21ST CENTURY LANGUAGE TEACHERS WITH FREEWARE FOR LANGUAGE LEARNING

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Abstract

This article discusses about categories of freeware that become considerable tools and skills for 21st century language teachers. It investigates the course of language laboratory management subject the writers introduced during the lectures in the last semester. The writer assumes that the 21st century language teachers are expected to have competence in preparing and managing both face-to-face and online learning. The writers assume that by using freeware teachers can support the antipiracy campaign, and it is the cheapest and safest way anyone can afford, instead of using unauthorized or pirated software. There are four categories of freeware that will be discussed: 1) audio editing tools to record and edit audio files for teaching listening skills; 2). language laboratory management software; 3) software for creating the e-learning materials such as hot potatoes and moodle; and 4) video editing and subtitling tools.

Keywords: 21st century language teachers, freeware, language learning

INTRODUCTION

Preparing for the material to teach the language laboratory subject for the English department students, however, had the writers to evaluate many kinds of problems that faced by English teachers nowadays. Based on the previous survey conducted by groups of students at several high school around Banten (Serang, Pandeglang, and Cilegon), it is found that most of the teachers are having difficulties in operating the language laboratory, lack of skills on operating computers especially for any kinds of software related to the language teaching. They only depend on the material provided in the textbook or some materials from Dinas Pendidikan and Pustekom.

Students of the English department who are taking the subject of language laboratory management are in the third semester of their study. They are prepared to be the teachers of the 21st century learners that are totally different with them in case of learning style and strategies. We should look at how the 21st century learners of English will be when it is related to the use of technology for the success of the foreign language learning. They are generally technology iterate and have become accustomed to using computers, videos, and other technology-based means of acquiring information. They learn at different rates and have different learning styles. The use of technology helps teachers reach all students in different ways. It helps to relate the curriculum to life outside the classroom and involve students in worthwhile, interactional activities, such as interpersonal exchanges, information gathering, and problem-solving projects. It also makes the students to be active participants.

Therefore, in preparing them to be skilled and ready to teach the 21st learners with technology, we recommend them to learn about the benefit of the free software, instead of using the unauthorized commercial software or pirated software.

DISCUSSION
21st Century Skills for Language Teachers
Freeware and Open Source

The term *Freeware is a* portmanteau of free and software. it is related to the available for use at no cost or for an optional free. It is different with the commercial software that is usually sold for profit the term 'freeware' was coined by Andrew Fluegelman when he wanted to sell a communication program named PC Talk in a different method of distribution. However, Current use of the term freeware does not necessarily match the original concept by Andrew Fluegelman (Wikipedia:2012).

Discussing about freeware one will usually refer to the priceless that can be afford to get the software, or gratis. However, according to Kelty (2008: 2) free software exemplifies a considerable reorientation of knowledge and power in contemporary society. It is a reorientation of power with respect to the creation, dissemination and authorization of knowledge in the era of internet. In his book Kelty discusses about the culture significance of the free software that is not only discussing about what the free software is, but also how it has emerged in the recent, past and will continue to the change in the near future. Bonk (2009: 139) states that the word free has different connotations in mind for different people that for some people it is related to commerce,

for others it refers to freedom of speech or freedom to change, distribute or use something. Nevertheless, when you go type a key word "Freeware" you can find many kinds of website that are offering you with various kinds of software categories that you can download and use for your own need for free. You can distribute it for free to anyone for any reason. Therefore, this article will present several selected categories of freeware and open source software that specifically related to the needs of the 21st language teachers do their tasks.

On the other hand, open source software (OSS) is computer software with its source code made available and licensed with an open source license in which the copyright holder provides the right to study change and distribute the software to anyone and for any purpose. (Wikipedia: 2012). The open source software that we are discussing in this article is related to the software that is used for developing an e-learning, that is moodle. 21st language teachers should understand on how to create an e-learning program for their course of study.

