

Thai Students' Views on CALL in English Language Learning

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor of Education in English
Language Education



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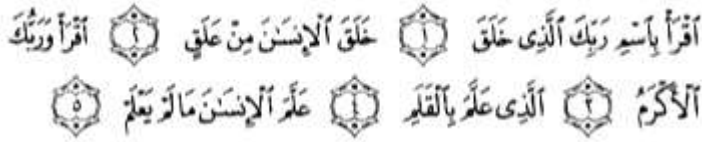
ABSTRACT

Title : Thai Students' Views on CALL in English Language Learning
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There are many studies on the use of CALL in English language learning. Still, generally, they do not directly address the views of Thai students on using CALL for English language learning in the digital era. This research formulates the problem of how Thai students' views the use of CALL in the digital era and what difficulties they face. This study used a Qualitative research method to help the researchers obtain an in-depth understanding. Three ninth-semester Thai students became the population in this study, with the sample determined using purposive sampling techniques. Data were collected using direct interviews. Interview questions include Thai students' views on using CALL in English language learning in the digital age and the difficulties Thai students face in developing digital citizenship through CALL. Data analysis in this study involves several stages: data condensation, data display, and conclusion. The results of this study indicate that Thai students have a favourable view towards using CALL in the digital era for English language learning. Still, they also face several difficulties when using CALL. With these findings, this research suggests adapting learning to their characteristics and needs to enhance the effectiveness of CALL usage and implementing strategies to improve digital literacy.

Keywords: CALL; Digital Era; Thai students

MOTTO



The verses describe how Allah created humans from a clinging clot and taught them what they did not know. It also highlights the importance of reading and contemplating the world around us, as a path to understanding and wisdom.

Q.S. Al – Alaq 1-5

Gratitude turns what we have into enough

-Aesop-

The past is the foundation of the future

-Ibnu Khaldun-

Live life happily

DEDICATION

Praise and gratitude to Allah SWT, the Most Gracious and Most Merciful, who has blessed the researcher, allowing the researcher to complete this thesis as the final assignment. Blessings and peace never cease upon my prophet Muhammad (peace be upon him).

This thesis is dedicated to:

1. My best support system in the world, my parents (Mr. Kadar and the late Mrs. Aminatun) who always guides, advises, and prays for the best for me at any time and anywhere, who always supports and reminds me that I can get through anything I do. They always pray for me and give love, encouragement, and motivation, that I can complete my thesis. Thank you very much for everything. I love you more than anything. Healthy and long-lived always, my father and mother.
2. My beloved younger sister, Aina Nur Aulya Ni'mah, who is the reason I stay strong and continue my studies. Always happy, my beloved younger sibling.
3. Mr. Daviq Rizal, M.Pd. as the research supervisor who always provides support and advice to the researcher in completing the thesis.

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11. All members of "Warga Jupan", I'm happy to have lived with you, thank you for being a good part of the writer's journey in college. See you at your respective successes!

12. All my friends whose names cannot be mentioned one by one, thank you for being a part of the writer's life during their time in college.
13. For myself, thank you for staying strong and cheerful for everything that makes you sad. Don't forget to keep being grateful!

Finally, the researcher will gladly accept constructive feedback to improve this thesis, and the researcher believes that this research will be beneficial for anyone who needs more information on this study topic.

Semarang, 11 March, 2025

The Researcher

A handwritten signature in black ink, appearing to read 'Betty Fitria Nita Sari', with a stylized, cursive script.

Betty Fitria Nita Sari
2103046150

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CHAPTER I

INTRODUCTION

This chapter discusses the study's background, research questions, objectives, significance, and limitations.

A. Background of the Study

The idea of global citizenship has become quite popular in today's educational scene, especially in light of the way that digital innovations are influencing classroom settings. Computer-assisted language Learning (CALL) resources offer Thai students a singular chance to investigate intercultural citizenship while learning English. Understanding how students view and use CALL technology is critical for developing intercultural competencies necessary for good global citizenship as globalization continues to shape educational paradigms. These programs aim to help students grow academically, professionally, and personally, so they may succeed in a world that is becoming more interconnected (Aktas et al., 2017).

In a fast-paced and interconnected world, the concept of global citizenship has taken centre stage, and this will encourage individuals to re-evaluate their roles

and responsibilities in a diverse and ever-changing global community. As international communications and digital connectivity increase, the boundaries that once defined our communities are breaking down, giving rise to a sense of intercultural citizenship as an essential aspect of the modern human experience.

This research, “Thai Students' Views on in English Language Learning,” begins a fascinating journey into the perspectives of college students at the crossroads of this ever-evolving landscape. As we delve into this fascinating exploration, it is essential to understand the evolving context in which today's college students are forming their identities. The 21st century has opened up a world of unprecedented interconnectivity. Technological advances have made it easy for information, ideas, and culture to traverse the globe. These dynamics are the backdrop to the growing generation of young people, uniquely shaping their perspectives on citizenship.

The concept of "global citizenship" intrigues and appeals to contemporary supporters of various movements, including social justice, environmentalism, and international peace. Additionally, the phrase is increasingly used in more and more university policy documents in the USA, UK, Australia, and Canada

(Clifford & Montgomery, 2014). Key claimed benefits of internationalizing higher education are increased intercultural interaction and awareness with internationally oriented universities aiming to produce graduates who are intercultural or global citizens (Baker et al., 2022a). Intercultural citizenship, an important component of global citizenship, emphasizes engaging with diverse cultures, respecting and learning from differences, and participating actively in the worldwide community. It is this aspect of global citizenship that students must face as they progress through their educational journey. Of course, this will not escape the important role of English in making it easier for them to travel as global citizens. We also usually call this the internationalization of education.

English Language Teaching (ELT) plays an important role in the preparation and support for study abroad (SA) and internationalization in secondary education (Baker & Fang, 2021a). This internationalization of education makes it easier for someone to study in another country. The multicultural tapestry of college university provides an ideal laboratory for cultivating intercultural awareness and understanding. Employers see graduates with international experiences as

interculturally competent, viewing them as proficient in analyzing and responding appropriately to culturally significant values and perceptions (Trede et al., 2013).

According to the discussion of ELF above, which also highlights the significance of identifying with various communities in language use, including local and national communities, intercultural citizenship as a goal and content of language education would appear comparable in many ways. However, the intersection of intercultural citizenship and ELF studies has not received much attention up to this point, which this research aims to fill. Specifically, it is critical to acknowledge that language choice is not trivial and that opinions regarding the "proper" usage and possession of English are vital (Fang & Baker, 2018).

