PROJECTS BASED LEARNING ACTIVITIES IN A CALL CLASSROOM: LET'S SEE AND TRY![1]

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Abstract
This paper discusses three main projects and their related activities that students do in a Computer Assisted Language Learning (CALL) classroom at English Language Education Study Program, Dunia University Indonesia. The practical discussions in this paper will be an interest of English as a Foreign Language (EFL) teachers in Indonesia who look for practical ideas to teach the use of CALL in EFL classrooms, feel interested in integrating CALL into their classroom practices, and wish to explore ideas about how their students can benefit from technology. At the end of the paper, I address voices to support the use of CALL in teaching and learning in Indonesia.

Keywords: project based learning, CALL, projects, EFL teachers, EFL classrooms

1. INTRODUCTION

There are a growing user of the internet (Maulana, 2015), smartphone (Maulana, 2016), social media (Riyanto, 2013) and a high number of digital populations in Indonesia reaching 90 million users (Ferry, 2015). Besides, I start to realize that I now can see people who are busy with their smartphones and laptops in almost every corner of a cafe (Jati,2015). In educational contexts, the use of Computer Assisted Language Learning (CALL), concerning the use of computers, software, and online learning materials for teaching and learning a second language (Chapelle & Jamieson, 2008), has become a standard and an expected part of a curriculum (Kessler, 2006). In Indonesia, Minister of Education and Culture Republic of Indonesia, through its substantial policies stipulated in Indonesian Qualification Framework (IQF) (Kementrian Pendidikan Nasional Republik Indonesia, 2012), would seem to issue integrating technology into teachers' teaching practices. In brief, the Framework technically consists of nine qualification levels (see Figure 1), in which each level has specific descriptions to perform.

Concerning the framework, Indonesian teachers who commonly possess their Bachelor Degree are in the level 6, which has specific descriptions that appear to encourage them to utilize technology in their teaching:

"Mampu memanfaatkan IPTEKS dalam bidang keahliannya, dan mampu beradaptasi terhadap situasi yang dihadapi dalam penyelesaian masalah"
(Kementrian Pendidikan Nasional Republik Indonesia, 2012:14).

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"Being able to utilize Information and Communication Technology (ICT) in their expertise, and being able to adapt to situations they are facing in solving a particular problem" (translated by the researcher).
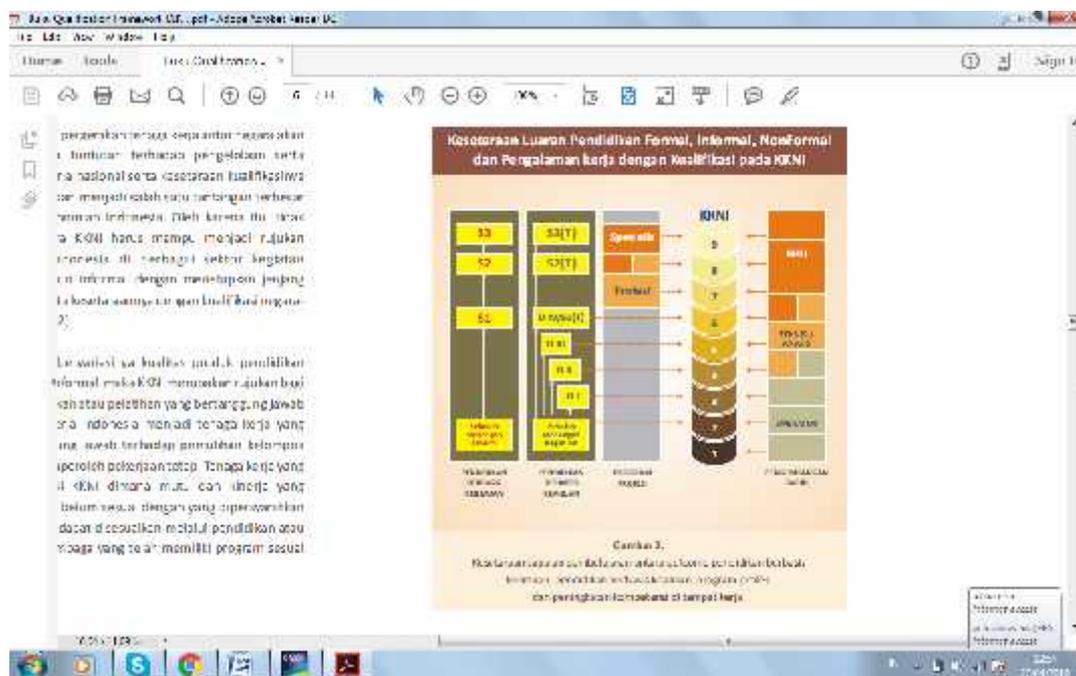