Categories of Free Software and Open Source for Language Learning

Four categories of freeware and open source software has been proposed by the writers as the ideas to be considered in this article to be used by the 21st century language teachers. all of them are selected based on the writers experienced in teaching the language laboratory management subject taught in the fourth semester of the English Department of Sultan Ageng Tirtayasa University.
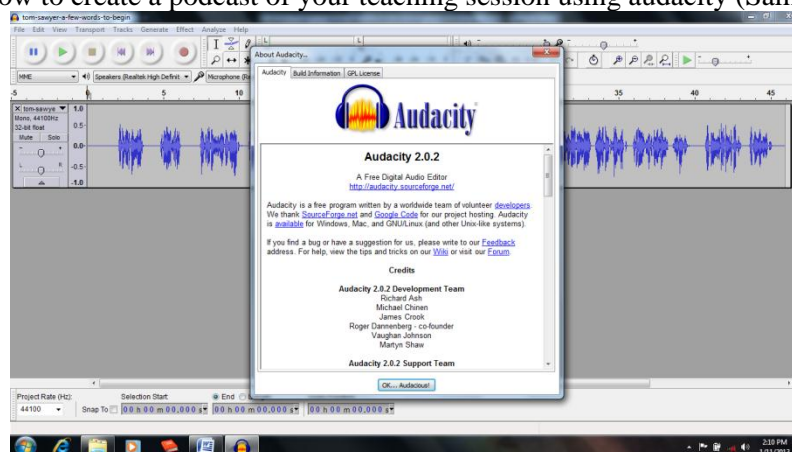
Working With Audio Editing Tools
1) Audacity: free audio editing software

Language teachers who have responsibility to manage the language laboratory should be accustomed with audio files. They have to be able to edit many kinds of audio materials to teach the students' listening skill. Therefore, the writer recommend Audacity a free audio editing software that is popular on the internet and has been used by many people around the world.

Audacity is software that can be downloaded from several websites that provide many kinds of free software to be downloaded such as from softpedia.com, filehippo.com, etc, or it can also downloaded from its original source website that is from sourceforge,net. Using audacity. Recording an audiobook, creating podcast of their teaching materials and conducting many kinds of activities that give the students more opportunities to practice their spoken English can be enhanced by using the software.

Audiobooks and Podcast has become important digital media that have been investigated by many research for teaching reading and literacy and most of them are recorded using free audio editing tools as Audacity. You can find many kinds of literature that stated about the benefit of using audiobooks in the classroom such as from www.**audiobooks**.com, and read the phenomenology of audiobooks that tells about the beginning ideas about audiobook from a book entitled "Audiobooks, Literature and Sound Studies edited by MathewRubery (Rubery: 2011). On the other hand related to podcast and audacity, Gilly Salmon and friend have written a book on how to create a podcast of your teaching session using audacity (Salmon et al: 2008)

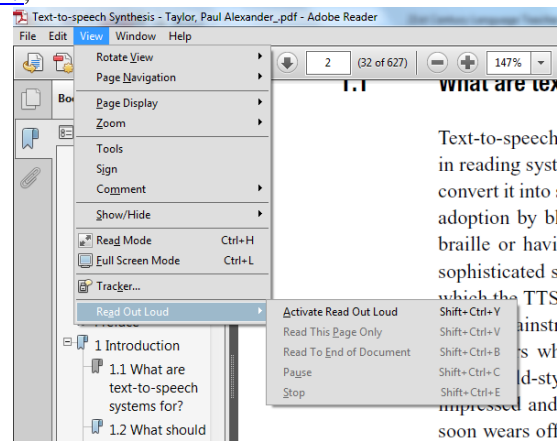Picture 1. Recording and editing audio files using Audacity

2) Text to speech (TTS) and speech/voice recognition software.

