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The use of information and communication technologies (ICTs) in English as foreign language learning: A review of recent practices in Indonesia

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Abstract

From the beginnings in the 1980s, information and communication technologies – ICTs have facilitated all aspects of life; work, leisure, and education (Pelgrum & Law, 2003). The Indonesian government has made it a policy to integrate ICTs within classroom settings as stated in numerous edicts and regulations in 2003, 2007, 2008, and 2009. However, at least in the published literature, there does not appear to have been much assessment as to whether the implementation is an effective or much assessment of government and educator's efforts to make the implementation effective in practice.

To address these questions, this review paper presents the context of information and communication technologies (ICTs) use in Indonesia including a description of the programs and a summary of various studies conducted by Indonesian teachers in integrating ICTs in English as foreign language learning. The programs are established by the Indonesian government in order to promote the use of ICTs in order to make them a part of everyday teaching and learning

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practice. The various studies investigate the usefulness of ICTs in the English teaching and learning context; ICTs include everything from word processing, to multimedia programs, to communication and social media tools. This review finds that the government has taken adequate steps to enhance the effectiveness of ICTs use in English education in Indonesia. It shows that the technology with a structured use within and outside schools play an important role in education development in Indonesia. For the future, it can be expected that the government should be able to promote the effective practices of technology integrated learning by establishing the facilities across the provinces with no exceptions in order to make technology equally available across the entire country so that all learners can receive the benefits of the programs.

Keywords: Information and communication technologies (ICTs), English as foreign language (EFL), language learning practices, and Indonesia

Introduction

The growth of current technologies, particularly information and communication technologies (ICTs) has greatly changed many aspects of human life. The diversity and extended accessibility of ICTs have brought about a noteworthy transformation of learning systems in many parts of the world. This transformation in teaching-learning practice is thought to be a result of the close connection between literacy and technologies (Valmont, 2003).

The traditional learning environments have been transformed into new learning environments with the existence of ICTs. The traditional learning environment tends to be teacher-centered; students are regarded as having 'knowledge holes' that need to be filled with information, emphasis is placed on lesson content and delivery, and knowledge is mastered through drill and practice (Novak, 1998; Johnson & Johnson, 1991). When it is supported by ICTs, new learning environments which are centered on learners become achievable. With the advantages of ICTs, active learning that engages students through collaborative work and information exchange becomes possible. It promotes the students' ability to think critically, to make decisions, and to plan actions in authentic and real world contexts (ISTE, 2002).

The Ministry of Education believes that the use of ICTs can be a means of helping to meet the goals of education development in Indonesia. Specifically, the use of ICTs can help to meet the goals represented by what the government calls the ‘three pillars of education development’ namely: (i). Expansion and increased access to education, (ii) Improvement of the education quality and relevancy, and (iii) Improvement of good governance, accountability and national prestige. ICTs can be used in achieving these education development goals in Indonesia (Nandika, Priowirjanto, and Soekartawi 2006).

The government issued its call for educational development in the previous curriculum, i.e. the Competency Based Curriculum (2004) and School Based Curriculum (2006). Technology integration was attached to the Minister Decree no. 65 in 2013. Point no.13 stated that technology must be integrated in teaching all subjects at all levels of education in Indonesia to achieve the effective and efficient teaching and learning practices and results. The government’s policy favoring the use of ICTs is based on the belief that ICTs can be easily incorporated in both formal and non-formal settings and that ICTs can contribute to a technologically rich environment that will encourage student’ self-esteem, enthusiasm, chances for interaction, and knowledge building competence. (Fouts, 2000; Keengwe, et al., 2008). Thus, the government’s suggestion on the use of ICTs has been put forward recently. In any case, the use of ICTs has become the trend in re-shaping the education system in Indonesia.

Once ICTs was integrated into teaching and learning practice—in response to the government’s call--teachers and researchers began conducting studies on the effectiveness and impacts of using ICTs in teaching and learning contexts. Some researchers have found it effective; other researchers are more skeptical. For instance, Dreyfus & Halevi (1991) studied the use of computers from the perspective of constructivist pedagogy, and it was shown to be effective. They showed that the use of ICTs to provide an open learning environment, allowed learners to explore within a framework, allowed the teacher was working as a guide, and allowed the learners to be able to deal in depth with a difficult topic.

Prihatin (2012) studied the use of ICTs from the perspective of Engagement Theory to address the communicative language teaching principles in computer-enriched instruction, and they also found it to be effective. The results of his study

include the identification of effective strategies to establish computer integration into English language teaching. Furthermore, Cahyono (2014) also showed that the presence of technology in language classrooms was a prerequisite for interesting language instruction and success in language learning.

