealed that there were issues that required further explanation. Figure 6 describes the

relation between the themes, the propositional outcomes, and the theoretical framework developed in Chapter II.

*Figure 6* describes that the theoretical framework for this study consisted of two blocks that covered groups of theories discussed in the literature review. The first block consists of theories about teachers' beliefs and perception in designing and selecting learning activities, communicative language teaching perspectives, and learner-centered principles. The second block consists of the principles of computer-based learning activities, relate-create-donate, and language learning engagement. Since the propositional outcomes were basically developed from the two blocks of theories discussed in the literature review they became the pillars that support the theories. The conclusion regarding the propositional outcomes above has provided elaboration how the findings of this study supported the propositional outcomes.

However, it should be noted that there were three issues that required explanation. First, the findings of this study revealed that the implementation of communicative language learning principles done by the participant was not exactly the same as what has been described in the theory. Communicative language learning principles suggest that grammatical competence is situated within a more broadly defined communicative competence (Canale and Swain, 1980; Savignon, 2002; Ellis, 1997, Breen & Candlin, 2001). Therefore, learners seem to focus best on grammar when it relates to their communicative needs and experiences. In this study, the use of drills and pattern practice existed in the practice of teaching. The reason for this issue was that the instructors believed that they needed to provide practice for grammatical accuracy so that the

implementation of communicative language learning principles was combined with habit formation activities that tended to be behavioristic. Second, the terms relate, create, and donate in Engagement Theory (Kearsley & Shneiderman, 1998) were not used in the learning processes. The reason for this issue was that the instructors were not familiar with the terms so that they used the generic terms of collaboration, creativity, and sharing of learning results that have the same meanings with relate, create, and donate. Third, computer integration into the curriculum often refers to full time, daily operation within the lessons where teachers consciously decide to designate certain tasks and responsibility to technology (Gorder, 2008; Bauer & Kenton, 2005; Hooper & Rieber, 1999). However, the findings showed that the instructors preferred to combine technology-enriched instruction and conventional instruction without the use of computer technology. The reason was that the instructors considered that in English language learning face-to-face interaction was needed to improve students' communication skills in learning English as a foreign language. In conclusion, the most part of the study findings supported the theoretical proposition and the theories discussed in the theoretical review.

### **Successful Computer Technology Integration**

This study was also intended to find out the instructors' ideas about successful and unsuccessful integration of computer technology for promoting language learning engagement. The findings of this study revealed that the instructors perceived the successful and unsuccessful technology integration from the point of view of the effects on students. They suggested that technology integration into language instruction was

successful when the integration motivated students to learn better. On the other hand, computer technology integration would be unsuccessful when it led to students' disappointment and dissatisfaction. Motivation is an important ingredient for learning engagement because motivation arouses an individual to participate in certain activities. Pintrich and DeGroot (1990) elaborate the meaning of engagement in terms of motivation. Motivation can be identified by the active participation in certain activities. As a matter of fact, engagement comprises the aspects of active participation in challenging academic activities (Coates (2007). In addition, active participation in language learning is a means to improve language learning skills. Learners' participation in communicative events promotes the development of functional language ability (Savignon, 2002). Therefore, students' motivation should become a crucial indicator for successful integration of computer technology into language instruction.

The findings of this study also revealed that the instructors viewed that the successful integration of technology to promote language learning engagement could be seen from students' interest on learning from the students. They felt successful when they saw that the students indicated high interests on learning in their computer-enriched instruction. In the literature review, it was mentioned student engagement consists of "behavioral, emotional and cognitive dimensions" (Fredricks, Blumenfeld & Paris, 2004, p. 62-63). Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging. Furthermore, Harper and Quaye (2009) argue that engagement is more than involvement or participation – it requires feelings and sense making as well as activity. Acting without feeling engaged is just involvement

or even compliance; feeling engaged without acting is dissociation. In brief, students' interest in learning is a proper identification for determining successful activities to promote learning engagement.

Another important findings of the study were that the instructors viewed the successful technology integration to promote language learning engagement from the aspect of independence. In contrast, when the students become dependent on external factors including the technology and other people the integration of technology was unsuccessful. Learning independence is consistent with the idea of learning autonomy in student-centered learning principles, which become the foundational aspects in the implementation of communicative approach to language teaching. Research studies (Celce-Murcía, 2001; Peyton, Moore & Young, 2010) indicated that the principles of learner-centered instruction provide learning experiences that promote autonomy. In addition, computer technology is only a tool in which the effectiveness of it depends on the nature of interaction and the way the students communicate and learn in multimedia mode (Kern & Warschauer, 2000). In language learning the students are required to learn independently through active participation in academic interaction with other people. Savignon (1983) argues that communicative approaches to language teaching place emphasis on what learners know and can do with language. There should be a shift in power from the teacher to the student, with the student taking on increased autonomy and responsibility. The roles of instructors as learning facilitators become very prominent in the integration of technology into language instruction.

