MICROTEACHING AS TEACHING STRATEGY OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) FOR ENGLISH PRE-SERVICE TEACHERS

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Abstract In order to facilitate English pre-service teachers to have ability in integrating technology in the classroom, microteaching is one of teaching strategy solutions. This present study examines how microteaching was used as teaching strategy of Computer Assisted Language Learning (CALL) for English pre-service teacher. It is case study design. The setting of this study was in one of Islamic State University in Indonesia, in the English Education Department. The data are from interview, document analysis, and observation. The result shows that the teaching strategies of Computer Assisted Language Learning (CALL) which was a microteaching consisted of lesson planning, teaching, and evaluating. Lesson planning and teaching step were done by the English pre-service teacher. Yet, the evaluating step was done by the lecturer and peer pre-service teachers. The significance of this study is for example on how to implement microteaching of Computer Assisted Language Learning (CALL) to English pre-service teachers.

INTRODUCTION

To adjust to the development of technology, English teachers need to have

ability in integrating technology in the classroom. Queiroz (2003) insists "lecturers or teachers need to go through a continuous process of competency improvements to meet the demands of lifelong learning for their professional development. Without this, teachers may be complacent and merely duplicate their practices electronically. If this happens, learners would not benefit from the technological advancements happening around them". Therefore, ICT training for teachers should not be merely to use technology per se. Collin & Berge (1996) and Warschauer, M. & Healey, D. (1998) listed "several recommendations for teachers: pedagogical (use of discursive resources as to facilitate learning), social (incentive of human relations among members of the group), managerial (establishment of general procedures for discussion and development of activities) and technical (transparency of technology for an adequate relation between the system, the software and the interface selected)".

It is also important to prepare future language teachers in "incorporating the use of technologies, not only as part of their subject matter, but also, very importantly, as part of their pedagogy and teacher training approaches" (Papadima-Sophocleous, 2012, p. 174-175). According to Katic (2008), "Preparing … pre-service teachers to use technology in ways that transform learning practices is no easy task and one that falls on the shoulders of current teacher educators everywhere, regardless of content area discipline and technological proficiency" (p. 157). Katic (2008) furthers, "if teacher educators are to foster effective, progressive, and transformative uses of technology, they must first identify the conceptions that affect pre-service teachers' understandings and implementations of technology (p. 158).

Simon (2008) proposes that "adequate training is needed to help understand the pedagogy supporting the use of new technologies in language teaching and learning, and spread good practices to better prepare graduate students for the needs of language teaching. Technological skills and understanding how to employ new technologies to successfully support pedagogy are vital for foreign language faculty today". According to Alden (2000 in Starr 2003, p. 2), "If we are to gain the many benefits technology offers our children in learning and their futures, our teachers must be provided with on-going opportunities to develop

their understanding of the value of technology to themselves personally and professionally and effective uses in the classroom".

In this case, one of the ICT that can be used in language teaching and learning is computer, or specifically computer assisted language learning (CALL). Computer assisted language learning (CALL) means "the search for and study of applications on the computer in language teaching and learning" (Levy, 1997, p.1). Papadima-Sophocleous (2012, p. 174) states that "Computer assisted language learning (CALL) is a field which has been constantly evolving since the early 60s, in terms of both pedagogical changes and technological advances". Hashemi and Aziznezhad (2011, p. 833) propose that "CALL offers modern English language teachers many facilities and novel techniques for teaching and learning". Several advantages of CALL have been investigated such as "(1) it helps to generate autonomous learners who will experience freedom of choice, and (2) it gives a new role to teaching materials. Moreover, as explained by Ghasemi and Hashemi (2011, p. 3100), for language learning purposes, "it provides text in authentic language, unlike the contrived language usually found in books". Hashemi and Aziznezhad (2011, p. 833) explain that "the CALL classroom should not be conceived as a room in which every learner is studying in isolation in front of his/her computer. Teachers must think of activities that enable group work/human interaction and computers to be compatible". So that, English pre-service teachers need to get training of CALL which is not in isolation.

In order to facilitate English pre-service teachers to have ability in integrating technology in the classroom, microteaching is one of teaching strategy solutions. Although several studies have been done in relation to microteaching for example in science (Zhou, Xu, & Martinovic, 2016; Zhou & Xu, 2017), in engineering course (García-López & Alamino, 2013), in general education (Göçer, 2016; Diana, 2013), and also microteaching based on Internet and multimedia technology (Jiugen, Wenting, & Wang Qi, 2013), the investigation on microteaching as teaching strategy of computer assisted language learning (CALL) for English pre-service teachers has not been explored yet, especially in Indonesia context. This research seeks to find answers to the research questions: How is microteaching used as teaching strategy of Computer Assisted Language

Learning (CALL) for English pre-service teacher?