However, to some people the use of technologies is not very effective yet in practice (Munadi, n.d.); Yusuf, 2010; Fitriyadi, 2015). In some schools, the facilities have been already provided, but only few teachers used them in teaching and learning process. While, other schools needed more facilities to accommodate their teachers and students' demand of teaching and learning with technology. The problems also appeared to be intractable for not all teachers and educators have applied technologies formally or informally (Yusuf, 2010). Furthermore, they also have not been informed about the progress of information and communication technologies used in Indonesia.

The purpose of this paper is to review the programs of the government and summarize some representative studies conducted by Indonesian teachers in integrating the technologies within the classroom settings in order to assess the effectiveness and to suggest areas for improvement. Section I, gives background information about the types of ICTs for teaching and learning practice. Section II reviews the programs that are established by the government and section III summarizes the numerous studies which have been conducted by teachers in classroom settings. Finally, the discussion and the conclusion are given in section IV.

1. Types of ICTs for Teaching and Learning

A paradigm shift in the educational policy and practice appears to be the upshot of the development and advancement of ICTs. People are shifting their manner of learning because ICTs offers innovative options to the traditional classroom setting. In this global era, it is considered important for learners to have access to education anytime and anywhere. Education is no longer only an activity in a classroom within a specific time allocation, but is an activity that can take place wherever and whenever the learner thinks appropriate. "Education will not be a location anymore, but a teaching/learning activity." ICTs have the capability of

providing “personalized, just-in-time, up-to-date, and user-centered education activities” (Haddad and Draxler, 2002).

There is a wide range of different technologies that can be used in teaching and learning. Each of them has its own strengths and limitations, and different situations call for different technologies. ICTs are those technologies that are used for accessing, gathering, manipulating, and presenting or communicating information. The technologies could include hardware, e.g. computers and other devices, software applications, and connectivity, e.g. access to the Internet, local networking infrastructure, and video conferencing (UNESCO, 2003). The variety of ICTs can be categorized into (a) multimedia programs or single courseware, (b) communication and collaboration tools, (c) mobile technology.

1.1. Multimedia programs/ Single Courseware

A single courseware refers to multimedia programs integrated with texts, graphics, audio, and animations, created with the popular presentation tools, Microsoft PowerPoint, Prezi or interactive web development software, such as Adobe Flash. The multimedia-based courseware is often used to stimulate students’ interest in learning the language, to enhance reading comprehension, and to support interpretation of literature.

An example of single courseware use in Indonesia is reported by Megawati and Rachmawati (TEYLIN, 2014) in which power-point was used as a medium for vocabulary learning for students in an elementary school — obtaining good results. Hadriana (n.d) in her experiment research found M-WebQuest was an effective strategy to improve student’ reading comprehension. It showed that there was a significant difference between students’ who were taught by M-WebQuest than those who were taught by traditional method of teaching.

1.2 Communication and Collaborative Tools

Communication tools involve emails, instant messages (e.g., MSN, Gmail, Yahoo, Hotmail, Facebook), chat rooms (Whatsapp, Bee Talk, FB Messenger, Blogs), a software application that allows users to make simultaneous voice calls over the Internet (e.g. Skype, Line, Face Time), and blogs. E-mails allow students to exchange information and additionally can be used to support writing skill

development, whereas the synchronous communication tools such as instant message/chat rooms can be used to support collaborative reading and writing tasks. For Indonesian setting, a useful study on the use of blogs has been conducted by Melati, Mardiah, and Ulfiati (2014) in integrating blog and culture to teach English for vocational high school students. They discovered there was a positive influence on students' English achievement.

In addition, the emerging online collaborative applications, such as bulletin board and wiki, have provided educators with additional tools to guide students in collaborative learning activities. The teacher can use the collaborative technologies mentioned above to guide writing on an interesting topic, provide prompt feedback, and students can make revisions based on the teacher's feedback and ask further questions or for clarification in a timely manner (Xia & Sun, 2010).

Furthermore, there are some learning management systems specifically designed to provide a platform for interactive and collaborative learning, such as Blackboard and Moodle, to create comprehensive courses for reading, writing and literature courses. A good example of such practice in the Indonesian setting is reported by Ulfiati, Kurniawan and Failasofa (2014) in which reading comprehension materials were developed and delivered in Moodle to enhance the effective learning of EFL students. This program not only allowed students to publish their works, but also engaged students in social interaction and peer review processes, included providing comments and feedback to each other, sharing information and resources.

1.3 Mobile Technology

Indonesia supports the rapid development and wide use of mobile technology, such as smart phones, tablets, and netbooks. Mobile technology is exactly what the name implies, technology that is portable. It is typified by being small, light, easy to carry, and convenient for communication through voice or text messages. With a wireless Internet connection, users can search for resources and share information easily.