Motivation, interest, and independence on learning are important consideration for measuring the success of technology integration to promote students' language learning engagement. The instructors used questionnaires to identify those personal feelings of the students. However, those aspects of personal feelings refer to the process of learning. They do not describe the outcome of the process of learning. In the literature review, it was stated that communicative language teaching emphasizes student engagement with authentic, meaningful, contextualized discourse and achievement in the second language. The achievement in the second language learning is often measured in terms of fluency, comprehensibility, effort, and amount of communication in unrehearsed communicative tasks (Savignon, 1971). Research studies (Loschky, 1994; Gass & Varonis, 1994; Mackey, 1995) suggest that second language acquisition should be measured from the outcomes of the process of negotiation of meanings in interactional conversation. Therefore, the use of outcome tests should also become important consideration to determine whether computer integration to promote students' language learning engagement is successful.

### **Supports and Barriers in Technology Integration**

The findings of this study also revealed that the supports and barriers appeared in the instructors' efforts to integrate computer technology into their instructions. The technology facilities provided by the institution were considered crucial to the integration of technology. In the literature review, it was argued that the shift in perspectives on language learning and teaching has parallel shift with the developments in computer technology (Kern & Warschauer, 2000). The use of personal computers network

technology become more popular and could create greater possibilities for individual work. Thus, the availability of up-to-date computer technology gives language instructors much help to implement communicative language teaching approach. In the literature review, it was also stated that the effective integration of computer technology depends upon how the computer technology is used in order to encourage students to engage in learning (Kern & Warschauer, 2000). Furthermore, research studies (Levin & Wadmany, 2008; Bitner & Bitner, 2002; Romano, 2003; Zhao & Cziko, 2001; Chen, 2008) indicated that teachers have the most impact of the quality of technology use in schools. The findings of this study showed that the instructors realized the limitation of the institution in providing technology facilities. Therefore, they designed the integration of technology in a combination model. They combined computer-enriched instruction and conventional instruction involving face-to-face interaction in the classroom. The instructors used this model to provide students with rich experiences in learning and to avoid unexpected disturbances caused by the failure of technology. Classroom interaction was considered important in the implementation of communicative language teaching because it provided the opportunity to engage personal communication with other people.

The findings of this study revealed that the human supports were also crucial to the integration of technology into the instruction. The inputs and feedbacks from other staff member and the encouragement from the program coordinator were significant for improving the quality of technology integration. Research studies indicated that teachers needed supported practice to consider possibilities for enhancing student learning and for

integrating technology with the curriculum (Franklin et al., 2002; Moore, 1988, 1989; Moore-Hart, 1995; Myers & Halpin, 2002). Gorder (2008) argues that computer integration is more about the teacher's effective use of technology that makes a difference in reforming the school. Therefore, human supports have to be considered as significant consideration when computer technology is intended to reform the learning practice.

Barriers to the integration of computer technology also appeared in the findings of this study. The instructors revealed that the barriers might be caused by limitation of facilities, students' social background, and confidence in using technology. The limitation of facilities might appear in the forms of Internet connection failures or virus attacks in the computer laboratory. In general, the appearances of those barrier forms may interfere the process of learning since they may discourage students to engage in learning activities. Students with insufficient basic computer skills also contribute to the barriers of the computer integration. They usually will have difficulties in coping with the other students who have high level of computer skills. The integration of computer technology into the instruction requires teachers to have sufficient computer skills. The findings of the study revealed that the two instructors had different level of confidence. One of the instructor revealed that he often felt incompetent with new applications in the Internet. However, this feeling of incompetence led the instructor to engage in intensive collaboration with the other instructor. This fact strengthens the claim that human supports are significant to develop successful computer technology integration.



The barriers revealed in the study might not have direct connection to the implementation of communicative language teaching. However, they need careful consideration prior to designing the instruction. The appearances of those barriers may break the smooth processes in language learning. In the literature review, communicative language teaching principles suggest that teachers become active facilitators of their students' learning (Larsen-Freeman, 1986). In addition, teachers are an important source of information, but the fundamental task of the teachers is to get students to engage in learning activities to achieve the desired outcomes (Shuel, 1986). Therefore, it can be concluded that facilitating students' learning in the context of computer integration into language teaching includes teachers' availability in helping students in both language learning and technology-related matters. Interesting findings in this study was that the instructors regarded the barriers positively. They perceive these unfavorable conditions as challenges to improve their professionalism.

### **Positive Attitudes of the Instructors**

One of the purposes of the study was to examine the instructor's perspectives on integrating computer technology into English language learning. Research studies (e.g., Bitner & Bitner, 2002; Dexter, Anderson, & Becker, 1999; Ertmer, 2005; Niederhauser & Stoddart, 2001; Sandholtz, Ringstaff, & Dwyer, 1997; Windschitl & Sahl, 2002; Levin & Wadmany, 2008) have addressed the importance of teachers' perception, beliefs and philosophies in creating constructive classroom practice using computer technology. In addition, instructors' beliefs become "the basis of making choices" (Graves, 2000, p. 26). The findings of this study revealed that the instructors had positive attitudes towards the

use of computer technology in English language instruction. Four indicators supported the positive attitudes of the instructors. First, the instructors perceived that technology provided access to authentic resources and authentic English language activities. Second, they perceived that technology allowed for discussion to extend beyond the classroom. Third, they perceived that technology facilitated the communicative approach through learning engagement. Fourth, they perceived that technology motivated students and engaged them in the learning processes. The positive attitudes found in the study seem to aid the instructors in viewing barriers for technology integration as challenges since they see technology as a useful tool to support student learning.