LITERATURE REVIEW

The Concept of Microteaching

Göçer (2016, p. 34) defines micro-teaching as "a cyclical process, comprised of the following phases: plan the activities, teach, criticise, re-plan, re-teach, re-criticise. The basic process of this cyclical process includes numerous steps". Before, Allen (1980 in Jiugen, Wenting, & Wang Qi, 2013) defines microteaching is "a practical control system which makes it possible for normal school student focus on a particular teaching behavior, or learning under controlled conditions". Also, Allen and Eve (1968 in Diana, 2013) propose microteaching as "a scaled-down teaching episode incorporated into methods of teaching courses, serves many purposes". From several conceptions above, microteaching is method of teaching consists of cyclical process including several stages which enables pre-service teachers to focus on a particular teaching behavior, or learning under controlled conditions.

The Stages of Microteaching

Diana (2013) divides microteaching into three stages, namely planning, teaching, and reflecting. Whereas, microteaching also involves a cycle of planning, teaching, observing, critiquing, and revising of selected lessons (Lewis, 2002; Stigler & Hiebert, 1999).
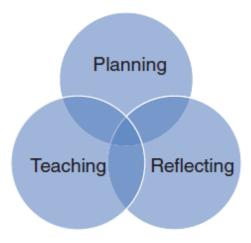

FIGURE 1. The three stages of microteaching.

Teague et al's (1994) proposed five-step process in microteaching, including preparing the teacher, preparing the environment, preparing the audience (students), using the media, and combining the media with other learning. For this case, lesson planning part covers almost all five-step process. Furthermore, play back as part of evaluation is also important (Jacques, 2000; Higgins &Nicholl, 2003).

METHOD

This case study was embedded in Computer Assisted Language Learning (CALL) course for English Education Department students in one of Islamic State University in Indonesia. This course aims to prepare future English teachers to do English teaching and learning using media and technology-based approach. Students need to (a) master technology-based English learning theories; (b) practice evaluating digital application media for language teaching and learning; also (c) design and present lesson plan using digital application media. This course was 1.5 hours per week over a semester. It was 16 meetings including mid-term and final test. It was elective subject for 6th semester students. The course introduced 1) Introduction to Computer-Assisted Language Learning, (2) From traditional to Computer-Assisted Language Learning, (3) Living in the Technological Era/ Technological skills, (4) Technology for autonomous learning: theory and practices, (5) Digital literacy: theory and practices, (6) Researching and evaluating apps for English learning, (7) Researching and evaluating sites for English teaching, (8) Apps/sites based lesson planning. The researchers observed on how the teaching and learning process especially the microteaching practice one. After mid-term test (8th meeting), students were instructed to have microteaching in group.

Participants

The participants of this research were English lecturer of CALL and students who join the classes. As for the teacher, he is a male, 29 years old. He had his MA degree from The English and Foreign Languages (EFLU) University, India. As for the students, there were three classes of CALL. They consisted of 102 students, 27 male and 65 female. They joined CALL classes in 6th semester.

Instruments

Data were collected through observation to the CALL course. It included the steps of microteaching: lesson planning, teaching, and evaluating. Also, interview was done in Indonesian language to verify several things done by the lecturer, such as the evaluating step and the evaluation criteria for the microteaching. Then, it were transcribed and translated into English by the researcher. To validate the data, member checking was used.

FINDINGS AND DISCUSSIONs

Findings

Data from observation reveal that the microteaching practice was done in group consisted of 3-5 students each group. There were two groups' practices for each meeting. The microteaching consisted of lesson planning, teaching, and evaluating.

1.   Lesson Planning

In planning the lesson, students were free to choose the topic and applications/websites. Students need to consider the features and affordances of applications/websites to be suitable for the topic. Review sheet was given by the lecturer consisted of general information (Name of app/site, Founder/developer, Country, Year found, Website address), features and affordances of the apps or sites, and example of classroom activities using the apps or sites.

Table 1. Example of Students' Worksheet

Apps/Sites: British Council LearnEnglish

Group Member: 1. Dwi Sofiatun; 2. Septiana Fauzia; 3. M. Khafid A; 4. Ahmad Hanafi

General Information	Logo
Name of app/site : British Council LearnEnglish Founder/developer : Her Majesty's Government Country : Great Britain and Scotland Year found : 1934 Website address : https://www.learnenglish.britishcouncil.org	BRITISH COUNCIL
Features and Affordances	

1. **Main feature 1**:
Courses
Learn English by taking face to face lessons in our teaching centers or at home via our online course and learning tools

2. **Main feature 2**:
Skills
That features contains about listening skills practice, reading skills practice, writing skills practice

3. **Main feature 3**:
Grammar and Vocabulary
That features contains about English grammar, quick grammar, vocabulary and exercise