Furthermore, with initiatives to improve digital literacy in progress, Thailand is a prime example of how intercultural education and digital citizenship connect. As they interact with peers from diverse cultural backgrounds and engage with global information, students must be able to use digital tools safely and ethically. To shed light on Thai students' perceptions and difficulties, this study intends to explore their opinions of CALL as a means of fostering intercultural citizenship in English language

learning. Accepting diversity while simultaneously agreeing on universal values like social justice and equality is the foundation of the conversation about global citizenship (Clifford & Montgomery, 2014). Conversations about global citizenship are based on recognizing diversity while adhering to standard principles like social justice and equality. CALL might help reinforce these values through English language instruction in this setting. Students who use technology learn the language and get a greater cross-cultural understanding, allowing them to participate in an inclusive global society founded on shared values.

Computer-assisted language learning (CALL) is increasingly being used in higher education to improve foreign/second language (L2) growth, with many programs moving online or hybrid (Cerezo et al., 2014). Computer-assisted language learning (CALL) in higher education is becoming more common as educational institutions strive to improve the development of foreign or second language (L2) ability.

This technique provides better flexibility and accessibility, addressing learners' different requirements. Many universities and colleges have used the hybrid approach, which blends traditional classroom instruction

with online learning to create a more thorough and participatory language education experience. In addition to the hybrid approach, several programs have transitioned entirely to an online platform, reflecting the increased demand for technology-based teaching techniques. CALL provides learners with various digital tools and resources, including interactive exercises, virtual classrooms, and multimedia content, to help them develop their language skills. This transition to hybrid and online versions highlights CALL's efficacy and flexibility in fulfilling the ever-changing demands of the current educational system.

Explorations of the use of technology or CALL for language learning have taken many forms, including how learners and teachers engage with digital resources and how these tools might influence language, literacy, and cultural learning within and beyond the classroom (Hellmich, 2021). CALL impacts language acquisition and cultural understanding outside of the classroom. Technology enables pupils to study more comprehensively, including knowing the language's culture. This makes CALL a valuable technique for enhancing language skills and students' understanding of the language's cultural and social context.

Most of the research conducted in this field has focused on using CALL in English language learning, mainly speaking, listening, and grammar comprehension skills (Cerezo et al 2014; Wanyi et al., 2011). However, it is unfortunate that the focus on how Thai students view the use of CALL in the digital era and their understanding of intercultural citizenship has not received adequate exploration. A relevant question that falls within the domain needing further attention is how Thai students perceive and what challenges they face in using CALL for English language learning in this digital era. Furthermore, this research aims to explore and understand Thai students' perspectives on using CALL.

A deep understanding of Thai students' experiences using CALL will lead to better knowledge of English language learning and becoming global citizens. Thus, this research will significantly contribute to developing English language skills using CALL and fostering global citizenship through this learning. To achieve this, the researcher formulated a study titled " Thai Students' Views on CALL in English Language Learning."

B. Research Question

The following research questions were the main focus of this study.

1. How do Thai students view the use of CALL in English language learning in the digital age?
2. What difficulties do Thai students face in using CALL?

C. Objective of the Research

Considering the problem formulation that was previously explained, the purpose of this research is:

1. To find out Thai students' views of the use of CALL in English language learning in the digital age and
2. To identify Thai students' difficulties in using CALL.

D. Significance of the Research

1. Theoretical

This research aims to theoretically advance Thai students' views of using CALL in English language learning in the digital age. Future researchers who wish to do related research might use this work as a basis, guide, and resource.

2. Practical

The researchers aim to address the practical advantages of their study, including:

a. Students

From a practical standpoint, this study aims to determine Thai students' views on using CALL to learn English in the digital age and identify the difficulties Thai students face in using CALL.

b. Researcher

Researchers are expected to contribute to future research on a particular issue. Future researchers might continue to explore this topic for further information.

c. University

This research can be used as a reference and a means to develop Thai students' views on CALL, especially students of the English Education Study Program UIN Walisongo Semarang.

3. Limitation of the Research

The primary goal of this study was to ascertain Thai students' opinions at Walisongo State Islamic University regarding the use of

CALL in English language learning in the digital era. It should be noted that this study focuses on the difficulties Thai students face in using CALL.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains theoretical reviews related to the problems examined and a review of several previous studies in the same field related to the topic of this research.

A. Literature Review

The researcher covers a few connected topics in this chapter to complete this final project. Those topics are Thai students' view of using CALL in English language learning in the digital era and the challenges Thai students face in developing digital citizenship through CALL.

1. CALL (Computer-Assisted Language Learning)

Computer Assisted Language Learning (CALL) has been a popular approach to language learning worldwide in recent years due to its rapid development. CALL offers an entirely new approach to language learning. As a result, language acquisition becomes more effective and higher quality. With a perfect combination of materials, procedures, and

computer support, CALL focuses on encouraging students to learn languages with the assistance of computers and strives for the most significant learning outcomes Wang (2021). Computer-assisted language learning, or CALL, is a teaching method that incorporates technology into language instruction. It includes a range of instruments and programs intended to improve the process of learning a language.

Computer-Assisted Language Learning, or CALL, is the term used to describe the use of a computer to teach or learn a foreign or second language (Wanyi et al., 2011). Computer-Assisted Language Learning, or CALL, is a method that enhances and personalizes language learning for both teachers and students by utilizing modern technologies, multimedia, and the Internet (Gallego Espinosa, 2018). In this case, CALL is a learning method that uses computers or other digital tools to support the learning process, including various learning activities.

The use of computers in language instruction has grown significantly due to the

Internet and multimedia computing in classrooms across the globe (Fatemi Jahromi & Salimi, 2013). The term "CALL" is still controversial since it refers to various technology-based methods for teaching and learning languages, and its application sparks heated discussion and strong viewpoints (Levy & Hubbard, 2005). CALL (Computer-Assisted Language Learning) is frequently discussed in language education because it refers to various methods for utilizing technology to enhance learning.

CALL is using technology, particularly computers, in language learning and instruction. Software, learning apps, and online platforms are examples of this technology that can help teachers or students become more proficient in a language. Applications to increase vocabulary, grammar drills, and online discussion boards are examples of how it is used. According to the demands of the students, this method seeks to develop a more dynamic, captivating, and thriving learning environment.

To reach a condition of "normalization" where the technology is genuinely integrated and undetectable in classrooms, CALL should be divided into three categories: restricted, open, and integrated (Bax, 2003). The use of computers in language instruction has grown significantly due to the Internet and multimedia computing in classrooms across the globe (Warschauer & Healey, 1998). Through enhanced writing practice, remedial feedback, and customized learning procedures, computer-assisted language learning (CALL) has substantially contributed to individual language acquisition (Heift & Schulze, 2015).

CALL apps now incorporate multimedia telematics better to meet the demands of tutors and second language learners, improving vocabulary instruction, conversation practice, and grammar exercises (Kohn, 1995). Language learning has been thoroughly studied through computer-assisted language learning (CALL). Important findings from numerous studies on the advantages of CALL are that computer-assisted language learning (CALL) significantly

enhances vocabulary acquisition for intermediate English speakers (Enayati & Pourhosein Gilakjani, 2020). CALL assists students in reaching their objectives when learning English (Computer Assisted Language Learning (CALL), 2009).

