Technophobia in CALL Teacher Education: What Language Teachers Can Do to be Professionals

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Abstract

The article discusses the phenomena that still exist even in the era of industrial revolution 4.0., among the language teachers. It investigates the basic understanding of theories related to computer anxiety or technophobia from several references of books, journals, and websites. The aim of the research tends to figure out the characteristics of the language teachers that could be considered as having problems with the computer anxiety or technophobia, any standard of competence in using technology regarding to the language teacher professional development. The significance of the research is to give more contributions to the CALL teacher education of the subject the writer concerned about in the university especially in helping the language teachers.

Keywords: *technophobia, computer anxiety, CALL teacher education*

Introduction

The rapid development of technology can be seen in all aspects of the life of people around the world. Everything is connected. Social media such as Facebook, Instagram

WhatsApp and YouTube, mobile applications, artificial intelligence (AI) and many others innovation related to the information and communication technology have all became parts of people daily needs and habitual Many people live their life with the influence on their own gadgets.

It is the era of industrial revolution 4.0 where everything is about online and connected. The concept of Internet of things, that is, the interconnection via the Internet of computing devices embedded in everyday objects, enabling them to send and receive information or data, has become a new phenomenon where people can do anything from a distance. People can do online shopping using their gadget, instead of going to the marketplace. Teachers, nowadays, can control their students' works or activities from their laptops, and students can complete their quizzes and submit their assignments through the online learning platform. Torsani states that many works on computer assisted language learning (CALL) start out from the assertion that technology has become part of, and revolutionized, people's everyday life and that language education cannot afford to neglect this potential. (Torsani, 2016)

However, knowing all the information above doesn't automatically change the way teachers do their works. It doesn't make the teachers easily use the technology to prepare, create or deliver their materials. They are still reluctant to teach subjects or topics that should be presented using a computer or displayed through the widescreen They are anxious about using technology in the classroom or before entering the classroom. They would rather choose to pay someone else to do the technical jobs instead of learning to do it by themselves.

Accordingly, the conditions above can be considered as technophobia, or computerphobia, or computer anxiety. These terms are interchangeably used in several researches but generally have the same meaning.

Method

Through this writing, the writer tends to figure out the theoretical basis about technophobia. It tries to investigate the problems happened to the language teachers related to the use of technology, and how to overcome, as well as elaborate ideas related to the standard of practice in using technology for language teaching. It is library research that tries to answer the problems by elaborating theories and ideas given by scholars of technology in language teaching especially related to CALL teacher education.

Discussion

Concept of *technophobia*

An article written by Ossicenau (Osiceanua, 2015) that discusses about the psychological implications of modern technology points out the terms of *technophobia* and *technophilia*. These two extremes terms are related to the opposite conditions that states the mental attraction of someone to the technology (*technophilia*) while the other one is related to the rejection of someone towards the technology (*technophobia*). However, the latest is the concept that is concerned in this article.

Technophobia (from the Greek τέχνη - *technē* and φόβος - *phobos*, "fear") is fear, dislike or discomfort by using modern technologies and complex technical devices (especially computers). Technophobia is defined as an irrational fear or anxiety caused by side effects of advanced technologies. Definition involves two components: first the fear for side effects of technological development on society and the environment; and second, the fear of using technological devices such as computers and advanced technology. Osicenau states that technophobia or computerphobia is happened when some people avoid the use of technology. The term "*technophobe*" or "*computerophobe*", used to describe people who refuse to use computers when they gain this chance or are needed to do. It is mental confrontation to new technology, showed in the form of avoidance of computers. Technophobia not mean fears about giving up, change the job or concerns about radiation emitted from the screen, but rather an emotional response and negative attitudes relative to technology, that the technophobe recognizes to be irrational. (Osiceanua, 2015).

Computer anxiety

Another term that is interchangeably used with *technophobia* is *computer anxiety*, that is, a term of which related to the teachers' feeling of discomfort, apprehension and fear of coping with ICT tools or uneasiness in the expectation of negative outcomes from computer-related operations. It is stated that when teachers suffer from computer anxiety, they have a fear about working with a computer or even thinking about using computers. (Rahimi & Yadollahi, 2011).

One interesting research that seeks to find the correlation the antecedents and consequences of computer anxiety is from Maricutoiu et al. (Maricutoiu, 2014). The

antecedents of computer anxiety are variables that, from a theoretical perspective, while the consequences of computer anxiety are variables that describe how individuals perceive the computer (perception of computer utility or perceived ease of use), how individuals want to behave, or how they actually behave when are using the computer (how much they innovate when using a computer or the level of job performance when using a computer). They conducted article search on online databases using "computer anxiety" and "technophobia" as keywords. The finding of their analysis states that these relationships are modest in terms of effect size, suggesting that computer anxiety can be reduced through training.