The technological affordances have caught the attention of Indonesian educators. Fortunasari (2014) explored how children acquired specific Internet

and game terms and their perceived meanings through intensive contacts with tablets and smart phones. She illustrated that mobile technology is highly successful to promote young learners to acquire L2 in informal contexts. Furthermore, Heriyawati (as cited in Fortunasari, 2014) also investigated the use of cell phone in the teaching of integrated English course to cultivate students' autonomous learning. In line with Heriyawati, Bona (as cited in Fortunasari, 2014) discovered that smart phones contribute effectively to develop English skills of undergraduate students. The issue of 'mobile comics' is also evidence to the effectiveness of mobile phones in enhancing the literature's sense of young learners.

Due to this phenomenon, teaching approaches are needed that can focus on the development of higher order skills and should highlight : 1) significant learner self-reliance in the selection of equipment and resource; 2) learners' active partaking in the process of planning and evaluating the use of ICTs in challenging situations; 3) teacher involvement in questioning to assist learners in the formation of generalizations; 4) the demand of learners to convey their thoughts about the opportunities and constrains offered by ICTs techniques, processes and strategies, which they have experienced (articulation may be verbal, written or via e-mail, but should be interactive); and 5) that teaching should develop learners' interests and confidence about ICTs; that learners should be given opportunities and encouragement to reflect formally on their ICTs learning (Kennewell et al., 2000). The cooperative actions between learners and teacher indicate that both play an interconnected role in the teaching and learning process. The successfulness of the learning process leads to the development of skills and competencies of the learners and teachers as the facilitators.

2. Government programs of integrating ICTs into education in Indonesia

All types of technologies which are previously described have been used in integrating technologies within the government programs. Several programs on integrating ICTs into education in Indonesia are classified into 2 categories based on the settings; *in-class and out-class setting* (Nandika, Priyowirjanto, and Soekartawi 2006).

2.1 In-Class Setting

The ICTs integration programs were initiated by the government from the in-class setting. In-class practices vary from primary, secondary, vocational, and tertiary schools.

The program, which is under the heading of the primary school level called *Radio Broadcast for Primary School Students* was begun in 1991/1992. It is conducted by the Centre for Information and Technology for Education. It was then followed by 600 radio program production and used in more than 20 provinces and 170 primary schools which were equipped with a radio and/or audio cassette players, teacher manuals, and workbooks for the students.

In secondary school level, there was a program called *ICTs Block Grants for Secondary Schools*. The Government through The Directorate of General Secondary Education (DGSE) initiated systems of block grants to procure computer facilities. Additionally, a program named *SMU-2000 or High School 2000* was initiated by the Directorate General of primary and secondary Education, Ministry of National Education. This project intended to connect 2000 high schools to the Internet by the development of an educational portal.

ICT-based curriculum for technical and vocational schools is also a program established by the government. It is a program initiated by The Directorate of Technical and Vocational Education (DTVE). Another program called *ICT Centre* has been initiated since 2004 in several cities. It is planned as an infrastructure and structure of ICT training for all school levels started from kindergarten up to senior high school includes Islamic and vocational schools.

In tertiary education, a program called INHERENT (Indonesian Higher Education Network) had been implemented successfully by the DGHE (Directorate General of Higher Education). The program is focused on developing a network information system that could link all of the state universities in Indonesia through the Indonesian Higher Education Network.

2.2 Out of Class Setting

The 'out of class' programs define all the government's effort to make Indonesian population to become familiar with the technology. These programs represent the small scale (schools) and the large scale (cities and trans-nationals).

A program called *Mobile Training Unit of ICTS (MTUICTS) for Education* has been started since 2004 in isolated districts and already had active School Information Network (SIN). MTU-ICT consists of computer laboratory on the van with facilities such as one unit of notebook server, notebook clients, LCD projector, handy camera, CDMA telephone, and Wi-Fi. Besides, a program named *Relay Station and Mini Studio of Education TV* was started in 2005 in several cities. It uses UHF or VHF frequencies with the power of maximum length broadcast for about 15 km. The TV viewers vary from students of Kindergarten up to college students. *TV-Education* broadcasts education program (80%) and entertainment (20%).

In line with the previous program, the government established a program named Cyber City for Supporting Education. This program was started in 2006 in several cities that have an active WAN (Wide Area Network) of Education such as in Jakarta, Bandung (West Java), Yogyakarta, Solo (Central Java), and Malang (East Java). It has been planned that all Cyber Cities will be connected in a wireless intranet which is supported by the WI-Max technology.