The positive attitude towards the use of technology is an important asset for developing better computer technology integration into language instruction. Internet has been identified as providing authentic resources for language learning. In communicative learning principles learners have to ask for information, to seek clarification and to use whatever linguistic and nonlinguistic resources they could utilize to negotiate meaning (Savignon, 1971). Internet provides learners with abundance of language learning resources that the students can use to engage in the negotiation of meaning. In the literature review it was stated that computer technology have the capacity to facilitate people to access to other people as well as to information and data (Kern & Warschauer, 2000) so that it can serve as medium for local and global communication and provide accesses to authentic materials. In addition, computer-mediated communication is able to provide both synchronous and asynchronous interaction to increase communicative opportunities for learners worldwide (Savignon, 2002). The findings of this study

revealed that the instructors designed the instruction to facilitate students to engage synchronous interaction in the classroom. The activities in the instruction required students to discuss learning materials presented in the computer in the form of reading texts, sentence practices, or video show. The instructors also created online learning networks to facilitate students to engage in interaction outside the class meeting schedules. In this way, the instructors utilized technology to promote collaborative learning, creative learning, and sharing of ideas beyond the classroom

The capability of technology to promote learning engagement has been discussed broadly throughout this study report. The principles of “create, relate, and donate” might happen without technology, but the use of technology provides more possibilities for such engagement to occur (Kearsley & Shneiderman, 1998). In this study, the findings revealed that using technology the instructors used the strategies of collaborative learning, creative learning, and sharing of learning result to address communicative language teaching principles. Computer can serve as medium for interactions that are potential to enhance communication skills and strengthen language through computer support group interactions (Kern & Warschauer, 2000; Bourdon, 1999). Computer technology has been identified as having the capabilities to draw students’ interest in learning. Using technology for active learning keeps students focused, engaged, and motivated (Barak, Lipson, & Lerman, 2006). The findings in this study revealed that the instructors were delightful with the facts that the students were motivated to participate in learning processes with the use of technology. In the previous experiences before this study was

conducted, the instructors got positive responses from the students at the end of the semester.

In conclusion, the theoretical framework, literature review, and the findings of this study lead to seven important claims that can be summarized as follows. First, The use of communicative language teaching was appropriate to encourage students' language learning engagement in computer-enriched courses. Second, the use of "create, relate, and donate" strategy enables EFL instructors to address communicative language teaching principles. Third, the idea of relate, create and donate in Engagement Theory provides the basis for providing meaningful collaboration and authentic experience of communication in computer-enriched language courses. Fourth, motivation, interest, and independence on learning are important consideration for measuring the success of technology integration to promote students' language learning engagement. Fifth, human supports have to be considered as significant consideration when computer technology is intended to reform the learning practice. Sixth, combination of computer-enriched instruction and conventional instruction without technology enables learners to experience both face-to-face interaction and interaction in global communication. Seventh, positive attitudes are significant assets for developing better computer technology integration in language teaching.

### **Suggestions**

Similar to other qualitative studies, the study is highly contextualized including the vision and mission of the institution that include the spirit of developing quality of instruction using computer technology. In addition, the two instructors developed

computer-based EFL instruction based on their own creativity. This study found that create, relate, and donate principles were not implemented in systematic ways. The instructors implemented the concepts without clear designation which activities were intended for promoting collaborative learning, activities for creative learning, and activities for sharing of ideas. The instructors implemented the learning activities consisting of collaboration, creative activities and sharing of ideas as effects of classroom activities such as discussion group, games, role-plays, or simulation. Meanwhile, the concepts of relate, create, and donate carries the meaning of project-based learning activities as means to accomplish engagement (Kearsley & Shneiderman, 1998). The use of project-based learning activities can result in learning that is creative, meaningful, and authentic. Therefore, it is suggested that English instructors use relate, create, and donate as the mainstream principles for designing computer integration into language instruction. The positive learning activities such as games, role-plays, or simulations become the realization of the principles. Moreover, it is also suggested that English language instructors use project-based learning strategies to promote language learning engagement through learning activities that are creative, meaningful, and authentic.

The study also found that the instructors used questionnaire to evaluate the effectiveness of the use of computer technology in their instructions. This evaluation strategy was able to gather information about students' attitudes towards the process of learning including the use of technology in the instruction and the way they learned language. However, using the questionnaire is limited on the information based on the perception of the students. Meanwhile, the main purpose of communicative language

teaching is to develop communicative competence of the students that is measured in terms of fluency, comprehensibility, effort, and amount of communication in unrehearsed communicative tasks (Savignon, 1971). Therefore, it is suggested that English instructors also evaluate the integration of technology based on students' learning outcomes. The test at the end of the semester may include the items evaluating students' ability in using sources from the Internet to generate ideas and to engage in effective communication.