Problems language teachers have regarding with technology

Hanson-smith describes some problems related to teacher education in the case of technology use in language teaching She said that the gap between the current realities of global computer use, especially for business, economics and warfare and politics, and the capabilities of teachers to educate their students in and through technology has never seemed greater. Even teacher educators may be slightly technophobic resist technology or they may feel that the rising generation of digitally adept new teachers may not need technology education. Additionally, she added that teachers who are technologically able may be hired as the sole expert in technology and may spend most of their time answering pleas for help with a bunch of problems so they may have little time left to work on their own skills and interests in teaching with technology (Hanson-Smith, 2016).

There are assumptions which nonetheless proven to be true by research state that: 1) technology constantly is changed, and it is difficult to keep abreast with it, 2) technology integration in the language classroom is difficult; 3) untrained teachers can become frustrated when technical problem arise; and 4) CALL practice cannot be independent of language acquisition theory and pedagogy. (Torsani, 2016)

What language teachers should do regarding with technology

One of the reasons why language teacher needs to have any interest on technology because process of learning a language is an intensive and   time-consuming activity. It is estimated about 700 to 1.320 hours of full-time instruction are needed to reach a level of high fluency. (Blake, 2008).

According to Li (Li, 2020) there are six benefits of technology in language teaching and learning: 1) technology such as Internet and multimedia tools offer with high quality and authentic linguistic as well as cultural materials to students. 2) it can act as a cognitive tool to facilitate the acquisition of linguistic knowledge and the development of language skills—for example, by increasing noticing of linguistic forms. 3) it is a tool that mediates learning and through which learners' appropriate new understandings. 4) it provides students with more opportunities to interact, a fundamental construct of sociocultural perspectives on learning, which attach huge importance to the role of interaction in learning. 5) technology can be used as a 'tutor' to provide immediate and individualized feedback. 6) technology increases student motivation and enhances engagement.

In terms of the actual use of technology, in a range of educational settings across different countries, studies indicate that teachers are reluctant technology users, even if various forms of technology have been reported in language classrooms, including both stand-alone computer tools and Web 2.0 technologies. In a specific chapter Li put an emphasis on the role of technology and teachers' pedagogical thinking in choosing technological tools, and utilizing the affordances of technology from teachers 'perspective. (Li, 2020)

Kessler (Kessler, 2016) describes the technology standard for language teacher preparation, especially for instructional purposes. He explores the relationship between specific aspects of pedagogical and technical knowledge and skills that should be expected of professional language teachers. He defines several skills categorized in basic and advance skills that should be met by classroom teachers as displayed in the following table:

Table 1 Basic and advance skills for classroom teachers

Basic CALL skills for classroom teachers	
Skill	*Teacher action*
Locate	Use an internet search engine to find relevant movie files
Evaluate	Watch the video to determine if the language level is appropriate, if the content is accurate, if the quality of the video is acceptable, etc.
Select	Select the file that best meets pedagogical needs
Distribute	Determine the best means for distributing a video file to students, including web links, CDs, local files, etc.
Integrate	Construct a language lesson around the content of the video file that utilizes the images, audio, and text in meaningful pedagogical ways.
Advanced CALL skills for classroom teachers	
Skill	*Teacher action*

Create	Create a video using a combination of personally created image, text, and voice recordings
Customize	Edit the movie file expanding the narration with a more challenging version for a higher-level class
Convert	Edit the movie file deleting the audio to utilizes a reading activity
Repurpose	Use the instructional materials, media or technology in multiple contexts with relatively minor alterations.

Referring to the ISTE (International Society for Technology in Education (ISTE) National Educational Technology Standard (NETS) the standard for the teachers involved:

1. *Facilitate and inspire students learning and creativity.*

   Teachers use their knowledge of the subject matter, teaching, and learning, and technology to facilitate experiences that advance students learning, creativity and innovation in both face-to-face and virtual environments

2. *Design and develop digital age learning experiences and assessments.*

   Teachers design, develop and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context to develop the knowledge, skills, and attitudes identified in the NETS.

3. *Model digital age work and learning.*

   Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

4. *Promote and model digital citizenship and responsibility.*

   Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

5. *engage in professional growth and leadership.*

   Teachers continuously improve their professional practice, model lifelong learning and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

   (accessed from http:www.iste.org/standards/nets-for-teachers)

Another standard that should be considered by the language teacher for improving their professionalism is the TESOL Technology Standards. According to Kessler (Kessler, 2016) the TESOL Technology Standards are the most comprehensive set of technology standards specifically designed for the unique needs of language teaching professionals around the world. They are explicitly intended for use across the breadth of English teaching contexts around the

world. These standards are also designed to address the full range of language teaching contexts with a focus upon teacher technology knowledge and use.

Conclusion

Even technology will not be able to substitute the teachers' primary role in the classroom, however, teachers who have skills better in using technology will of course replace those who don't. Therefore, interest is one of the first thing they should consider for professional language teachers. There are some basic skills that at least can be considered to be learned before moving to the advance

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