An Asia-Pacific Economic Cooperation (APEC) - related program initiated by South Korea through the Education Network (*Ednet*) was started in 2001 under the name of *the APEC Cyber Education Network (ACEN)* and developed further into *ALCoBs* in 2004. It is aimed at setting up and operating a trans-national educational network to reduce educational gaps in terms of learning resources, expertise, and pedagogy. This program is undertaken by the National Office for Educational Research and Development as the Indonesian coordinator for Education Network.

3. The summary of the studies on the use of ICTs in EFL teaching and learning practice in Indonesia

The present studies about ICTs integration generally focus on three topics; (1) nurturing motivation and interest, (2) developing skills of the EFL learners and (3) improving teaching and learning practice for young learners.

3.1 Nurturing Motivation and Interest

There are a large number of articles discussing how to use technologies to motivate students' interest in learning. For example, Wahyono (2008) described how to develop ICT based learning model to enhance students' self-management in learning. Statistically, pre- and post-test in the control and experiment group showed that there was a significant difference in the learning model with self-management compared to conventional learning model. The model significantly achieved students' cognitive, skills and motivation and it was recommended that the teachers considered the model as the alternative way to develop students' self-management in learning.

Noor Cahyanto (2007) identified the advantages of using ICTs in learning environment, i.e. (1) enhanced students' motivation, (2) provided an effective and efficient digital portfolio, (3) improved students' cognitive competence, (4) nurtured collaborative learning, and (5) being a standard of learning concept in schools. The study on students' interest and cognitive skills were also carried out by Rohaeni (2008). She evidenced the implementation of visual media and audio visual affected students' interests and cognitive skills in fashion designing. The students were contented and were free to suggest ideas fitting to their potential capabilities. Moreover, Komara and Ramdani (2014) discovered that 'EDMODO' one form of social media, was effective to motivate students to learn Grammar lesson. EDMODO succeed to build student' motivation in achieving affective, cognitive, integrative social relationships, and task goals.

3.2 Developing EFL Four Skills

The multimedia affordances are not only used to motivate students' interest, but also to support their cognitive development in English language skills. Motivation and cognition are deemed to go hand in hand in listening, speaking, reading, and writing skills. A large number of articles examined how ICTs can be used to provoke language learning, and present simulated environments to immerse students in the environment depicted by the text and help them experience and understand L2.

In the area of listening, Suparjan (2014) investigated students' attitudes to Podcast as a supporting medium for enhancing listening skill. Podcasts are the

name of a digital recording of a radio broadcast (Constantine, 2007). The students of Tanjungpura University showed positive attitudes toward the use of podcasts and approved that podcasts were useful to sharpen listening skills. In comparing the use of video and audio in teaching listening, Prasetyo (2007) through his study discovered that video were recommended to enhance listening skill effectively.

In the area of speaking, the significant use of ICTs was also seen in Widiawati, Sukadi, and Sukra (2013) research on the impact of CALL. They demonstrated that video-based CALL is effective in improving students' English speaking achievement. Umasitah's idea of using digital series pictures from cellular phones also should be taken into consideration, since this technology had significant roles in improving EFL learner's speaking ability (2014). The strategies were described as follows; firstly, the learners were assigned to make a series of digital pictures telling about their activity individually, the document is completed by the crew who involved in the making of the product. Next, the learners presented the pictures document in front of the class; the audience gave comments about the pictures. Looking at different digital pictures stimulated active spoken commentary and responses from the students.

In the area of reading, Sudiran (2014) explored students' positive perception of the use of search engine in reading course. Students regarded the Internet as the important media in the learning process. They took advantage of the Internet to obtain meaningful information about reading materials from which they could enhance their reading comprehension. The students inclined to use the to find reading materials to complete their reading assignment.

The use of Facebook was also considered effective in teaching reading comprehension especially recount text. The study was conducted by Hanip and Sa'adah (2014) in the junior high school level. The students' reading indicators were that they could comprehend the recount text in determining the meaning of the word, phrase, based on the context. Firstly, the teacher explained about recount text and its components within the class. Then, the teacher created the Facebook group and posted the examples of recount text after the class. Questions and answers were also posted by the teacher to stimulate the students to discuss about the content and its structure. As a result, the study showed that the social media 'Facebook' increased the students' achievements on reading subject. The

'Facebook' was an effective medium in teaching reading comprehension to determine main ideas, written and implicit information, reference words, the meaning of the words and phrases based on the context.