In this study the instructors demonstrated different levels of confidence in integrating computer technology into language instruction. It was revealed that the confidence was influenced by computer skills possessed by the instructors and by the knowledge of language teaching strategies. The instructors who do not have sufficient knowledge of teaching strategies usually lack of confidence in designing learning activities on their own. They prefer to follow the ideas from others. Meanwhile, the implementation of communicative language teaching principles requires English instructors who are skillful in implementing learning strategies to promote language learning engagement. Research studies (Dickey, 2005; Winne, 2006) suggest that classroom environment, including the teacher's lesson plan and lecture delivery style, can affect students' practice of metacognitive control. Moreover, research studies indicate that teachers have the most impact of the quality of technology use in schools (Levin & Wadmany, 2008; Bitner & Bitner, 2002; Romano, 2003; Zhao & Cziko, 2001; Chen, 2008). In the literature review it was stated that teachers' best strategy to prepare for teaching is to use important teaching principles, translate these principles into practices, and think creatively while using technology instruction methods (Alley & Jansak, 2001).

Therefore, it is important for English language instructors who want to integrate computer technology into the instruction to master the theories on language learning, sufficient computer skills, and enough understanding on instructional development. This leads to the suggestion to language learning institutions that put the use of technology in instructional process as a means to curriculum reform to continuously establish professional development to improve instructors' abilities in language teaching, instructional development, and computer skills.

This study also revealed that the effective integration of computer technology depends on the availability of technology facility. The findings of this study indicated that low quality of technology became barriers for the integration of computer technology into language instruction. Computer technology as a means for communication requires high Internet connection speed. The use of Internet enables students to use the Web to publish their learning production in the form of text or multimedia materials to share with partner classes or with the general public (Kern & Warschauer, 2000). Therefore, it is suggested that language learning programs that emphasize the use of computer to improve the quality of teaching and learning provide high level of computer facility including sufficient numbers of computer units for the students, various kinds of computer application, and high speed of network connection both local and worldwide.

### **Suggestion for Further Research**

The issues in the integration of computer technology into language instruction still open broad possibility for research studies. This study demonstrates the experiences of English instructors in using computer technology in their language instruction. The

use of computer still in language teaching still creates contradictory perceptions. Some instructors argue that computer is in language teaching can promote language acquisition and some others view that the use of computer interferes personal interactions (De La Fuente, 2003; Lee, 2002; Meskill, 1992; Tudini, 2004; Butler & Sellbom, 2002).

Therefore, research studies are still needed to compare and contrast conventional language teaching without the use of computer technology and computer-enriched instruction. The result of this study provides the synthesis that computer integration into language teaching promotes students' language learning engagement. This study is focused on the learning process. Therefore, quantitative studies to identify the effectiveness of using computer in language teaching to improve acquisition in English language are still needed. The research problems can be focused on finding out whether computer-enriched language instruction is more effective than conventional language teaching without the use of computer in improving English language acquisition. The results of such kinds of research will be beneficial for helping language instructors to determine which components of each strategies are meaningful to help learners to improve their language competence.

The focus of this case study was on the beliefs, perceptions, and practices of teaching of university faculty in implementing technologies in English as foreign language courses. Case study is employed to "get insight into the question by studying a particular case" (Stake, 1995, p. 3). This study did not reveal the step-by-step activities of the implementation of "relate, create, and donate" to address communicative language learning principles. Therefore, research to investigate the effective procedures of the



implementation of “relate, create, and donate” to address communicative language teaching in computer-enriched language classroom can help English instructors to identify effective techniques of the strategies. This study suggests that action research is conducted to identify the effective step-by-step activities required to develop effective computer-enriched language learning using the concept of “relate, create, and donate” under the approach of communicative language teaching.

This study focused on instructors who implemented computer integration into the curriculum however, perceptions of students were sought. Further research could be done to examine students’ beliefs and perception towards the integration of computer technology into the curriculum. Learner-centered principles suggest that learners become the focus of teaching and learning processes (Harden & Crosby, 2000; Rogers, 1983; Barr & Tagg, 1995; McCombs & Vakili, 2005). Qualitative research studies on learners can be focused on finding the learners’ attitudes when computer technology is used in English language instruction. The researcher can examine how the learners perceive the use of computer in the classroom to develop English language competence. The researcher can also explore what kinds of computer-based language learning activities the learners prefer to increase their English language skills. The findings from these types of studies could provide guidelines that instructional designers should consider when designing technology enhanced language instruction. In addition, the results of these studies could be beneficial for English instructors when selecting appropriate computer activities for the students.