Figure 1 Nine qualification framework in IQF
(Taken from: Kementerian Pendidikan Nasional Republik Indonesia, 2012:6)

The teachers are also encouraged to use technology to enhance efficiency and effectiveness of students' learning as it is explicitly addressed in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 Tentang Standard Proses Pendidikan Dasar dan Menengah*, Chapter1, article 13 (Nuh, 2013):

"Pemanfaatan teknologi informasi dan komunikasi untuk meningkatkan efisiensi dan efektivitas pembelajaran" (Nuh, 2013, Bab 1, poin 13).
"Utilizing ICT to enhance learning efficiency and effectiveness"
(translated by the researcher).

From the students' perspectives, the newest national curriculum, Curriculum 2013, sets a technological skill as one of the core competencies that students in Indonesia have to possess after they finish their senior high or vocational studies (Kementrian Pendidikan dan Kebudayaan, 2014):

"Pribadi yang menguasai ilmu pengetahuan, teknologi..."
(Kementrian Pendidikan dan Kebudayaan, 2014, p.25).
"An individual who masters knowledge, technology..."
(translated by the researcher)

Therefore, it seems to be true that teachers in Indonesia are encouraged to improve competencies in line with the development of technology (Andayani, Prastiti, & Larasati, 2014) and with the National Policies. Besides, it is likely that they nowadays cannot always depend on the use of whiteboard in their classroom to facilitate their teaching practices (Mali, 2015). Nevertheless, this should be translated positively as an encouragement to begin learning the use of CALL and maximizing its potentials for teaching and learning. As a positive response toward the National Policies, English Language Education Program, Dunia University Indonesia (ED-DU) (anonymous) offers a course, Introduction to CALL, that helps its students, regarded as an English language teacher candidate in the future, to learn about utilizing CALL and maximizing its potentials for teaching and learning.

In this course, project-based learning (PBL) was employed as a framework for designing three main CALL projects (Isharyanti, 2015) and their learning activities that would seem to help the students achieve the learning objectives. I justify the implementation of PBL to design the projects (Foss, Carney, McDonald, & Rooks, 2007). Then, I detail the projects and their activities. With these goals in minds, I initially explicate related definitions of PBL and rationales underlying the implementation of PBL in the course. Then, I explain the course and three main CALL projects, such as technological presentation, lesson plans, the presentations of the best lesson plan, and their activities that the students complete during a semester period.

The practical discussions in this paper will be an interest of English as a Foreign Language (EFL) teachers in Indonesia who are now looking for practical ideas to teach the use of CALL in EFL contexts, a situation in which people learn English in a formal classroom with limited opportunities to use the language outside their classroom (Richards & Schmidt, 2010). The paper also hopes to be fruitful for the teachers who are interested in integrating CALL into their classroom practice and wish to explore more ideas about how their students can benefit from technology (Chapelle, & Jamieson, 2008). I regard this as a positive action to prepare the students for facing the advancement of technology and National Policies in Indonesia particularly after they graduate and become a real teacher in schools.