In the area of writing, different kinds of technology and genre-based approach for teaching writing in an ESP class was also performed by Suparmi (2014) to support the benefit of ICTs in language skills development. In favor of satisfying to the specific needs of students, Suparmi shared a model of teaching writing by using video, computer, Internet, and genre-based approach. The use of various technologies was integrated into the three steps offered by genre-based approach, i.e. 1) building knowledge of the field (BKOF) and modelling of the text (MOT), 2) joint construction of the text (JCOT), and 3) independent construction of the text (ICOT). The finding suggests that the model is more interesting, more efficient, and the students achieve better result in writing.

A study conducted by Fajaria (2014) emphasizing on the idea that the use of the gadget was believed to be able to provide all of students' needs, especially enjoyment. Through the use of social media, Fajaria, presented a kind of writing assignment as follow up activities which was fun, original, and advantageous, 'an accordion book'. The result of the study showed that the students' favors of writing something in social media, reflected students' motivation in writing and they were able to write confidently.

NLM or narrative learning multimedia in the form of movie, pictures, and texts are also considered effective in making students be able to write a narrative text. Cahyono evidenced that the students became increasingly familiar with narrative writing by considering the schematic structures and linguistic features through NLM (2014). The students were asked to write a narrative text based on the instruction displayed in multimedia. After the students had listened and watched a movie presented in NLM, they wrote a narrative text based on some pictures given in NLM.

In the following section, the paper addresses the notion of the use of technology in improving the English teaching and learning for young learners. Some uses of technology contribute to the improvement of children's motivation and achievement, English four skills, literature's sense, and English word acquisition.

3.3 Improving English Teaching and Learning for Young Learners

Children in Indonesia are increasingly attached to their cell phones, tablets, and laptops even for their personal use. A number of abilities can be fostered by the use of these technologies in science, math, and language. In response to children's familiarity with these gadgets and other forms of technology, ICTs have been used to support English for young learners. Some studies have been done by teachers concerning the use of ICTs in this area.

Based on the fact, Ratminingsih (2014) inspired to develop an audio media with scripted songs to create fun learning in teaching English for young learners. The effect of the media was proven to be effective to improve the students' English achievement and their motivation. Ratminingsih composed 21 scripted songs in this research. The songs were both taken from the source language and the target language. The aims were to make the students aware of their own culture and to introduce them to the target culture through simple songs. As a result, Ratminingsih discovered that the audio media with scripted songs increased the young learners' English achievement and motivation.

Diem and Novitasari (2012) highlighted the Online Resources Strategy (ORS) at the elementary school to cultivate the students' English learning habits. The experimental study found that ORS significantly affected the students' listening and reading skills which then followed by speaking and writing. It is assumed that the achievement in both listening and reading skills occurred as most of the online resources were the animated electronic books or materials provided with the text and the audio which enabled the students to listen to the pronunciation of the words during reading. The authors claimed good results from the study, however, they pointed out the importance of a good sound system to assist students in catching the words better.

'Mobile Comics' was also an interest catching way of enhancing literature's sense to young learners. According to Setyowati (2014) it was considered as a precious and essential pedagogical medium which provided visual movement, sound, and imagery characters. The features can be maximized to sharpen the young learners' literature sense through coloring, picking out the right pictures, singing, mentioning the object in the comics and getting the right pictures. Such

activities provide meaningful and enjoyable exercises and they encourage young learners to engage more in the wonderful world of literature.

Further emphasis on the effect of ICTs in the learning EYL was discovered by Fortunasari (2014) when she explored how children acquired specific Internet and game terms and their perceived meanings through intensive contacts with tablets and smart phones. She illustrated that mobile technology is highly successful in motivating young learners to acquire English words in informal context. The two siblings found their own ways of making meaning of the game and the Internet terms. The older girl inclined to give meaning on more terms correctly rather than the younger one.

4. Discussion and Conclusion

According to the recent Ministry of Education and Culture's regulation about Educational Curriculum, teachers are suggested to take advantage of the ICTs and promote technology integration in the curriculum. Based on the numerous studies, ICTs offer opportunities and possibilities in addressing teaching issues, improving the quality of literacy education in EFL context and promoting curriculum reform. The programs which are established by the government provide evidence that they have put the policy about the use of ICTs into practice in the educational sector.

The application of ICTs in EFL education in Indonesia does not merely mean using technology to support learning and instruction, but most importantly it reflects new notions about learning and instruction. This review of the literature shows that ICTs provides a good way to enhance students' motivation and interests, to promote the development of the English four skills and English for young learners in Indonesia. Many studies indicate that ICTs has an important influence on changing the teaching and learning practice in Indonesia.