Finally, this study suggests that qualitative studies are conducted to examine the influences of students' social background on their language achievement in computer-enriched instruction. The findings of this research revealed that some students from underdeveloped areas had some difficulties in coping with the levels of competence of their classmates from developed areas. This condition contributed to the barriers to the effective integration of computer technology into language instruction. Therefore, the qualitative studies suggested in this section can be focused on examining the perceptions of students who did not have enough exposure to the use of computer technology. The result of this qualitative study will help English instructors to find appropriate activities that are beneficial for all students. Another qualitative study can also be focused on exploring students' efforts in coping with the difficulties in using computers for learning. The results of this kind of study will be beneficial for language instructors to determine effective teaching approaches that include classroom instruction and online learning activities.

### **Conclusion**

This study found that the instructors had positive attitudes towards technology integration into English language instructions. They used the domains of engagement in the integration of computer technology into English language teaching to address the elements of communicative language teaching principles. They found supports and barriers in the integration of computer technology into their instruction. However, they viewed the barriers as challenge since they see technology as a useful tool to support student learning.

The claims of this study addressed the issues of the significance of communicative language teaching and Engagement Theory in the integration of computer technology into language teaching. The claims also addressed the issues of the significance of appropriate models of integration to enables learners to experience both face-to-face interaction and interaction in global communication. In addition, positive attitudes towards technology integration are significant to find better practice of teaching using computer technology. Finally, motivation, interest, and independence on learning are significant for determining the success of technology integration to promote students' language learning engagement.

It is suggested that further efforts to improve the quality of learning using computer technology are established. The concepts of “related, create, and donate” should be used as the mainstream for designing computer-based language instruction. Creative professional development also needs to be established to improve instructors' competence in integrating technology into language instruction. Schools should also provide high quality of technology so as to improve the quality of computer integration into the instruction. Finally, further research studies need to be carried out to examine the outcomes of the learning processes using Engagement Theory, to find effective classroom techniques, and to examine students' perceptions on the use of computers for language learning

APPENDIX A  
INTERVIEW PROTOCOL

**Interview Questions:****A. Socio-Demographic Information Questions:**

1. How long have you been teaching?
  - a. In general?
  - b. At this program?
  - c. Within this university?
2. What level/semester do you teach?
3. What subject/content areas are you certified to teach?
4. What other jobs/careers have you had?
5. How often, on average, do you integrate technology within your instruction?

**B. Interview Questions:**

1. What approach(es) to language teaching do you use in your instruction?
2. Why do you prefer to use the approach(es)?
3. What technology integration model do you use in your EFL instruction? Describe your model.
4. What are your general feelings about the integration of technology within the curriculum?
5. What are the similarities and differences between planning for computer-enriched instruction and conventional instruction without computer technology in communicative language teaching context?
6. How do you implement the communicative language teaching principles in your computer-assisted instruction?
7. What does the teaching and learning process look like?
8. What is your opinion about the time needed to prepare for the technology-based lessons?
9. What do you think about the amount of material to cover when using technology in the curriculum?
10. What is your opinion about the time constraint when you implement technology-based lessons?
11. What is your opinion about successful and unsuccessful integration of technology into the EFL in communicative language teaching context instruction look like? What do they look like?
12. Could you tell me about a time when you felt successful with the use of technology? How did you feel successful? What specifically made you feel successful?
13. Could you tell me about a time when you did not feel successful with the use of technology? Why did you not feel successful? What specifically made you feel not successful?
14. What do you think about the attitudes of the students with the integration of computer into your instruction?

15. What are some of the supports that you see for the integration of technology within your instruction? (e.g. *Availability of technology within the classroom, availability of a computer lab, technology assistant, etc.*)
16. What would you consider to be the most important support related to the integration of technology?
17. What are some of the barriers that you see for the integration of technology within your instruction? (e.g. *Availability of technology within the classroom, availability of a computer lab, technology assistant, etc.*)
18. What would you consider to be the most important barrier to the integration of technology within your instruction?

APPENDIX B  
CLASSROOM OBSERVATION TOOL

## Classroom observation tool

Observation Date : \_\_\_\_\_

Class initial : \_\_\_\_\_

The observer will record the activities of the classroom at 5 minutes intervals using combination of check boxes and notes. The observer will begin the observation and marking when the instructor indicates the lesson begins.

Teacher's role: NETS-T 1a, 1d																				
Segments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
• directing (drill, lecturing) the whole class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• interactive instruction to the whole class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• modeling whole group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Facilitating/coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Managing behaviors/ materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:																				



Teacher's role: NETS-T 1a, 1d																				
Segments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
• directing (drill, lecturing) the whole class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• interactive instruction to the whole class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• modeling whole group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Facilitating/coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Managing behaviors/ materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notes:																				

Teacher's use of technology: NETS-T 2a, 2b																				
Segments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
• To present information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• To model skills to large group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• For grading-attendance-or material preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• To retrieve information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notes:																				

Students' use of technology: NETS-S 1b, 2b																				
Segments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
• For writing individual project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• For reading assigned reading materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• To look for information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• To present information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• To design collaborative project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notes:																				