2. LITERATURE REVIEW
2.1. Definitions of Project-Based Learning

PBL is a social practice into which students are socialized through a series of group activities involving the simultaneous learning of language, content, and skills (Slater, Beckett, & Aufderhaar, 2006). PBL also refers to "approach to instruction that teaches curriculum concepts through a project" (Bell, 2010:41) espousing principles of learner-centered teaching, learner autonomy, collaborative learning, and learning through tasks (Hedge, 2000). *Firstly*, learner-centered teaching involves active learning in which students solve problems, answer, and formulate questions of their own. They also discuss, explain, or brainstorm ideas during their classroom (Felder, 2015) and are encouraged to share responsibility for their learning (Lingua Folio Network, 2014). In this process, their teacher offers support and guidance for the students (Stoller, 2002). *Secondly*, learner autonomy suggests students to possess responsibility for their learning (Richards, 2015), which can be achieved by allowing them to solve problems in small groups and practice the language use outside their classroom (Brown, 2007). *Thirdly*, collaborative learning refers to "an instruction method in which students at various performance levels work together in groups to achieve a common academic goal (Gokhale, 1995:23). Collaborative work also encourages students to explore and to apply their course materials as an attempt to search for

understanding, solutions, or to create a product (Smith & MacGregor, 1992). *Fourthly*, a task refers to an activity that helps students to achieve their particular learning goal (Richards & Schmidt, 2010) using language resources they have (Richards & Renandya, 2002).

2.2. Why Project Based Learning

Literature well notes advantages of PBL in language teaching and learning. For instance, PBL provides students with opportunities to work together with their classmates in solving real world problems, inspires them to obtain a deeper knowledge of a particular subject (Edutopia, 2008), helps them to achieve a greater understanding of a topic, and increases their learning motivation (Bell, 2010). Besides, PBL facilitates students to gain knowledge and skills by doing various activities and in different domains (Tamim & Grant, 2013) and provides opportunities for them to work cooperatively in a small group, in which they can share resources and ideas in completing a particular project (Stoller, 2002). Bell adds that PBL teaches some strategies to achieve success in the twenty-first century that encourages students to understand how to plan, build, and collaborate with their pairs or small groups (Davila, 2015). The time also provides students with an opportunity to be self-learners, which provides them with opportunities for their lifelong learning (Oxford University Press ELT, 2013). Moreover, PBL has been "advocated as an effective means for promoting language and content learning in EFL classrooms" (Guo, 2006:147).

2.3. Course Description

Introduction to CALL is an elective course offered by ED-DU specifically for the eight-semester students. The course helps the students [1] be familiar with some forms of technology that are potential for their teaching, and [2] be able to create a lesson plan that incorporates technology applications in the process of teaching learning. I endorse that "all program instructors in their PBL learning program are free to design their individual class projects as long as they fit within the framework of the course" (Foss, et al., 2006:6). The course has three main projects: [a] topic presentation, [b] lesson plans, and [c] presentation of the best lesson plan to help the students achieve the classroom objectives [1-2].

As initial information, these projects were done in a group of three to four students. In essence, performing a group work is said to promote responsibility to progress upon each member of the group (Brown, 2001), encourage broader skills of cooperation and negotiation, enable various contribution from group members (Harmer, 2007). Importantly, doing a group work also "improves motivation and contributes to a feeling of cooperation and warmth in the classroom" (Ur, 1996:232). The teaching and learning process of this course was done in a computer laboratory at ED-DU, in which every student was facilitated with a computer connected to the internet. Additionally, every group submits classroom assignments, such as presentation files and lesson plans, to Edmodo (www.Edmodo.com). See Figure 2.

Figure 2. Edmodo home page

It is a private and protected virtual learning environment (Walker & White, 2013) and "a pedagogical and collaborative communication system" (Wallace, 2014:294), in which "students can learn outside their classroom (Harmer, 2007). Edmodo is also used as a platform where my students can have an online consultation with me to discuss their projects.