However, ICTs have not been fully implemented. The government programs of ICTs have not reached many places in Indonesia, especially in isolated areas. The ICTs related programs are only available in the big cities, such as; Jakarta, Surabaya, Medan, Malang, Bogor, and many others. While in the smaller cities or isolated ones, the programs are not established or have not been implemented effectively. The infrastructure development is quite imbalanced among cities in Indonesia, which makes the establishment of technology based learning very

difficult. Therefore, the potential of technology using and its practice is not fully realized.

The absence of ICTs' facilities and programs affects Indonesian teachers' skill and competence in using the technology. Some teachers still are not aware of the positive effects of technologies. The provision of facilities is needed to be taken into account in order to be widely available and more accessible. Furthermore, to upgrade the teachers' competency in integrating technologies into their teaching, particular training programs are needed to be implemented as well. As stated by Siregar (2008) that the provision of the structure and infrastructure of ICTs within schools should be top priority in order to attain the goal of providing quality education to all learners.

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**Designing an ESP Course Syllabus for Students of Finance and Banking
Department: A Survey at a Private Islamic University in Bogor**

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Abstract

English for Specific Purpose (ESP) is an approach in language teaching in which all decisions with regard to the content and teaching methods are mainly based on the learners' reasons for learning (Hutchinson & Waters, 1987; Miyake & Tremarco, 2005). As a consequence of this, it is found to be crucial, particularly for teachers who also work as course designers, to carefully investigate the needs of the ESP learners in order to be able to provide them with English that is relevant to what they really want and require. Although research on ESP are found to be abundant, studies revealing the needs of Finance and Banking department students in learning English are still scarce. Therefore, the present study is important to conduct. Employing a descriptive method with a questionnaire and interviews as the data collection instruments, this study is aimed at identifying the needs of the students of Finance and Banking department at a private Islamic university in Bogor, Indonesia; proposing an ESP course syllabus that is expected to fulfill the needs of the students in learning English. This study involved 43 students from the second semester of the department for the questionnaire distribution, and an English lecturer, a faculty member, a course coordinator, three second semester students, and two stakeholders for the interviews. The result indicates that speaking and writing are considered the most important skills that

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have to be much developed. The information obtained from the needs analysis might be used as the guidance in designing the proposed ESP course syllabus.

Keywords: Course design, Needs analysis, ESP, Finance and banking English

1. Introduction

Nowadays, people have started to consider the importance of learning English as a tool to be able to communicate globally (Lengkanawati, 2004; Rokhayani, 2012). This certainly has created a special status of English (Crystal, 2003) and therefore has made English language teaching (ELT) encounter continuous evolution and development (Varela, Polo, Garcia, & Martinez, 2010). Thus, it has become no wonder that with the existence of the globalization era and the role of English as an international language, English competence has been obviously required (Astika, 2012). As a result of this, people's enthusiasm for English learning has intensified.

In Indonesia, the similar trend of learning English occurs as well. English has been placed in a very important position. This can be represented with several relevant policies formulated by the Ministry of Education of the Republic of Indonesia (e.g. the decree No. 060/ U/ 1993, No. 020/ U/ 2003, & No.12/ U/ 2012). Therefore, English is taught from lower secondary school level up to university.

Regardless of the difficulties mostly faced by Indonesians in learning English as a foreign language, in fact, it has been admitted that the appearance of globalization era has started to give significant influence towards climate in several domains in Indonesia, such as education, economics, politics, social, etc. (Rokhayani, 2012). The era sets a new challenge for Indonesia and its society to compete globally with people from all over the world. As a consequence, to be able to compete in the era, human resources equipped with good English are absolutely required.

Considering this phenomenon, as an effort to best prepare its graduates for future competition, the Finance and Banking Department, Faculty of Economy, Bogor Ibn-Khaldun University (UIKA) plans to arrange a non-compulsory English course that all of the students in the department should attend. Besides providing the students with materials they should master regarding the use of

English language in economic context related particularly to finance and banking, this course is also planned to offer more opportunity for them to rehearse their English skill both oral and written. After completing this program, the students are expected to be able to become competent English users.

However, some problems might probably come into surface when such a program is about to begin. Based on the observation done previously by the researcher, the problems include facilities, time allotment, selecting the suitable content, materials, activities, and also how to do the assessments. Therefore, in order to be able to develop an appropriate and effective course program that is in accordance with the needs of the students of Finance and Banking Department, Faculty of Economy, UIKA in developing their English skill, a needs analysis is found to be necessary to conduct. Furthermore, the first phase to take before designing a course is doing needs analysis (Hutchinson & Waters, 1987; Brown, 1995; Jordan, 2009; Nation & Macalister, 2010).