The writers assume that 21st century language teachers need to be addressed with the technology on how text can be converted into speech and how speech recognition can be used to evaluate someone's fluency in pronouncing the words or expressions in the target language.
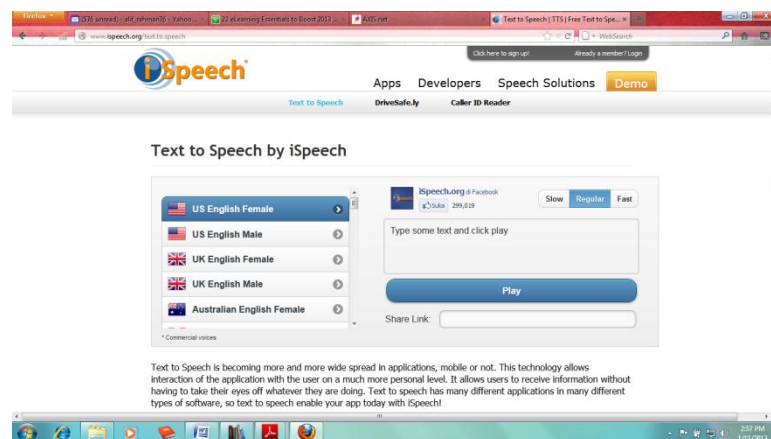
Text-to-Speech (TTS) is the process of converting the written text into speech or getting a computer to read aloud text. There are three process according to Taylor (2009:1), the process of reading, the process of speaking, and the issues involved in getting computer (as opposed to human) to read the text. This technology is related to the other language technologies such as *speech recognition* that aims to convert speech into text,

and *machine translation* that convert writing or speech in one language into writing or speech in another language.
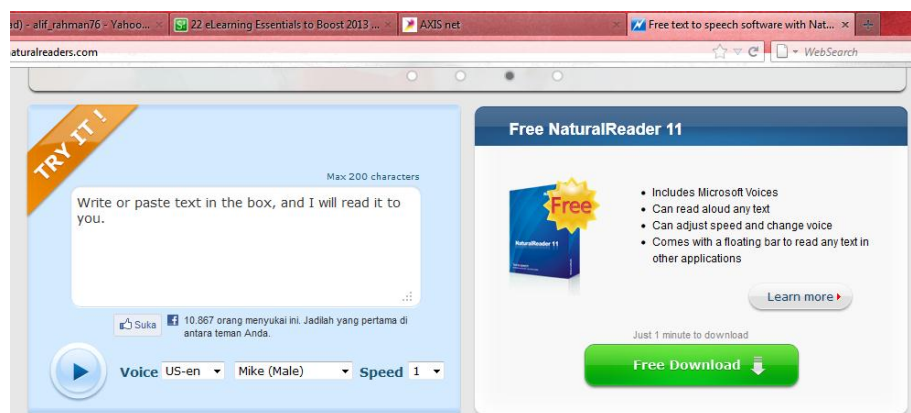
This software was firstly used in reading system for the blind people, where a system would read some text from a book and convert it into speech. It has also been used for reading news stories, weather reports, travel directions and a wide variety of other applications. If you have an adobe reader installed on your computer, especially the latest version Adobe Reader XI, you can click on the 'view' menu and find the facility to 'active the read out loud' on the software. you can find free text to speech on several website such as from http://www.ispeech.org/text.to.speech and also download free text to speech software such as ntural reader from http://www.naturalreaders.com/,

Picture 2. Activate the "Read Out Loud" on Adobe Reader XI

Picture 3. Convert text to speech online from http://www.ispeech.org/text.to.speech

Picture 4. Download Free Text-to-Speech software from http://www.naturalreaders.com/

3) Audio editing software for linguistic and phonological researches such as Praat and Speech Filling System (SFS).