Students' use of collaborative communication tools: NETS-S 2c, 2d																				
Segments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
• Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Text chat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Audio chat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Video chat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Online document sharing tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notes:																				

Students' use of creative tools: NETS-S 1d, 4b, 3d																				
Segments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
• Word processors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Presentation softwares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Spreadsheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Authoring programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Graphic organizers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Web authoring programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Blog designer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notes:																				

Student use of research tools: NETS-S 4c																				
Segments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
• CD ROM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Internet search engine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Internet websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Course websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Library portals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notes:																				

Student use of publication tools:																				
Segments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
• Posters or displays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Wall magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Web blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Independent websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notes:																				

APPENDIX C  
SYLLABUS ANALYSIS RUBRIC

## SYLLABUS ANALYSIS RUBRIC

Syllabus Element	Emerging	Developed	Highly Developed
<b>Course Goals/Objectives</b>	Repeats course description in catalog.	Course description includes a description of the instructor's intentions (i.e. course goals). May not include brief reference to the course's larger program/department context.	Course description, prerequisites, themes & purpose of course in relation to department/program described. Clear list of goals matched to both the course outcomes & program/department outcomes & goals.
<b>Student Learning Outcomes (SLOs)</b>	Syllabus contains a category for SLOs. Instructor indicates generally what the students are expected to do. SLOs may not be measurable or connected with assignments.	Syllabus contains SLOs expressed in active verbs indicating precisely what is expected of students in measurable terms; some assignments/key course activities are connected to the outcomes.	Syllabus contains SLOs expressed in active verbs indicating precisely what is expected of students in measurable terms. Relevant skills & knowledge are specified, & assignments, assessments & key course activities (discussion or labs sections) are connected (aligned) to the outcomes. SLOs are related to program goals and learning outcomes.
<b>Class Policies</b>	Includes brief description of course policies/expectations.	Policies/expectations described to communicate & clarify student responsibilities. May include rationale, describing relationship to learning goals.	Course policies/expectations of central importance to creating effective learning environments are described, as is their connection to student learning outcomes/success.

<b>Syllabus Element</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
<b>Academic Integrity Policy</b>	Campus policy is referenced or outlined briefly.	Campus policy outlined & includes some description of its meaning with respect to learning or its application in this specific course.	Campus policy outlined & its importance to learning articulated. Specific descriptions of its application with respect to course work/ learning outcomes included.
<b>Disability Services Information</b>	The campus policy is provided.	The campus policy is provided. Students with needs are urged to contact disabilities services and the instructor.	Campus policy provided with language making clear that course is inclusive of all students & richer for this inclusion. Students with needs are urged to contact disabilities services & the instructor in order to support their achievement of learning outcomes.
<b>Course schedule/ Assignments/ Resources &amp; Library Information</b>	List of key topics &/or assignments/ assessments by date.	Daily or weekly topics, assignments & assessments are articulated by date. Some but not all are clearly linked to learning outcomes. Library resources referenced.	Course calendar outlined. Includes key topics, assignments & assessments, and other important course work clearly linked to learning outcomes. Specific information about Library resources and access to databases provided.
<b>Integration of Technology into the Lesson Plan</b>	Technology is not included.	Technology is integrated into the lesson to improve the quality of student work and/or presentation.	A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the lesson and the learning of the student.



<b>Syllabus Element</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
<b>Activities to encourage interaction</b>	Instructional activities do not require two-way interaction between instructor and students; they call for one-way delivery of information (e. g., instructor lectures, text delivery) and student products based on the information.	Instructional activities require students to communicate with the instructor on an individual basis only (e. g., asking/responding to instructor questions).	In addition to the requiring students to communicate with the instructor, instructional activities require students to communicate with one another (e. g., discussions in pairs or small groups).
<b>Activities to encourage collaboration</b>	Instructional activities do not require students to participate in groups and in classroom discussion.	Instructional activities require low frequency of participation of the students in groups and in classroom discussion.	Instructional activities require routine participation of the students in groups and in classroom discussion.
<b>Activities to encourage creativity</b>	Instructional activities only require students to reproduce an appropriate exemplar based on the guidelines from the instructor.	Instructional activities require students to adapt appropriate exemplars to his/her own specifications.	Instructional activities require students to create an entirely new object, solution or idea that is appropriate to the course objectives.
<b>Assessments/ Grading Policy</b>	Provides brief description of criteria for final grade.	Includes description of the relative contributions assignments, assessments, & other course activities to overall grade & policies governing final grade assignments.	Final grade is linked to achievement of learning outcomes and includes some description of what student success looks like (ex. rubric). Includes description of the relative contributions assignments, assessments, & other course activities to overall grade.



APPENDIX D  
CONSENT FORM

## CONSENT TO PARTICIPATE IN RESEARCH (Instructor)

- Project Title** : The Computer Integration into the EFL Instruction in Indonesia: An Analysis of Two University Instructors in Integrating Computer Technology into EFL Instruction to Encourage Students' Language Learning Engagement
- Researcher(s)** : Pius N. Prihatin, M. Ed.
- Faculty Sponsor** : David Ensminger, Ph. D.