CALL, in the context of intercultural citizenship, helps students understand other cultures, such as the views, habits, traditions, and cultural values of the other countries they live in. This is an important foundation in shaping them into global citizens who can interact effectively in various intercultural contexts. CALL provides an engaging and productive learning environment for learning English.

This technology can raise students' interest in learning by using captivating multimedia. Furthermore, CALL enables students to participate in individualized learning based on their requirements and skills. Additionally, CALL offers a real-world learning setting where students can engage with international populations or native speakers

directly, concretely enhancing their education (Wanyi et al., 2011).

Formalizing informal Computer-Aided Language Learning (CALL) in acquiring English language skills can be accomplished by incorporating CALL's behaviorist, cognitive, and constructivist parts and offering professionally built tools (Razak et al., 2020). The efficacy of all of this will be enhanced by utilizing well-designed tools, such as interactive applications, online learning platforms, or digital materials specifically intended to facilitate learning.

CALL has several advantages over traditional teaching, focusing only on the teacher's explanation and interpretation. Language teaching using CALL is becoming increasingly popular due to its practical, systematic, and flexible nature, and it can overcome the visual deficiencies that are often present in traditional teaching (Wang, 2021). It may be inferred that the efficacy of CALL in learning English is determined not only by the technique utilized but also by the instrument.

CALL also offers a more integrated approach using current learning theory.

2. **Digital Era**

The digital era/age is a remarkable time of technical progress; the term "digital era" describes the current era marked by notable technological innovations, particularly in information and communication technologies. These days, digital gadgets like computers, smartphones, and the internet have become essential components of daily life, changing the way individuals connect with the world, communicate, and obtain information. The democratization of knowledge, the globalization of events, and the availability of information have all increased dramatically in this century. Education, communication, culture, and government are just a few aspects of society that have changed due to the digital age (Amos Avny, 2019). This growth is mainly driven by technological advances in the digital era, which improve global access to information.

The term "digital age" refers to a set of technological innovations that define the

specific features of the modern world, such as globalization, e-communications, information sharing, virtualization, and so on (Palvia, 2024). The Digital Age (1981-present) is characterized by complexity and creativity, with the current phase being characterized by a new Industrial Revolution known as Industry 4.0 (Cropley, 2020). This entails integrating advanced technologies into the manufacturing process. This revolution focuses on automation, digitalization, and complex data management, resulting in significant efficiency and developments while affecting how industries and communities respond to contemporary issues and possibilities. The digital age is a period where technology is the primary tool through which humans communicate and interact in daily life and the workplace. As technology advances, the way individuals interact and carry out daily activities changes, resulting in an increasingly connected and digitally based environment (Díez Cebollero et al., 2013).

3. **Global Citizenship**

Global citizenship (GC) has become a policy agenda item for organizations that operate at local, national, and supranational levels in recent years, and it is also progressively influencing the programming and curriculum of educational institutions worldwide (Hammond & Keating, 2018). The term "global citizen" is debatable and complex to define precisely (Lilley et al., 2015). Because of its vague and intricate definition, the idea of "global citizenship" has sparked much debate among scholars, policymakers, and social theorists. While global citizenship has recently gained popularity, it is still hard to define precisely, with definitions varying depending on the field.

According to a study (Lilley et al., 2015), global citizens can take many forms. Global citizens understand, appreciate, and feel at ease interacting with people from different cultural backgrounds (Roberts et al., 2013). Global people appreciate diversity in all its manifestations and acknowledge the world's connectivity. Instead of being limited by local

viewpoints or national boundaries, global citizens see themselves as part of a broader, universal human experience. These citizens know the world is home to numerous cultures, each with its customs, values, and lifestyles. Instead of viewing these distinctions as obstacles, global citizens value the diversity of cultural viewpoints that contribute to society.

The concept of global citizenship considers people as part of a worldwide community, which includes institutional frameworks for carrying out this responsibility and global responsibility itself (Dower & Williams, 2016). Respecting other cultures is only one aspect of being a global citizen; another is actively interacting with individuals from all backgrounds, hearing their tales, and taking inspiration from their experiences. To establish deep connections, people around the globe adjust their habits and communication methods to fit in with different cultural environments. This openness to diversity fosters mutual understanding and cooperation, enabling people to help address global issues like inequality,

conflict, and climate change. Communicating with people from diverse cultures has become essential in today's increasingly interconnected world.

Global citizens actively contribute to creating a more sustainable and inclusive future rather than merely watching the globe from a distance. By acknowledging our common humanity and appreciating the distinctive contributions of every culture, global citizens contribute to developing a more compassionate and linked world for the coming generations. According to (Doerr, 2013), "Global citizens" are sometimes defined as persons who comprehend global issues and the world's connectivity, who can relate to people from different cultures, and who can participate in issues that affect humanity.

According to one definition (Thanosawan & Laws, 2013), global citizenship is a "way of thinking and living in the multiple cross-cutting communities - cities, regions, states, nations, and international collectives - as well as network-based communities like neighborhood groups,

service organizations, and professional associations.

Global citizenship, however, appears to be an appealing and controversial idea since everyone is looking for solutions to improve coexistence in a world that has become more interconnected. It is controversial because applying it in national settings seems theoretically flimsy and challenging (Akkari & Maleq, 2019; Dower & Williams, 2016; K. Pashby, 2015). In an increasingly interconnected world, the allure of global citizenship resides in its capacity to promote intercultural harmony and improved understanding.

A framework that promotes respect and cooperation among people from all backgrounds is essential as globalization continues to influence the social, political, and economic landscape. Nonetheless, implementing global citizenship in domestic settings presents several theoretical and practical difficulties.

Critics contend that the concept might not be sufficiently rooted in local reality, which could cause a gap between national identities

and global ideals. Furthermore, because of ingrained nationalist attitudes and varying educational agendas among nations, adopting global citizenship education frequently encounters opposition. These conflicts draw attention to the necessity of a complex strategy that balances regional cultural settings with global goals. The achievement of global citizenship necessitates careful consideration of the complexity inherent in varied country origins, even as it presents a potential path towards improved global collaboration. According to Leduc, (2013), global citizens must possess more than just an awareness of other countries (Davies, 2006). They must be directly concerned with and involved in "engagement with culture and cultural conflict, social justice, and human rights (Leduc, 2013). According to Aktas et al., (2017), the critical global citizenship approach recognizes the need to change cultural and human mindsets in addition to organizations and systems (Andreotti, 2006).

A critical global citizenship approach highlights the significance of improving individual and cultural mindsets, organizational structures, and systems. This viewpoint acknowledges that a fundamental transformation in how people view their roles and duties in a global context is necessary for long-lasting change in the practice of global citizenship.