2.4. Technological Presentation
The instructions:

Choose a technological topic in your classroom syllabus. Prepare a PowerPoint presentation for your selected topic to be presented to your classmates. Develop activities in which they can also experience using the technology you discuss in the presentation.

The classroom syllabus provides the students with some technological topics, which I adapted from types of technologies (Stanley, 2013). Some of the topics include such blogs, social networking sites, and Google facilities. In the first meeting of the course, the students were asked to work in the group and choose their group members. Then, I randomly chose the topic in the syllabus to be presented every week.

For this project, the group had to prepare a twenty-minute PowerPoint presentation discussing the technology based on principles of CALL evaluation (Chapelle, 2001). The first principle is the purpose of tasks. The students have to explain clearly purposes of tasks they create from the technology. The second principle is the situation-specific evaluation, which asks the students to explain how the task can be appropriate for learners in a particular setting. The third principle is the judgmental and empirical evaluation, which asks the students to tell whether the technology is interactive and can be used to provide feedback for students. The fourth principle is from theory and research, which asks the students to explain how the technology can provide a language learning activity, be appropriate to learners at a particular age, enable them to use the target language to complete a specific task, and provide them experiences to complete authentic tasks, the ones they encounter outside the classroom. The last principle is language learning potential, which asks the students to detail potentials that the technology can offer for language learning. The presentation had to be supported by, at least, three supporting references that they can access from any reliable sources on the Internet or technological books (see Chapelle, 2001; Egbert, 2005; Dudeney & Hockly, 2007; Chapelle & Jamieson, 2008; Stanley, 2013) provided in the campus library.

This presentation is open to questions from other students and classroom discussions. After the presentation, the group was given seventy-five minutes to carry out a workshop

session, in which every team member had to present and involve. This workshop provides students in the classroom for practicing utilizing the technology that the group presents to complete a particular language task. Some groups, for instance, presented technological potentials of *Google +* in learning descriptive writing. The others discussed the use of educational websites, *abcya.com,* and *edted.com,* in learning listening, grammar, and vocabulary. During the workshop, other students in the classroom were allowed to clarify things, and ask for assistance during their practice utilizing the technology that the group was presenting. Significantly, the teacher can learn new technology from the students presenting the workshop. After the workshop, students in the classroom were asked to post their constructive feedback to the tutor blog (Campbell, 2003), the one I utilized to facilitate the learning in the class, concerning their friends' performance during the presentation and workshop. Last, I gave them feedback dealing with their overall performance and summarized things that the next group had to do better. See Figure 3.
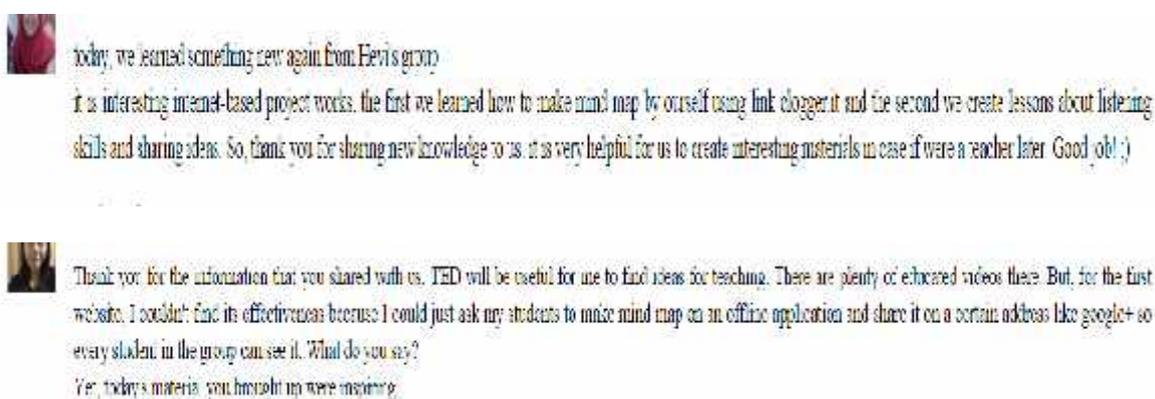