The researcher has found five studies (Kittidhaworn, 2001; Petrova, 2008; Yunianika, 2011; Sari, 2012; Nugraha, 2013) that investigated the needs of students from certain departments in learning English and designing a syllabus for an ESP program. However, a study with the purpose of revealing the needs of students from Finance and Banking Department, in learning English that will further enable the formulation of an appropriate syllabus for an ESP program has not yet been much conducted so far. Thus, this present study becomes crucial to carry out.

Based on the phenomenon explained above, the present study is aimed at answering the following research questions: 1) What are the needs of the students of Finance and Banking Department in learning English? and 2) Which proposed syllabus is expected to fulfill the needs of the students of Finance and Banking Department in learning English?

2. Method

2.1 Method of the study

The present study primarily employed a descriptive method in order to provide a detailed and systematic description of the phenomenon being investigated. It is in line with the statement from Kothari (1985), Dawson (2002), and Kumar (2005)

in which they say that descriptive research attempts to describe a situation, problem, phenomenon, service or program systematically, or provides information about, say, living condition of a community, or describes attitudes towards an issue.

All of the information gained from the needs analysis process was analyzed and interpreted as it exactly was. The data obtained could then be used as guidelines for designing an appropriate ESP course syllabus which is in line with the needs and wants of the students of Finance and Banking Department, Faculty of Economy, UIKA Bogor.

2.2 Participants

Brown (1995) explains that there are usually four groups of participants that can be selected as respondents of the study in Needs Analysis research. The first is the target group. This is usually represented by the students as they become the main source of the information required. The second is the audiences. They are usually teachers and administrators. The third is the needs analyst himself whose function is to carry out the research. And the last is the resource group that may provide the researcher with information about the type of English and the appropriate materials needed by the target group.

The target group of this present study was from the active students registered in the second semester of their study at Finance and Banking department, the Faculty of Economy, UIKA Bogor. The sample of the study consisted of 32 students from the regular morning class and 11 students from the regular evening class. In addition, an English lecturer teaching at the economic department and the course coordinators were chosen as the audience group. One of the faculty members and two stakeholders represented the resource group.

The purposive sampling technique was primarily used to choose the participants for the study. Kumar (1999, as cited in Nugraha, 2013) states that the consideration in employing purposive sampling in a study is basically based on the belief of the researcher himself about whom he thinks would be appropriate and capable of providing the best information to reach the purposes of a study. The detailed description of each group of the participants is given bellow:

2.2.1 Student participants

The student participants were registered in the second semester at Finance and Banking department, the Faculty and Economy, UIKA Bogor. These students were selected as they would be able to provide information about what kind of English courses are suitable as well as what the courses really require. This represented the needs and wants of the students in attending the English course organized by the department. 43 students (32 students from the regular morning class and 11 students from the regular evening class) from two classes were taken to be the sample of the study.

2.2.2 Stakeholders

The reason why the stakeholders were also chosen to be involved as the participants in the present study was because they certainly had possessed sufficient experiences on what type of English required to support working on the fields of finance and banking. Therefore, they would be able to give information about knowledge that students majoring in finance and banking would need later. They are supposed to understand the target situation and appropriate activities for the English course. The two stakeholders were a branch manager of a government bank and a customer service officer.

2.2.3 Faculty members

A faculty member was chosen in this present study as she would be able to provide beneficial information about the necessities and knowledge needed by the students. This faculty member was selected carefully based on certain criteria. Those criteria were 1) teaching experiences and 2) English mastery. The chosen faculty member met the criteria as she had been teaching at the economics department for more than five years and used to handle the English for Economics class at the beginning of her teaching career at the department. Furthermore, her TOEFL score which was above the average represented her had good command of English. Thus, her contribution towards the present study is believed to be reliable.

2.2.4 English lecturer

An English lecturer teaching at Finance and Banking department, the Faculty of Economy, UIKA Bogor was involved in the process of providing data for the present study. He was selected since he had been teaching English at the department for more than four years and taking active participation for the reconstruction of the English for Economic Course syllabus from time to time. Therefore, he knows what his students really need and want.

2.2.5 Course coordinator at the Economics department

The course coordinator possessed a significant role in giving information for situation and or environment analysis in a Needs Analysis (NA) research (Nugraha, 2013). She would be able to provide the researcher with a detailed explanation on the outcomes expected from the course which is hoped to be consistent with the vision and mission of Finance and Banking Department, the Faculty of Economy, UIKA Bogor itself.