Another kind of audio editing tools that the writer recommends in this article is software which is related to the phonology and linguistics research such as Praat and Speech Filling System (SFS). Praat is software to
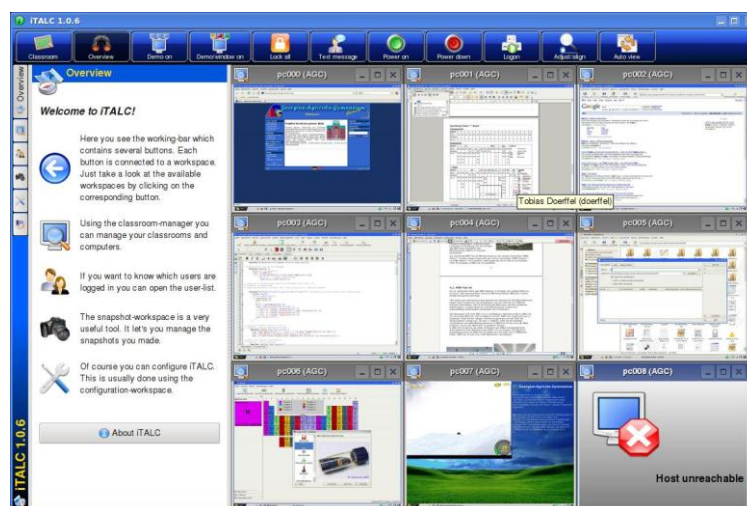
analyze, synthesize, and manipulate speech, and create high-quality pictures. You can find the details about praat on http://www.fon.hum.uva.nl/praat/. Speech Filling System is also software that has the same function with Praat, a tool for signal processing, synthesis and recognition in speech, hearing and phonetic sciences. It can be found from http://www.phon.ucl.ac.uk/resource/sfs/.

Working With Language Laboratory Management Software

21st language teachers need specials skills especially on how to manage the language lab as well as prepare the materials. The latest model of language laboratory is available with computers that provided for teachers and students. Teacher as the lab instructor has to be able to control and monitor every kind of activities that the students do during the lesson. Not just only understand about the concepts and theories about Computer-assisted Language Learning (CALL) but also familiar with many kinds of materials of CALL and how to manage all of them.

1) iTALC, Free management software

Related to the tasks that the 21st language teachers should do for monitoring the students activities on their computers, the writers recommend to use free software called as iTALC. It is a didactical tool for teachers to control and monitor the students in your network in several ways. Compared with other same software such as Nettop School, Smart, Classroom Spy, etc, iTALC is totally free. You do not have to pay for the license or anything like that. You can read the details from http://italc.sourceforge.net/ and download the software from http://italc.sourceforge.net/download.php and from many other websites that provide free software to be downloaded. You can also read the manual from http://italc.sf.net/italc-manual-20070129.pdf.

Picture 5. Screenshot of iTALC, Free Management Software

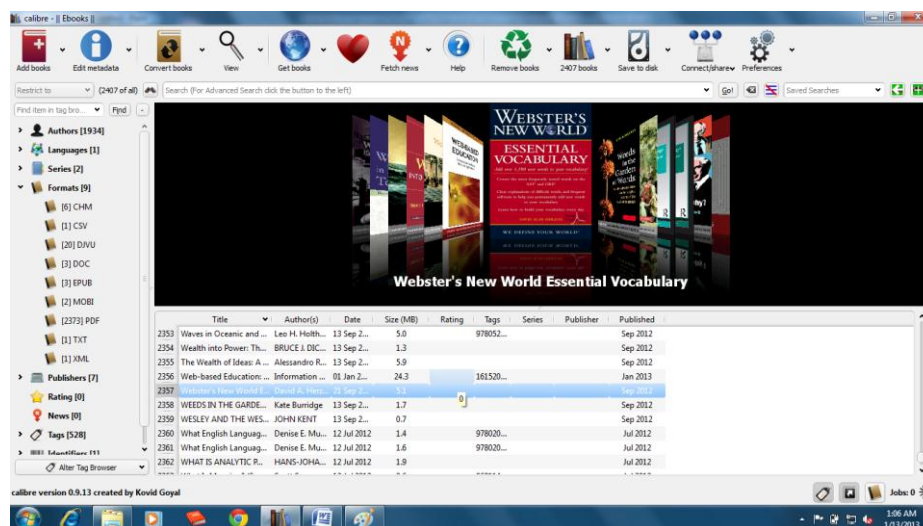4) Virtualclone drive, Manage your CD/DVD virtually

A language lab that is provided with computers and multimedia is usually provided with CD/DVD of certain CALL Program such as Tell Me More, Learn to Speak etc. To avoid reinserting on the CD/DVD that can be resulted in scratches and errors on the CD/DVD, teachers can make any virtual duplicates of the CD/DVD by creating the ISO or Image files. Using the virtual clone drive on the computers, teachers do not have to insert the CD/DVD into the CD/DVD drive on the computer. He simply insert the image or ISO files into the virtual clone drive to run the program, as if he is inserted the CD/DVD but virtually. However, the writer realize and notice that it is recommended only for those who has already had the original CD/DVD program of CALL and restricted only for using in the language lab. Software can be downloaded from http://www.slysoft.com/en/virtual-clonedrive.html. Gamers are usually familiar with this kind of technology.