Figure 3 Some comments for the presentation

2.5. Lesson Plans
The instruction:
Create a lesson plan integrating the use of technology in classroom activities.

The students worked in the same group to complete this project. During a semester, they had to create three lesson plans. In essence, I did not re-explain ideas of what a lesson plan is and how to create one, but I showed a sample (see appendix) of the lesson plans from the previous CALL course to guide them. My underlying assumption is that the students have already understood a lesson plan format as they have completed their teaching practicum program. In the lesson plan, the group had to discuss five essential points: course information, technology requirements, activities planned, students' assessment, and caveats. *First*, in the course information part, the students detailed skills to learn (e.g., speaking, listening, writing, or reading), an intended level of their students, the time allocation for the learning activities, and learning objectives that the students will achieve. *Second*, in the technology requirement part, the students listed any hardware, software, supporting facilities to carry out learning activities they have created. *Third*, in the activities planned part, the students described learning activities to do from students' point of views. Then, they explicated names and duration for each activity. Following the explication, they detailed references, particular websites, or software they used to support the activities. *Fourth*, in the students' assessment part, a criterion how learners are going to be assessed had to be

explained clearly. If the students adapted any evaluation forms on the Internet, they had to state the references clearly. *Last*, in the caveats part, the students detailed possible considerations for teachers who wish to apply the lesson plan, including requirements, problems, and other important details.

2.6. Presentations of the Best Lesson Plan
The instructions:
Choose a lesson plan you think it is the best. Perform a fifteen to twenty-minute presentation discussing the best lesson plan you have created.

To complete this project, the group, working in the same group, chose one of three lesson plans that they thought to be the best lesson plan. Then, the group had to prepare a fifteen to twenty-minute power point presentation that briefly discussed the lesson plan, and introduced the potential technology for teaching and learning. In the presentation, the group also demonstrated how activities in the lesson plan should be done within a classroom context. Every group member had to present and involve in the presentation. Similar to the topic presentation project, I provided a question and answer section responding to the presentation of the lesson plan. See Figure 4.
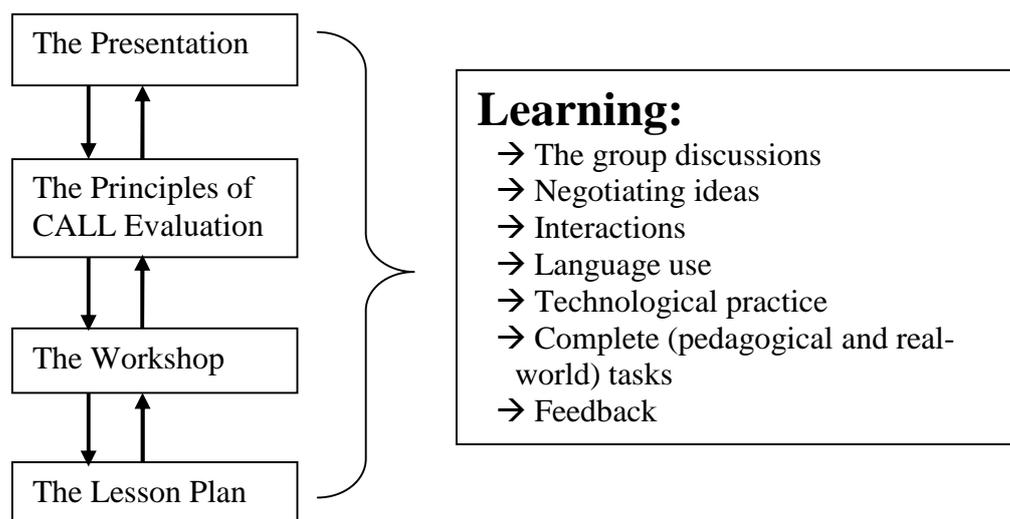

Figure 4 The summary of CALL based projects learning activities in the classroom

In sum, Figure 4 shows how the interconnections among the projects and how they promote language learning through group discussions, negotiating ideas, interactions, language use activities, technological practice, completing (real-world and pedagogical) tasks, and accessing feedback from students and a teacher.