4. Intercultural Citizenship

Intercultural citizenship is a development of the concept of "intercultural competence," which Byram, (1997) initially embraced. Intercultural citizenship is a learning outcome that goes against the traditions of many educational institutions, which have focused on teaching students to identify with and become citizens of their nation. It is a development of the theory of the intercultural speaker and mediator (Wagner & Byram, 2017).

Like global citizenship, intercultural citizenship was created through language instruction and acquisition (Wu, 2018). Education about intercultural citizenship includes several essential elements that support

the growth of involved, thoughtful, and socially conscious people. First, it entails producing or supporting an intercultural citizenship experience that prioritizes working together to accomplish shared objectives. Following this encounter, the results are examined and analyzed, and the possibility of additional social or political involvement and attitude traits are the outcome of the process, which eventually causes a significant shift in how a person views herself and engages with others from different social groups.

To foster a greater awareness of cultural diversity and encourage active engagement in democratic processes, intercultural citizenship education takes a comprehensive approach (Wagner & Byram, 2017). According to Porto, (2014), following Byram (in press), students from a particular nation or cultural group can actively participate in several transformative processes to experience intercultural citizenship in the foreign language classroom. They start by questioning the "common sense" viewpoints of every country group participating in the global

initiative, which encourages critical thinking and discussion. This challenge pushes people to think and act in a new "international" way, which could entail changing current methods or coming up with entirely original ideas.

High degrees of criticality—including reflexivity and critical thinking and reinventing traditions through dedicated civic engagement in their communities—are also demanded of students. Through these encounters, students develop a more profound comprehension of cross-cultural dynamics and strengthen their ability to participate actively in global citizenship. Actually Byram, (2008) promoted the idea, which he defined as the capacity to effectively integrate attitudes, abilities, and knowledge for engaging in civic and social life activities while considering the variety of cultural perspectives and practices (Doukkali, n.d.). By integrating moral and ethical viewpoints, intercultural citizenship education can foster global citizenship and increase ethical awareness (Reagan, 2008).

Intercultural citizenship, which promotes equality and multiculturalism, demands self-awareness and respect, a willingness to engage with people from other cultural backgrounds, and acquiring the knowledge and abilities necessary for positive, active engagement in today's complex society (Jackson, 2011). In addition to acknowledging differences, intercultural citizenship actively fosters cross-cultural connections founded on mutual respect, expertise, and abilities. In today's complex world, people must proactively foster equal and peaceful relationships amidst variety and tolerance. The ultimate goal is to create an inclusive world where everyone has an equal chance to contribute positively.

Although intercultural citizenship is generally seen favorably and is closely associated with English, its growth varies throughout study abroad (Baker & Fang, 2021b). Although intercultural citizenship is well regarded and closely related to English language learning, the growth of overseas students is sometimes uneven. This shows that

understanding, respecting, and appreciating cultural diversity depends on what is newly seen and how intercultural communication and awareness are integrated into the learning process (Rudik & Nemchenko, 2022).

Therefore, it is important to ensure that the growth of intercultural citizenship is supported by systematic learning that integrates cultural understanding and communication skills. Intercultural citizenship is a basis for promoting communication between groups with different languages and cultures inside and outside nation-state borders. It highlights the necessity of combining the objectives of foreign language instruction with citizenship or political education to give young people the chance to practice internationalism through communication and cooperative activities that lessen biases influenced by national viewpoints (Byram, 2011). Intercultural citizenship is a concept that seeks to promote communication and collaboration between individuals from diverse linguistic and cultural backgrounds, both within and between nations, as explained above.

B. Previous Research

Several researchers have conducted studies on using CALL to learn English in the digital era in higher education. In this study, researchers selected several previous studies relevant to this study. In selecting previous studies, the researchers focused on the topics to be discussed in this study, namely the development of global citizenship in English education and the use of CALL to learn English in the digital era in higher education.

Those studies are a study by Baker & Fang, (2021a) with the title "So maybe I am a global citizen: developing intercultural citizenship in English medium education." this study emphasizes the development of citizenship in the context of English language education in general and also explores how student engagement in the context of cultural citizenship. This research and the previously mentioned research are similar in that they both stress the value of cultural citizenship, the function of language instruction to foster intercultural communication, and the

preparation of students to be engaged and accountable members of a multicultural society.

A study by Boonsuk & Fang, (2023) titled “Re-envisioning English medium instruction, intercultural citizenship development, and higher education in the context of studying abroad.” This research focuses on how intercultural citizenship is developed in higher education and English language training, particularly during study abroad programs.

The other study was conducted by Baker et al., (2022b) The experiences of Thai students studying overseas and how English medium instruction (EMI) fosters intercultural citizenship are the main topics of this study. In the context of studying abroad, this study investigates how students directly engage with different cultures.

Another research Porto, (2019) examines how intercultural citizenship education and language learning are related, focusing on how the former can speed up language acquisition. This study investigates how citizenship education can be included in language instruction to enhance students' language proficiency.

The other study Wang, (2021) claimed that the usage of CALL improves the quality and efficiency of language learning, particularly in higher education. CALL makes learning more flexible, interactive, and engaging than traditional teaching techniques. CALL uses current information technology to give a more student-centered learning experience, incorporate ideas like constructivism, and extend learning potential through interactive media such as simulation, visualization, and computer-based activities.

A study by Wanyi et al., (2011) demonstrates that using CALL significantly benefits foreign language instruction. CALL is seen to be capable of replacing traditional techniques, which are still teacher-centered, with more student-centric methods or approaches. This research indicates that CALL enhances language skills and enables learners to learn as required. Furthermore, research findings suggest that the CALL technique exceeds traditional instruction in enhancing students' English language skills.

The other study Cerezo et al., (2014) evaluates the effectiveness of CALL in second

language (L2) development with traditional teaching methods. It shows that CALL can be equally effective or even better in supporting second language acquisition, especially in grammar.

This research highlights that e-tutors (computer-based learning programs) allow students to learn independently. In addition, technologies such as computer-based communication (SCMC) are also considered to provide opportunities to negotiate meaning, get feedback, and improve language output ability. However, the study also noted that research designs on CALL still require internal and external validity improvement to produce more robust conclusions.

A study by Hellmich, (2021) shows that most high school students in the Bay Area, USA, have a utilitarian view of CALL, viewing it as a tool to improve efficiency, such as speeding up the learning process and providing access to language resources. Students also use technology for tasks, such as translation apps, online dictionaries, or learning platforms like Quizlet and Duolingo.

However, some students criticized the over-reliance on technology, indicating a preference for face-to-face interaction and teacher-based learning.

This study and previous research are similar in that they both stress the value of fostering intercultural and global citizenship. This citizenship encompasses personal accountability within the framework of a global society, as well as an awareness and respect for cultural variety. It also demonstrates how healthy technology can enhance education and increase civic engagement. Every study highlights how crucial it is for students to actively participate in their education while discussing the difficulties in putting civic education into practice in the age of globalization and digitalization.