Picture 6. Virtual Clone Drive to manage your CALL Program

5) Callibre, ebooks management software

Managing the hardcopy of books in a self access center or language lab needs wide space and somewhat difficult. Scanning and converting the hardcopy of books into the digital format of ebooks is interesting for teachers, and 21st language teachers usually have many ebooks collection downloaded from the internet. Using an ebooks management software like Callibre, teachers are able to collect many ebooks in several format such as Pdf, Epub or Mobi, CHM, etc. They can manage the ebooks in one directory, display and read the ebooks from the software. The software also provide many links to find and buy many kinds of ebooks on the internet. You can find the details and download the software from http://calibre-ebook.com/
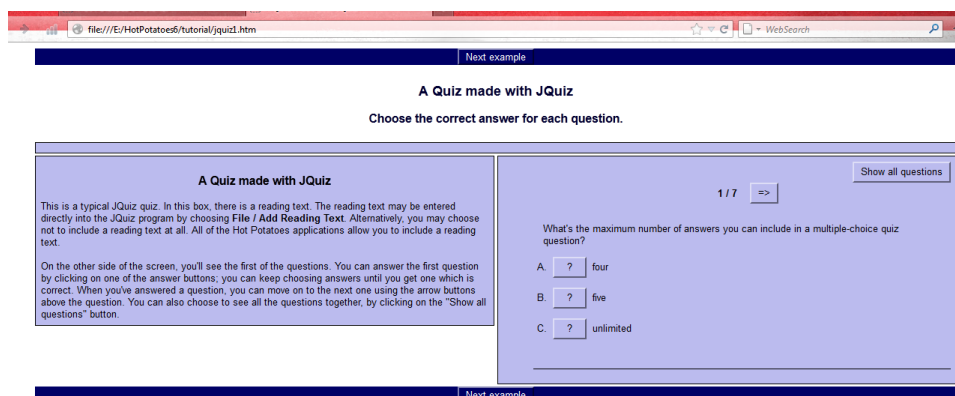

Picture 7. Callibre, ebooks management software.

Working with Hot Potatoes and Moodle for your eLearning Course

21st language teachers should not only familiar with the methods, techniques, or strategies in the classroom or in the offline mode of learning, but also the online mode of learning. Blended learning is the way in which 21st language teachers would apply both of them. Moodle is one of the open source software that can help you to create your elearning website for free. You can manage your content of your language course through moodle, and also you need software that can help you to create many kinds of quizzes and test as the content of your elearning course. Therefore, I recommend for 21st language teachers to be familiar with moodle and Hot potatoes suite.

Hot Potatoes is a set of six authoring tools created by the research and development team at the University of Victoria. Using the tools, teachers are able to create many kids of web-based exercises. They do not need to know about Html or javascript to make the exercise interactive. All they need to do is input the data consists of text questions, answer, reading text, etc. the software can be downloaded from http://hotpot.uvic.ca/. Multiple choices, close-test, crossword puzzle, etc, are kinds of items that can be created using the software. Moreover, the most important thing from this software is all of the items that have been created can be integrated into the moodle. You can find the details from a book written by Jeff Stanford entitled Moodle 1.9 For Second Language Teaching (Stanford: 2009). And also a book written by Silvina P.Hillar entitled "Moodle 1.9 English Teacher's Cookbook" is a good reference that can be used by English teachers to be more creative in creating their elearning materials.