### **Introduction:**

You are being asked to take part in a research conducted by Pius Prihatin for his doctoral dissertation, under the supervision of David Ensminger, Ph. D. in the School of Education at Loyola University of Chicago, Phone: 312-915-6800 or [densmin@luc.edu](mailto:densmin@luc.edu).

You are being asked to participate because you are an instructor in the English Education Program at Sanata Dharma University and you have initiated the integration of computer technology into your instruction. This current case study will include two instructors.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

### **Purpose:**

The purpose of this study is to explore the way in which language instructors' design and implement computer-based instruction so that students are engaged in language learning. The researcher wants to explore the current practice of language EFL instructors in integrating computer technology into their instruction and identify the supports and barriers for developing computer-enhanced EFL instruction.

### **Procedures:**

If you agree to be in the study, you will be asked to:

- Participate in a formal interview with the researcher that will take about 45 to 60 minutes in length. The interview will be recorded, (the questions and prompts are attached)
- As well as participate in informal interviews after classroom observations.
- Be observed in your classroom setting related with the topic of this study during the accomplishment of one lesson unit which may take two or three times of observation,
- Present syllabus, course plan, teaching materials, and sample of student work related with the course that you teach.

### **Risks/Benefits:**

- There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.
- There are no direct benefits to you from participation, but learning about computer integration into the curriculum could be of value both to your institution, the education community in general and the community of EFL.

**Confidentiality:**

- The participants can be assured of the utmost confidentiality. No names of the school and individual participants will be revealed at any time unless the participants desire to be mentioned. Nevertheless, the official study will under no circumstances reveal the identities of the participants.
- No one other than the researcher will have access to the data and no real names will be used in the all matters referring to individuals in the report.
- Recordings of the interviews will be stored among the researcher's personal effects and no one other than the researcher will have access to the recording and any notes taken during the data gathering.
- Recordings of the interviews will be erased at the completion and approval of the dissertation or at the interviewee's request.

**Voluntary Participation:**

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty. Your decision to participate or not participate in this research study will have no effect on your institutional merit ratings or your standing with the institution or administration.

**Contacts and Questions:**

If you have questions about this research study, please feel free to contact Pius Prihatin, Phone: +62 274-387357 or e-mail me at [pprihatin@luc.edu](mailto:pprihatin@luc.edu) or David Ensminger, Ph. D. in the School of Education at Loyola University of Chicago, Phone: +1 312-915-6800 or [densmin@luc.edu](mailto:densmin@luc.edu).

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

**Statement of Consent:**

Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in and be recorded for this research study. You will be given a copy of this form to keep for your records.

---

**Participant's Signature**


---

**Date**


---

**Researcher's Signature**


---

**Date**

APPENDIX E

PERMISSION LETTER TO CARRY OUT THE RESEARCH



## Program Studi Pendidikan Bahasa Inggris

Jurusan Pendidikan Bahasa dan Seni  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Sanata Dharma

Mrican, Tromol Pos 29, Yogyakarta, Indonesia 55002. Telp. (0274) 513301, 515352, ext. 1220, 1331  
Fax. (0274) 562383

### PERMISSION LETTER

*for*

**"The Computer Integration into the EFL Instruction in Indonesia:  
An Analysis of Two University Instructors in Integrating Computer Technology  
into EFL Instruction to Encourage Students' Language Learning Engagement"**

Yogyakarta, 27 April 2011

Pius Prihatin  
3135 S. Union Ave. Apt 1R  
Chicago, IL 60616  
USA

Dear Pius Prihatin,

Thank you for sending me your description of your research entitled "The Computer Integration into the EFL Instruction in Indonesia: An Analysis of Two University Instructors in Integrating Computer Technology into EFL Instruction to Encourage Students' Language Learning Engagement".

I have read and understood the Explanatory Statement regarding the research and hereby I give the following permissions:

1. I agree that this research is conducted in the English Education study Program, Sanata Dharma University, Yogyakarta.
2. I agree to inform you the contact details of the lecturers as the potential research participants regarding the methodology of integrating computer technology into the EFL instruction.
3. I agree to allow you to recruit two lecturers as the research participants in your study.
4. I agree to allow you to access and analyze syllabus, lesson plans, teaching materials and samples of student works related to the topic in the research.
5. I agree to give you permission to conduct interviews and class observation.

If you need further assistance, you can send me email to [tutyandari@usd.ac.id](mailto:tutyandari@usd.ac.id). May this letter be of assistance to you.

Yours sincerely,

Caecilia Tutyandari, S.Pd., M.Pd.