CHAPTER III

RESEARCH METHOD

This chapter on research methods covered research design, participants, instruments, data collection techniques, and data analysis techniques.

1. Research Design

This study uses a qualitative technique that aligns with the research's concept and goals. According to Aspers & Corte, (2019), qualitative research is an ongoing process that improves scientific understanding by revealing new, important distinctions arising from a more significant examination of the topic. One type of qualitative research design used in this research is descriptive qualitative research, where the researcher invites one or a group of people to share their experiences about important events and phenomena in their live, the retelling the story in the form of description (Rusandi & Muhammad Rusli, 2021).

Additionally, To examine the ordinary and/or remarkable lives of individuals, groups, communities, and organizations, qualitative research involves

intensive and/or sustained contact with participants in naturalistic settings (Miles et al., 2014).

2. Research Participants

For multiple reasons, the researcher selected ninth-semester Thai students from UIN Walisongo Semarang in the 2024–2025 school year as the focus of this study. First, ninth-semester students are at the most important stage of English language learning, when they begin developing communication skills. Students in their ninth semester also frequently participate in more extensive social contacts.

The difficulties ninth-semester students encounter in learning English and developing their intercultural citizenship, as well as the chances to improve their educational experience, can be determined using data from these students. About three students were selected from the ninth semester of Thai students from UIN Walisongo Semarang. The three students were males, and the participants were around 22 years old. To facilitate the reader, the researcher uses the demographic participants as below

Codes of Demographic Participants'

Table 3.1

Participants Initial	Age	Gender	Year of Study	CALL Usage
HM	22	Male	2023/2024	4-6 years
SH	22	Male	2023/2024	4-6 years
HM	22	Male	2023/2024	2-3 years

3. Research Instruments

Instruments are essential in this research as they assist in systematically collecting relevant data to achieve the study objectives. This study used direct interviews. Several questions related to students' perceptions and experiences using the CALL (Computer-Assisted Language Learning) tool to learn intercultural citizenship in English (Wanyi et al., 2011).

The researcher collected data from their experiences to analyze their views on using CALL in English language learning and their difficulties in developing digital citizenship through CALL. The questions included how students perceive technology use's role in language learning and their difficulties

developing digital citizenship through CALL. The data collected through these interviews will be analyzed to provide deeper insights into the relationship between students' views and difficulties in using CALL to develop intercultural citizenship in the digital era.

4. Data Collection

Many techniques can be employed to collect data in a research study. They facilitate the process of gathering relevant information to meet the research objectives. For this study, interviews were employed as the primary data collection method. According to Adhabi & Anozie, (2017), interviews aim to understand the world from the subject's perspective, uncover the meaning of people's experiences, and reveal their world before scientific explanations. Interviews are interactive in which someone asks questions to seek specific information (Adhabi & Anozie, 2017).

The data collection process commenced by contacting potential participants via WhatsApp to ask whether they would participate in the study. Upon receiving their consent, they were asked about their preferred interview mode: in person or via Google Meet. For those who chose face-to-face interviews,

arrangements were made to conduct them at a mutually convenient time and location.

Before each interview, I briefly explained the purpose and theme to establish clarity and rapport. This preliminary step ensured that participants felt at ease and fully informed about the research context. The interviews were then conducted based on the participants' preferences, maintaining a professional and respectful approach.

5. Data Analysis

Data analysis in qualitative research aims to understand the research results comprehensively. The analysis techniques in this study help explore new areas and develop hypotheses that include data condensation, data display, and conclusions (Miles et al., 2014).

The first step in this analysis is data condensation, which refers to selecting, focusing, simplifying, abstraction, and/or transforming data obtained from the field to strengthen it. Data condensation is carried out continuously throughout the research process.

The second step is data display. In this step, the data is organized and easily understandable so that

researchers can easily understand what is happening and plan the next steps.

The final step is a conclusion, in which the researcher concludes the presented data to answer the problem formulation the researcher has determined.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter summarizes the results and research analysis of the findings, including the perceptions of Thai university students majoring in English language education regarding using CALL in English language learning and how the experience can enhance their comprehension of global citizenship and intercultural citizenship. This includes interviews conducted between the researcher and the students.

A. Findings

In this part of the findings, the participants' views on using CALL in learning English in the digital age will be explained, and the challenges faced by participants in developing digital citizenship through CALL will be identified. The subjects chosen as participants in this study were Thai education students majoring in English education in semester 9. The data obtained in this study were collected by conducting direct interviews.

The researcher found that participants have good speaking, listening, and writing skills in English learning after using CALL. However, they also have some challenges or obstacles in using CALL where it suits the

needs of this study. To obtain data, researchers asked several things, including perceptions of CALL, the influence of CALL in language learning, students' views on global citizenship and CALL, and the technological challenges and obstacles they feel when using CALL in English language learning.

The researcher conducted interviews with three participants during the research. The researcher selected ninth-semester Thai students from UIN Walisongo Semarang in the 2024–2025 school year as the focus of this study.

The three participants in the interview were coded as follows:

Table 4.1

Codes of Research Participants

No	Name	Semester	Code
1	HM	9	P1
2	SH	9	P2
3	HM	9	P3

1. Thai Students' Views the Use of CALL in English Language Learning in the Digital Age

This study was conducted among Thai students to understand their views on the use of CALL in English

language learning. By discussing this aspect, this research aims to provide a more in-depth picture of how CALL affects English language learning for Thai students and how this technology can continue to be developed to be more effective.

The researcher divides into two parts discussion to make easier on explaining these findings. The findings address two points regarding the perception of CALL and its influence on language learning. The researcher uses tables in the display data stage after the data have been coded. The purpose is to make it easier for readers to understand the results of the interview data from the participants. The table can be seen below.

a. Perception of CALL

The participants' involvement in this research determines their views on using CALL in English language learning. The following table presents data on Thai students' perception of CALL in English language learning. To facilitate readers' understanding of this coding system, the researcher uses the symbol (P) to show participants and their corresponding numbers (1-3), along with instrument items that indicate perception answers with the code (P).

Table 4.2*Codes of Perception of CALL*

Participants	Perception	Responses
P1	P	 is beneficial, and I think CALL is better than the conventional method...
P2	P	... CALL is more effective than the conventional method...
P3	P	... Using CALL, especially YouTube, makes it easier...

On the first point, the interview results show that Thai students think positively about CALL. They argue that CALL is an active support tool in the English language learning process. All participants agreed that the use of CALL is beneficial in the process of learning English. They

feel CALL can provide better convenience and effectiveness than conventional methods.

Participants also agreed that CALL provides flexibility in learning English, allowing them to choose the time, place, or learning media that suits their needs. This accessibility becomes an important reason they prefer CALL over conventional methods. All participants also agreed that CALL has positively impacted since using it, from increasing skills to easy access to learning.