4. **Main feature 4**:
Business and Work
That features contains about "You are hired", podcast for professionals and business magazine

5. **Main feature 5**:
IELTS
That features contains about IELTS interview skills and IELTS tips
7. Other supporting features:
Study break
That features contains about video zone, games, jokes, how to... , I wanna talk about…, overcooked, Shakespare, UK culture, and premier skills English
APPS
LISTENING APPS   : LearnEnglish audio Video, LearnEnglish podcast, LearnEnglish GREAT Videos
LEARNING TOOLS APPS : LearnEnglish Grammar (UK edition), LearnEnglish Grammar (US Edition), LearnEnglish Sound right
GAMES :LearnEnglish Sport World, Johnny Grammar's Word Challenge

Example of Classroom Activities	
Activity 1	Activity 2
▪ Name of activity: Funnies grammar study ▪ Level of student: Junior & Senior high school ▪ Language skill/competence: grammar ▪ Duration of activity: 30 minutes ▪ Extra learning tool: projector/smart Tv ▪ Procedure: 1. Connect the device or smartphone into projector or smart TV 2. Open the app of LearnEnglish Grammar 3. Choose practice and choose the level to start learning. 4. Choose some grammar topic. 5. The students can answer which sentence is correct according to the picture in the screen. 6. After dine the exercise you can check your score, and the right answer by click "check" in the bottom of screen ▪ Outcome: Students can learn the grammar and structure.	▪ Name of activity: Fill in the blank ▪ Level of student: Senior High School ▪ Language skill/competence: listening ▪ Duration of activity: 30 minutes ▪ Extra learning tool: audio speaker ▪ Procedure: 1. Prepare audio speaker 2. Share the question paper to the students 3. Play the audio twice 4. Give a few minutes to the students to fill in the blank 5. Check the correct answer ▪ Outcome: Students are able to learn about vocabulary and spell new vocabulary

Other applications/websites used in the classroom were Duolingo, FluentU, BBC Learning English, Canva, ABCYa.com, Manythings.org, and Storynory. Each of them has certain features and affordances for teaching and learning English.

2. Teaching

After lesson planning was done, they consulted it to the lecturer. Then, they had teaching practice in the classroom in front of their friends. The teaching step consisted of 3 parts: App introduction; Tour on the app; and Classroom learning demonstration using the app. In the app introduction, students gave brief explanation about the app/site to their friends. Tour on the app part was for introducing the app/site including how to login, how to give comment, or how to submit the task. Classroom learning demonstration using the app was the microteaching one. Students divided their role in this step. They taught using the app/site in turn.

3. Evaluating

After the teaching practice, the evaluating step was conducted. It was done by the lecturer and peer pre-service teachers. First, other pre-service teachers were given the time to give any comment or suggestions related to the teaching practice. After that the lecturer would give evaluation using the evaluation criteria including comprehension, interactivity, and confidence. Comprehension was about how they understand the topic taught using certain apps/sites. Interactivity meant how they engage their friends in the teaching and learning process. At last, confidence criteria was used to encourage them having confidence in teaching English using technology. This criteria derived from the reason that CALL course was conducted for the first time, so that they might have anxiety in practice how to teach English using technology.

Discussions

This study describe how microteaching was used as teaching strategy in

CALL course for English pre-service teachers. The findings show that the microteaching consisted of three steps: lesson planning, teaching, and evaluating. It is in line with stages proposed by Diana (2013). These steps were for preparing English pre-service teachers to have insight and ability to teach English using technology. Reviewing the features and affordances of certain apps/sites until designing classroom activities in accordance to them were very important for English pre-service teachers. The activities allow them to be involved in authentic tasks provided by the apps/sites. It supports one of eight criteria of the best CALL lessons suggested by Egbert and Hanson-Smith (1999).

The steps of microteaching in this study were quite different from what Teague et al's (1994) proposed five-step process in microteaching, including preparing the teacher, preparing the environment, preparing the audience (students), using the media, and combining the media with other learning. For this case, lesson planning part covers almost all five-step process. Whereas, the present microteaching practice is lack of self-observe step as proposed by The New University of Ulster which is a three-stage model of plan, teach and observe. The observe part could be by video recording, so that pre-service teachers can evaluate their own performance. They could play back the recording to see what they missed in the teaching and learning practice (Jacques, 2000). It is in line with what Higgins and Nicholl (2003) said that evaluation is important part in education process. So that, self-evaluation using play back to the video recording is also essential step.

CONCLUSIONS AND SUGGESTIONS

Although this study is in brief, it provides useful example on how to prepare English pre-service teachers to teach using technology by microteaching practice. Considering the limitation of the study, further research is suggested. This may include thicker description of microteaching practice in using technology to provide a better understanding of microteaching as teaching strategy.

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