Chairperson of the English Language Education Study Program

APPENDIX F

SCRIPT FOR RECRUITMENT OF RESEARCH PARTICIPANTS

## SCRIPT FOR RECRUITMENT OF RESEARCH PARTICIPANTS

### Invitation Script:

Hello, my name is Pius Nurwidasa Prihatin. You were recommended to me by Ms. Tutyandari as a faculty member who integrates technology into their instruction on a regular bases. I would like to discuss with you your potential role as a participant in my research study. In order to determine you eligibility as a participant I have few questions I would like to ask you. This will take about 10-15 minutes. Would you be available to talk now or can we set up another time that would be convenient for you.

You are invited to take part in a research for a doctoral dissertation in the School of Education at Loyola University of Chicago. You are invited to participate because you are an instructor in the English Education Program at Sanata Dharma University and you have initiated the integration of computer technology into your instruction. This research is a case study that includes two instructors.

My project title is “The Computer Integration into the EFL Instruction in Indonesia: An Analysis of Two University Instructors in Integrating Computer Technology into EFL Instruction to Encourage Students’ Language Learning Engagement”.

### Purpose:

The purpose of this study is to explore the way in which language instructors’ design and implement computer-based instruction so that students are engaged in language learning. The researcher wants to explore the current practice of language EFL instructors in integrating computer technology into their instruction and identify the supports and barriers for developing computer-enhanced EFL instruction.

### Procedures:

If you are interested to participate in the study, you will be asked to:

- Participate in a formal interview with the researcher twice. Each interview will take about 45 to 60 minutes in length. The interview will be recorded using digital audio recorder, (the questions and prompts are attached)
- As well as participate in informal interviews after classroom observations.
- Be observed in your classroom setting related with the topic of this study during the accomplishment of one lesson unit which may take two or three times of observation,
- Present syllabus, course plan, teaching materials, and sample of student work related with the course that you teach.

**Risks/Benefits:**

There are no foreseeable risks involved in participating in this research beyond those experienced in day-to-day instructional activities.

There are no direct benefits to you from participation, but learning about computer integration into the curriculum could be of value to you, your institution, the education community in general, and the community of EFL.

**Confidentiality:**

The participants can be assured of the utmost confidentiality. No names of individual participants will be revealed at any time unless the participants desire to be mentioned. Nevertheless, the official study will under no circumstances reveal the identities of the participants.

No one other than the researcher will have access to the data and no real names will be used in the all matters referring to individuals in the report.

Recordings of the interviews will be stored among the researcher's personal effects. Digital interview files will be stored in the researcher's password-protected computer and no one other than the researcher will have access to the recording.

Any notes taken during the data gathering will be stored in researcher's personal folders and kept inside researcher's personal locked property.

Recordings of the interviews will be erased and any notes during the data gathering will be destroyed at the completion and approval of the dissertation or at the interviewee's request.

**Voluntary Participation:**

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty. Your decision to participate or not participate in this research study will have no effect on your institutional merit ratings or your standing with the institution or administration.

If you have questions about your rights as a research participant, you may contact the Compliance Manager in Loyola's Office of Research Services at (773) 508-2689.



### Questions presented to the potential participants

The researcher will ask each potential participant whether he/she is interested to participate in the research. The following questions will be presented to potential participants who are interested to participate in the research.

1. When did the first time you use computer technology in your instruction?
2. What will you teach in the odd semester of 2011?
3. Do you plan to use computer technology in your lesson in the odd semester of 2011? If yes, please give general description of how you will use the computer technology in your instruction.
4. Have you ever disseminated the way you teach using computer technology in seminars, workshop, or any other scientific forums?
5. Are you planning to use language teaching approach other than communicative language teaching in the odd semester of 2011?

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## VITA

Pius Prihatin was born and raised in Gunung Kidul, a small town in Yogyakarta, Indonesia. Before attending Loyola University Chicago, he attended Sanata Dharma University, Yogyakarta, Indonesia, where he earned a Bachelor of Education in English Teaching, in 1993. From 1995 to 1997, he also attended La Trobe University, Melbourne, Australia, where he received a Master of Education in Language Arts.

He has been working in the Faculty of Teachers Training and Education, Sanata Dharma University since 1994. He was the vice dean for students' affairs in the Faculty of Teachers Training and Education, Sanata Dharma University from 1998 to 2002. He was appointed as the chairperson of the Center of Teaching Quality Improvement and Assurance, Sanata Dharma University from 2002 to 2006. He served on several taskforces including Teaching Model Development Taskforce and the taskforce for preparing the quality assurance center in Sanata Dharma University. He established the first online learning portal, <http://www.belajar.usd.ac.id/> for Sanata Dharma University in 2004.

Currently, Pius is a full time professor in the Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta, Indonesia. He lives in Yogyakarta, Indonesia.

## DISSERTATION COMMITTEE

This dissertation submitted by Pius N. Prihatin has been read and approved by the following committee:

David Ensminger, Ph.D.  
Assistant Professor of School of Education  
Loyola University Chicago

Leanne Kallemeyn, Ph.D.  
Assistant Professor of School of Education  
Loyola University Chicago

F.X. Mukarto, Ph.D.  
Professor of Graduate School of English Language Studies  
Sanata Dharma University, Yogyakarta - Indonesia