According to P2's "*...CALL is more effective than conventional teaching methods ...*" (P2.P) CALL can help in learning English, especially in developing the four primary skills of listening, writing, speaking, and reading. P2.P also explained that with CALL, P2.P has the flexibility to access material relevant to what he wants to learn; P2.P said that CALL is more effective than teaching with conventional methods. It is also expressed by P3.P "*...Using CALL, especially YouTube, makes it easier...*" (P3.P). P3.P explained that when he was in Thailand, he felt that he did not use CALL to learn English. He stated that CALL was often used during the learning process as a student in

Indonesia. The CALL that P3 often uses is YouTube. P3.P revealed that using YouTube dramatically facilitates learning English compared to conventional teaching methods. P3.P also stated that CALL, especially YouTube, could provide access to various learning media.

Overall, the participants' opinions indicate that using CALL has a considerable influence. Compared to traditional teaching techniques, CALL is more adaptable and efficient. CALL provides a valuable and enjoyable learning experience that is simple to use and adaptable to user requirements. This accessibility facilitates the development of English language proficiency, which is more connected with adaptability in an increasingly global digital age.

CALL applications like YouTube and Duolingo are crucial for enhancing cross-cultural communication abilities in the context of learning English. These platforms expose users to the use of English in various international contexts and help them develop their speaking, listening, reading, and writing abilities. This relates to the growth of intercultural citizenship, where it is crucial to

comprehend, value, and interact with people from other cultural backgrounds.

b. Influences on Language Learning

The participants' involvement in this research determines their views on using CALL in English language learning. The following table presents data on the influence of CALL in English language learning. To facilitate readers' understanding of this coding system, the researchers use the symbol (P) to

shows the participants and their corresponding numbers (1-3), along with the instrument items indicating the influence responses with the code (I).

Codes of Influences in Language Learning

Table 4.3

Participants	Influences	Responses
P1	I	...I often use YouTube apps to learn, and I find the listening part of language skills most useful.

		Certainly, using CALL can help me become more fluent in English...
P2	I	...I usually use Chat GPT or Google Gemini, but if I want to learn to listen, I usually use podcasts on YouTube...
P3	I	... I use the YouTube app more often...

On this second point, the interview results show that CALL influences Thai students' language learning. The participants' opinions suggest that the use of CALL has a direct influence on improving language skills, as explained by P1.I “...*I often use YouTube apps to learn, and I find the listening part of language skills most useful. Certainly, using*

CALL can help me become more fluent in English ... ” (P1.I)

According to the explanation from P1.I above, using YouTube, especially in the podcast section, shows that CALL supports language skills. P1 stated that CALL can help learn by watching. This makes the learning process more interactive, which can strengthen their understanding of the language. CALL also helps P1.I to be more fluent in English. This is because CALL can be accessed anywhere and anytime so that P1.I can learn consistently. This shows how flexible digital technology can fulfill learning needs. In line with P1.I opinion, P2.I also stated “*...I usually use Chat GPT or Google Gemini, but if I want to learn to listen, I usually use podcasts on YouTube...*” (P2.I)

According to the statement from P2.I above, CALL is a handy tool, particularly when it comes to listening and mastering accents, two crucial aspects of learning English. P2.I said that their vocabulary had grown as a result of this CALL. As P2.I indicated, P2.I can flexibly access various important learning resources using CALL. Because learning is so accessible, it improves listening skills

and helps people understand English, including speaking and listening abilities. Like P2I, P3.I said CALL is an excellent tool for improving English.

Every participant agreed that CALL offers convenient access to a wide range of educational materials, which is highly beneficial for immediately enhancing their English proficiency in this digital age. Due to this convenience, they can also learn flexibly and engagingly based on their needs.

According to the statements made by each participant, listening is one of the language skills that CALL is frequently used to teach. Because doing so will help them gain a deeper understanding of intonation, speaking abilities will advance along with these abilities. In addition to impacting language acquisition, CALL offers the possibility of comprehending other cultures via information consumption. This will undoubtedly aid in the growth of global citizenship as well.

2. Difficulties Thai Students Face in using CALL

In the continuously evolving digital era, CALL has become an important aspect of education,

especially for Thai students who use technology in language learning. Computer-assisted language Learning (CALL) provides many benefits in improving English language skills, but specific difficulties exist. Thai students face various challenges in using CALL. To facilitate readers' understanding of this coding system, the researchers use the symbol (P) to indicate the participants and their corresponding numbers (1-3), along with the instrument items that indicate difficulty responses with the code (D).

Codes of Difficulties Thai Students Face in using CALL

Table 4.4

Participants	Difficulty	Responses
P1	D	...if I have a question, it cannot be directly asked and cannot be answered directly...
P2	D	...I am confused about how to use CALL and because I am still lacking in listening...

P3 D ...I usually have
trouble during listening
sessions...

At this point, we will discuss the difficulties the participants experienced while using CALL. The results of the interviews found that all participants experienced some of the main challenges they faced in using CALL, including limited digital access, the need for better digital literacy, and language barriers. This is following the following statement from P1.D “...if I have a question, it cannot be directly asked and cannot be answered directly...” (P1.D)

P1.D revealed two main difficulties in using CALL. First, due to differences in IMEI (International Mobile Equipment Identity) between Thailand and Indonesia, there is limited access to cellular networks, so P1.D cannot access CALL if not using wifi. Another difficulty faced by P1.D is the limited interactivity of CALL. P1.D revealed that if he wanted to ask questions, they could not be directly expressed and asked, which was the obstacle. P3.D is also explained “...I usually have trouble during listening sessions...” (P3.D)

As conveyed by P2.D, P3.D has difficulty listening to sessions, often needing subtitles to understand the material presented. The next difficulty experienced by P3.D is limited internet access, which P1.D also expresses. Some challenges participants mentioned suggest they come from themselves and CALL itself.

B. Discussion

In today's ever-growing digital era, the use of technology in English language learning is inseparable. The rapid development of digital technology has changed the way individuals learn, communicate, and interact in a global society. The digital age allows for integration in language learning.

One of the technologies in the digital age that is now widely used is Computer-Assisted Language Learning (CALL), where this technology allows students to learn flexibly anywhere and anytime. CALL has been used at various levels of education, including among Thai students at Walisongo State Islamic University Semarang. In line with the increasing use of CALL, there are various perceptions from students regarding the use of CALL itself.

In this discussion, the research is focused on how Thai students view the use of CALL in English language learning and what difficulties they face in using CALL.

1. Thai Students' Views the Use of CALL in English Language Learning in the Digital Age

The discussion of the study's results shows that the participants, students majoring in English education at Walisongo State Islamic University Semarang, have a favorable view of using CALL in English language learning.

a. Perception of CALL

This study also highlights that CALL is a tool for learning English and helps Thai students interact with other cultures. CALL is indirectly viewed as a tool for broadening global perspectives. This is in contrast to the research conducted by Hellmich, (2021) where CALL is more inclined to be an academic aid and not used as a tool to facilitate cultural understanding.