Picture 8. Multiple choices items created using Hot Potatoes 6.3

Working with video editing and subtitling tools

1) Video editing software

By the advent of technology, nowadays, creating a video is an easy task for teachers or students. It can be done by only by using the cell phone or handy camera. Using the technology, teenagers now able to create their very amateur video tapping and upload it into the youtube and share to the other people around the world. And it is the teachers' job, however, to assist and direct them to be more creative with the videotaping technology in creating the video that is more related to their language learning.

Therefore, teachers need to know much about how to edit any kinds of video files. There are many kinds of software that can be downloaded from the internet and used by the teachers either to edit or convert the video files, for free. There are two references of books recommended for teachers to be more creative in working video editing tools, *"Designing Video and Multimedia for Open and Flexible Learnin*g" written by Jack Kuomi, and "*Digital Sotytelling Guide for Educators*" written by Midge Frazel.

List of useful links to download video editing software
1. http://www.akascope.com/2011/07/15/free-video-editing-software/
2. http://webseasoning.com/technology/best-free-windows-video-editing-software/1079/#.UPR2oqAm9EI
3. http://videoeditingsoftwarefree.biz/
4. http://download.cnet.com/windows/video-editing-software/?filter=licenseName%3D%22Free%22|&filterName=licenseName%3DFree|&rpp=&sort=&tag=narrow

2) Creating subtitle for a video

Listening and following translation on a subtitle while watching a movie is very helpful for many people especially when the language is in other languages. EFL learners acquire their understanding on the difference between spelling and spoken words of English usually by watching a video clip of their favorite singers read the text on the screen. The deaf people will be able to watch and understand the program on the television by reading the subtitle. Cronin said that the success or the reach of US popular cinema would be inconceivable without the intervention of dubbers and subtitlers. It is the time when the translation works become visible. It brings the translators back into the picture. (Cronin: 2009)

Creating subtitle on a video is usually done by professionals or translators who work in a production house, agent or an enterprise that produce the video. They type the transcript using software that specially designed to make subtitle, and it is usually expensive and unfamiliar for the ordinary people except them. Language teachers, however, have capabilities to create the subtitle of a video using certain software. through this article, however, the writer recommends free software known as Subtitle Workshop that can be used by the teachers to improve their students listening and translation skills by practicing creating the subtitle of a video. To make the translation easier the writer recommends using software Kamus.2.04, and Indonesian-English and English-Indonesian dictionary developed by Ebta Setiawan.

Summary

To sum up the discussion of the article above, however, the writers present them on the table below.

No.	Name of freeware	Objective	Link to download
1.	Audacity	Teacher is able to create and edit many kinds of audio materials for teaching the language	http://sourforge.net
2.	Text-to-Speech Natural Reader	Teacher is able to use software that can help him read aloud the materials in English, especially to create the conversation that need partners	http://www.naturalreaders.com/
3.	Praat, Speech Filling System (SFL)	teacher is able to teach their students to analyze their own voice to improve their pronunciation	http://www.fon.hum.uva.nl/praat/
4.	iTALC	Teacher is able to monitor and control their students activities remotely from his computer screen	http://italc.sourceforge.net/
5.	Virtualclone Drive	Teacher is able to manage the CD/DVD of the CALL Program onto his own computer	http://www.slysoft.com/en/virtual-clonedrive.html
6.	Callibre	Teacher is able to manage his ebooks	http://calibre-ebook.com/

		collection	
7.	Moodle	Teacher is able to create his own elearning website using the software	
8.	Hot Potatoes	Teacher is able to create quizzes and exercises in various formats to be integrated into their elearning website	http://hotpot.uvic.ca/
9.	Windows Movie Maker	Teacher is able to create a video for his own teaching materials or for any other purpose of learning	Included in Windows OS
10.	Subtitle Workshop	Teacher is able to make subtitle on a video	http://urusoft.org
11.	Kamus.2.04	Teacher is able to translate the language for the subtitle	http://ebsoft.web.id

Using the free software above, it is expected that the 21st language teachers will be more familiar with the technology and more prepared to teach their students in the future. It also hinder them from the practice of using the pirated software that are convicting the law and harmful for their computers.

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