3. CLOSING
This paper has discussed three CALL projects and their activities that EFL teachers in Indonesia can use to introduce the use of CALL and its potentials for teaching and learning. In writing this paper, I clearly understand the fact that equipping one with a computer and good internet connection are some of the basic requirements to implement CALL, which I still see as a potential challenge, particularly in Indonesian contexts. It has been reported

nationally that a good internet connection and computer facilities remain unsolved problems in many formal educational institutions in some parts of Indonesia. Therefore, as a positive response to the National Policy, I intend to keep voicing that Indonesian Government be committed to ensuring the availability and easy access to the internet connection, supporting hardware, and software in all schools in Indonesia, so all Indonesian teachers can start to utilize CALL and maximize its potentials, from which more students can benefit.

Further, this paper hopes to be a starting point to encourage the teachers to utilize CALL specifically in helping their students to achieve particular learning objectives in their classrooms and in encouraging the pre-service teachers to explore CALL potentials they can use in their future classrooms. Also, the projects discussed in this paper should not be translated in isolation as the teachers can still modify them so that they fit particular learners and classroom situations they are dealing with.

Finally, I would like to close with Torat's (2000) suggestion to English Language teachers that they have to use CALL to serve educational purposes:

> "They should not jump in the bandwagon just because other people do. Many teachers use CALL because it is a new technology without considering whether it serve or gives true value to educational objectives. Further, they should consider CALL as one of many learning resources so that they should also try to incorporate other learning resources and materials such as books, magazines, video, audio tape, with their teaching" (n.p).

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Appendix
A lesson plan (by Winda Adelia, Vera Yulianty, Diesta Stela)

Course information

Intended skills   : Writing
Topic   : Preposition
Learners' level   : 7th Grade of Junior High School
Total time   : 90 minutes
Objectives
The students are able to:
- ✓ identify kinds and functions of prepositions
- ✓ write a sentence using correct prepositions based on a picture

Technology requirements

- ✓ a computer with the internet connection
- ✓ a computer that has been installed with a mind map application (free download from www.mindmaple.com)
- ✓ Power Point Software
- ✓ search engine (Mozilla Firefox / Google Chrome)
- ✓ www.ego4u.com
- ✓ www.plus.google.com

Learning activities

Pre-teaching (15')
- ✓ A student leads an opening prayer.
- ✓ Students greet their teacher and classmates.
- ✓ Students analyze a picture given by their teacher.
- ✓ Students write sentences describing locations and stuff they see in the picture.

Whilst-teaching (65')
- ✓ Students take some notes about their teachers' explanations.
- ✓ Students do exercises on www.ego4u.com about preposition.
- ✓ Students and their teacher discuss the exercises.
- ✓ Students open their Google+ account
- ✓ Students download a picture in uploaded on their group account.
- ✓ Students write ten sentences utilizing a mind map application to describe the picture using correct prepositions.
- ✓ Students upload their mind map to the class' group on Google+
- ✓ Students and their teachers discuss some of the mind maps.

Post-teaching (5')
- ✓ Students and the teachers review briefly lessons they have discussed.
- ✓ Students may clarify things they have not understood.
- ✓ A student leads a closing prayer.

Assessment

The students' work will be assessed by the following criteria:

Points	1	2	3	4
Grammar (correct preposition)	There are more than five prepositional mistakes.	There are three until four prepositional mistakes.	There are less than three prepositional mistakes.	There are no prepositional mistakes.

Caveats

The class should have computers with good internet connections. During the class, teachers should consider the fact that unstable internet connection, problems on the computer, and electrical problems can occur.