They argue that using CALL in English language learning is more flexible and effective than conventional methods or

teacher-centered learning. This is in line with research conducted by Wanyi et al., (2011) which shows that using CALL offers significant benefits in foreign language teaching. CALL is considered capable of replacing traditional techniques, which are still teacher-centered, with methods or approaches that are more student-centered. This research shows that CALL improves language skills and allows students to learn as needed. In addition, the research findings show that the CALL technique exceeds traditional instruction in improving students' English proficiency.

With the flexibility and effectiveness of access to learning in terms of time, place, or learning media, they agree that CALL provides easy access to material that can be done anytime and anywhere. This makes the learning process more interactive because users can learn according to what they need, and CALL also provides users with more variety in learning English.

CALL is also considered an active support tool that makes it easier to understand English. This is in line with research conducted by Wang, (2021), where the use of CALL is claimed to improve the quality and efficiency of language learning, especially in universities. CALL makes learning more flexible, interactive, and engaging than traditional teaching techniques.

CALL utilizes current information technology to create a more student-centered learning experience, integrating concepts such as constructivism and enhancing learning potential through interactive media like simulations, visualizations, and computer-based activities. With its ease of use, flexibility, practicality, and interactive nature, CALL will undoubtedly expedite the learning process by offering a broader and more enjoyable learning resource.

b. Influences on Language Learning

The results of this study also highlight that CALL is a tool that supports the development of language skills, namely speaking and listening

skills, which shows that CALL has benefits that can be adjusted by users in various language learning contexts.

CALL certainly significantly influences the development of the English language and its users. This aligns with participants' views that CALL can improve their understanding of English accents and intonation through applications such as Duolingo and YouTube. When someone understands this, their confidence will increase when speaking English because they can also practice independently through CALL as a digital media.

The findings of this study are in line with research conducted by Cerezo et al., (2014) which shows that CALL can improve grammar skills through e-tutors and automatic feedback. However, in this study, Thai students highlighted the use of CALL in terms of speaking and listening skills. This shows that CALL can be used flexibly and variably depending on the needs of users who are not only fixated on one thing.

2. Difficulties Thai Students Face in using CALL

Although CALL provides many benefits, Thai students in this study faced several challenges. The main difficulties found in this study include limited internet access, where due to differences in IMEI between Thailand and Indonesia, some devices used for CALL cannot be installed with internet cards; this is what makes Thai students only able to use CALL when there is wifi, either in their residence or in public places that provide wifi.

Another difficulty faced by participants is their lack of digital literacy. They have difficulty maximizing existing features in CALL, which can hinder its effectiveness for English language learning. Another difficulty they face is understanding the learning content, so they need additional subtitles to understand the content. They have used CALL on average since high school, which causes limited English vocabulary.

In addition, this study also found that some students had difficulty in using the CALL feature optimally. They are sometimes still confused about optimizing existing features in CALL. This is certainly in line with research conducted by Wanyi et al., (2011),

where the successful use of CALL depends on technological readiness and user understanding of using CALL features effectively.

On the other hand, in some cases, CALL cannot replace face-to-face learning experiences, especially in terms of interaction and discussion. Thai students experience similar obstacles. They say that when using CALL to learn English, they cannot ask directly as they can when they are learning in class or with peers.

The following research conducted by Cerezo et al., (2014), showing that although CALL has many advantages, there are obstacles in terms of student involvement which is more passive than learning based on direct interaction. In a study conducted Hellmich, (2021), some students felt that CALL sometimes made them too dependent on technology without understanding the concepts they were learning.

Overall, the difficulties experienced by Thai students in using CALL come not only from technological limitations but also from a lack of understanding of its features. This study concluded that using CALL in the current digital era has great potential in supporting English language learning,

especially for Thai students, where CALL can also develop their intercultural citizenship.

This can be achieved through access to global resources and more effective use of CALL in building a broader cross-cultural understanding. However, to achieve all these goals, more significant efforts are needed to enhance digital literacy and technology access and ensure that the use of CALL focuses not only on language learning development but also on social understanding and global citizenship.

The implications of this research, such as the development of more structured CALL learning methods, provide a foundation for designing learning strategies that specifically target students using CALL to improve their speaking and listening skills in English. Learning tailored to their characteristics and needs can enhance the effectiveness of CALL usage and optimize a more interactive and culturally-based learning experience.

Additionally, identifying the main challenges in using CALL, such as limited internet access and lack of digital literacy, can help educators and policymakers design more targeted solutions. Implementing strategies to improve digital literacy and provide better

technological infrastructure can support students in making more optimal use of CALL for language learning.

This research also raises awareness of the importance of a more inclusive approach to technology-based learning. Educational institutions and the government can collaborate to create a more supportive learning environment, either through training in the use of CALL for students or through policies that encourage the systematic integration of CALL into the English curriculum.

CHAPTER V

CONCLUSION AND SUGGESTION

This section explains the conclusion of this research. In addition, the researcher also provided suggestions related to the findings of this study.

A. Conclusion

Based on the results and discussions conducted by the researchers, Thai students have been using CALL for English language learning since high school, making CALL an important factor in developing their English language skills and cultural citizenship. CALL is also a key factor in developing their interest and talent in learning English.

This can be seen from how they use and utilize CALL to learn English, for example, by using applications like YouTube or Duolingo. The ease of access to CALL allows Thai students to learn anywhere and anytime, enabling them to develop their English language skills independently and flexibly.

With the presence of CALL, they can learn English and learn about other countries' cultures. However, Thai students still experience some

difficulties using CALL. Their lack of digital literacy makes them need to study more to optimize their use of CALL. Another difficulty Thai students face is the difference in IMEI between Indonesia and Thailand, but this does not occur for all Thai students.

This is not a significant difficulty as long as they are more interested in learning English and intercultural citizenship. Therefore, interest in languages and the desire to become global citizens encourage students to continue using CALL in their learning process.

B. Limitation

In this study, the researcher face several limitations, particularly in participant selection for data collection and in data validation. One of the limitations in this study is that the researcher did not select the participants appropriately. Although the participants in this study are Thai students majoring in English education, they are less active in using CALL in their learning process. In the selection of participants involved in this research, the researcher realized that the participants were not fully active in using CALL, which led to a lack of in-depth responses. Another

limitation in this study is the lack of validity in data collection.

C. Suggestion

With the presence of several limitations in this study, it is recommended that future research carefully select participants who are actively involved in using CALL in their learning. This is done in order to obtain accurate research results. The researcher also suggests for future studies to ensure data validity. This is to ensure the reliability and credibility in the research..

The researcher also suggests that future studies could explore in more depth how CALL-based learning methods can be adapted for groups of students with limited access to technology. Hopefully, these findings can serve as a reference for future researchers and help design studies to enhance learning effectiveness, particularly in using CALL in English language learning.

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APPENDICES

Addapted from (Wanyi et al., 2011)

Appendix 1 – Questions of the Interview

1. Approving

- a. Outlining the goal of the investigation and interview.
- b. Informed participants of their rights, such as the ability to withdraw and confidentiality.
- c. The verbal consent to record the interview was obtained.

2. Introduction

- a. Could you give a brief introduction of yourself?

3. Main Interview Question

a. Thai students view the use of CALL in English language learning in the digital age

1. Perception of CALL

- a. What do you think about applying computer-assisted language learning (CALL) in English language learning?
- b. What do you think are the main benefits of CALL over conventional teaching methods?
- c. When did you start using CALL in English language learning?

2. Influences on Language Learning

- a. What CALL applications do you use most often, and what is your experience with them?

- b. What language skills do you find most useful for CALL, i.e. speaking, writing, listening or reading? Why?
- c. Do you think using CALL helps you become more fluent in English? If yes, can you explain how?

b. The difficulties Thai students face in developing digital citizenship through CALL

- 1. What difficulties do you face when using CALL in learning English?

4. Closing

- a. What recommendations do you have to help Thai students study English more effectively using CALL?
- b. How has your view on intercultural citizenship changed as a result of your CALL learning experience?
- c. I appreciate you taking the time to share this information. Before we wrap up this interview, is there anything more you would like to say or add?

Appendix 2 – Guidelines of the Research Interview

Interview Guide for Participant

Date	: Friday 29 th November and Friday 13 th
Time	: 07.00 PM and 02.15 PM
Activity	: Interview with Participant 1, Participant 2, Participant 3 of Thai students
Interviewee	: P1, P2, and P3
Location	: At BPI where the participants live

Appendix 3 – Transcript of Interview

Transcript of Interview with Participants 1 (P1)

Date : Friday, 29th November 2024
Time : 07.00 – 08.00 PM
Activity : Interview with P1 of Thai Students of Students English Language Education
Interviewee : Thai Students English Language Education 1 (B)
Interviewer : Betty Fitria (A)
Location : At BPI where the participants live

A : What do you think about applying computer-assisted language learning (CALL) in English language learning?

B : I find my opinion on the application of computer-assisted language learning (CALL) in English language learning very helpful.

A : What do you think are the main benefits of CALL over conventional teaching methods?

B : If I never use a dictionary and prefer to use the application (CALL)

A : When did you start using CALL in English language learning?

B : Since I was Senior High School

A : What CALL applications do you use most often, and what is your experience?

B : I often use YouTube to learn English and usually more often with podcasts as well. Because by using the app I can learn while watching.

A : What language skills do you find most useful for CALL, i.e. speaking, writing, listening or reading? Why?

B : Because I often use YouTube apps to learn, it is the listening part of language skills that I find most useful.

- A : Do you think using CALL helps you become more fluent in English? If yes, can you explain how?
- B : Certainly using CALL can help me become more fluent in English, this is because CALL itself is easy for me to access anywhere and anytime so I can learn continuously.
- A : What difficulties do you face when using CALL in English language learning?
- B : There are some difficulties when I use CALL, first because in Thailand and Indonesia there are differences in IMEI so I can't access CALL if I don't use WiFi and because CALL here is an application so if I have a question it can't be directly asked and can't be answered directly.
- A : What recommendations do you have to help Thai students study English more effectively using CALL?
- B : Using duolingo while learning

Transcript of Interview with Participants 1 (P1)

Date : Thursday, 13th December 2024
Time : 04.00 – 05.00 PM
Activity : Interview with P2 of Thai Students of
Students English Language Education
Interviewee : Thai Students English Language Education 2
(B)
Interviewer : Betty Fitria (A)
Location : At BPI where the participants live

A : What do you think about the application of computer-assisted language learning (CALL) in English language learning?

B : Using CALL in English language learning can help in various skills namely listening, writing, speaking, and reading.

A : What do you think are the main benefits of CALL over conventional teaching methods?

B : In my opinion, using CALL is more effective than using conventional teaching methods, because when using CALL we can directly choose what we will learn.

A : When did you start using CALL in English language learning?

B : I used CALL when I was in senior high school

A : What CALL applications do you use most often, and what is your experience?

B : If I want to find information about learning English I usually use Chat GPT or Google Gemini, but if I want to learn to listen I usually use podcasts on Youtube.

A : What language skills do you find most useful for CALL, i.e. speaking, writing, listening or reading? Why?

B : More frequent listening sections to learn accents

- A : Do you think using CALL helps you become more fluent in English? If yes, can you explain how?
- B : Yes, I can improve my English because if I listen often, of course, my vocabulary will increase.
- A : What difficulties do you face when using CALL in English language learning?:
- B : Sometimes I am confused about how to use CALL and because I am still lacking in listening so I also often use subtitles when listening to podcasts.
- A : What recommendations do you have to help Thai students study English more effectively using CALL?
- B : Using YouTube to help more

Transcript of Interview with Participants 1 (P1)

Date : Thursday, 13th December 2024
Time : 04.00 – 05.00 PM
Activity : Interview with P3 of Thai Students of
Students English Language Education
Interviewee : Thai Students English Language Education 3
(B)
Interviewer : Betty Fitria (A)
Location : At BPI where the participants live

A : What do you think about the application of computer-assisted language learning (CALL) in English language learning?

B : I think when I was in Thailand I didn't use CALL, but when I moved to Indonesia I often used CALL, namely Youtube to learn English because this made it easier for me to learn English.

A : What do you think are the main benefits of CALL over conventional teaching methods?

B : Using CALL, especially Youtube, makes it easier for me to learn than using conventional teaching methods, this is because by using CALL I can learn English with various media such as watching movies or listening to music.

A : When did you start using CALL in English language learning?

B : I use CALL since I came to Indonesia in 2022

A : What CALL applications do you use most often, and what is your experience?

B : I use the Youtube app more often, I usually use it to listen to podcasts or watch movies.

A : What language skills do you find most useful for CALL, i.e. speaking, writing, listening or reading? Why?

- B : Listening and speaking language skills that I usually use
- A : Do you think using CALL helps you become more fluent in English? If yes, can you explain how?
- B : Yes, it can help, because there is a lot of improvement in English learning.
- A : What difficulties do you face when using CALL in English language learning?:
- B : I usually have trouble during listening sessions so I usually use subtitles to watch or listen, also when I watch I have to be at basecamp or use wifi.
- A : What recommendations do you have to help Thai students study English more effectively using CALL?
- B : I recommend other Thai students to learn English using YouTube.

CURRICULUM VITAE

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3. MTs N 01 Pati
4. MA Raudlatul Ulum
5. Universitas Islam Negeri Walisongo Semarang

C. Scientific Writing

1. Activity-Based Presentation in Higher Education: The Description of its Implementation and the Presenters' Presentation Skills

Semarang, 11 March 2025

The Researcher



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