2.3 Data collection

A questionnaire and interview were mainly employed to obtain the data required in the present study. As this study was expected to be able to describe precisely the needs and wants of the students in the process of developing their English skill, the questionnaire was found to be proper as one of the instruments. This is in accordance with what has been indicated by Bulmer (2004). He holds that a questionnaire functions to acquire information on the participants' social characteristics, present and past behavior, standards of behavior or attitudes and their beliefs and reasons for actions with respect to the topic under investigation. Meanwhile, the interview was conducted to reach more detailed information from the interviewee (Alwasilah, 2009). Below is the illustration of the data collection procedures carried out in this present study:

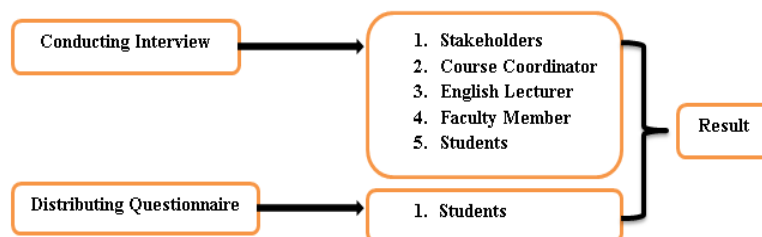


Figure1
Procedure of the data collection

2.3.1 The questionnaire

The questionnaire distributed to the students participants covered three types of required information: participants' personal information, needs in English, and suggestion for future ESP course.

The experience of participants in learning English, English use situation, and proficiency were mainly covered within the participants' personal information section. Additionally, language functions and the four language skills-speaking, listening, reading, and writing-were revealed in needs in English section. Finally, the suggestion for future ESP course provided information about the participants' preferences on topic, classroom activities, materials, time allocation, and evaluation.

2.3.2 The interviews

The interview was designed to be conducted with two stakeholders, one faculty member, one course coordinator, one English lecturer, and three students from the 2nd semester of Finance and Banking department of UIKA Bogor. Those mentioned informants were interviewed with different purposes.

The interview with the two stakeholders was aimed at obtaining information about the possible suggestion for the future English course appropriate for the students of Finance and Banking and the English use situation particularly at workplaces. Meanwhile, the interview with a faculty member was carried out to identify the needs of students in learning English.

The interview with the course coordinator was aimed at getting information on 1) the vision and mission of the economics department, 2) the purpose of English course, 3) the facilities for the course, and 4) the suggested evaluation for the course. Further, the interview with the English lecturer was to reveal the suggested method, activities, evaluation and the urgent needs of the students in learning English. Finally, the interview with three students of the 2nd semester of Finance and Banking department, the Faculty of Economics, UIKA Bogor was carried out to investigate the importance of learning English, previous English studies, and suggestions for the future English course.

2.4 Data analysis

After all of the data needed in this present study were obtained, the next stage was to conduct the data analysis. The process of analyzing the data from the interview was based on what had been proposed by Kvale (1996). It involved interviewing, transcribing, analyzing, verifying, and reporting.

In the interviewing stage, the participants were asked to respond to some sets of questions that had been prepared. Afterwards, all information gained from the interview was transcribed and further analyzed. The analysis was aimed at getting the most appropriate data that could support the research findings. These findings were then verified and reported.

In analyzing the data derived from the questionnaire, the participants' personal information and suggestions for English courses were recapitulated. Subsequently, the result of the recapitulation was divided by the number of participants and was further multiplied by 100. By doing this, the percentage of each category in the question could be obtained. In addition, the data related to learners needs in English were scaled based on Rensis Likert's Scale (as displayed in McMillan & Schumacher, 2009). The scale was from 1, which was defined as least important, to 5 which meant most important. The detail of the scale is given in the Table 1.

Table 1
Rensis Likert's Scale

Scale	Needs	Problem	Mean range
5	Most Important	Always (81-100%)	4.50-5.00
4	Important	Usually (51-80%)	3.50-4.49
3	Moderate	Often (21-50%)	2.50-3.49
2	Slightly important	Seldom (1-20%)	1.50-2.49
1	Least important	Never (0%)	1.00-1.49

The results of both the participants' problems in English and the English needed in the target situation were summed up and then divided by the number of respondents to get the mean score of each category (x). It was really important to know the mean score of each item identified since the mean score itself reflected the level of learners' needs and problems in learning English; where the higher the

mean score received for each category, the higher needs the learners had, and vice versa.

2.5 Validity

Validity has also become one of the most important aspects that needs to be considered in a qualitative study. Validity refers to whether the findings of a research are found to be accurate and convincing. Accurate in the sense that the findings of the research reflect accurately the situation observed while convincing in a sense that research findings are supported by sufficient evidence (Gvion, Diehl, & Mc.Donald, 2011). To support the validity, triangulation can be used (Meijer, Verloop, & Beijaard, 2002).

Triangulation, the systematic combinations of various types of data, is known as a method of highest priority in determining and increasing the study accuracy or the validity in qualitative research (Gliner, 1994; Cohen, Manion, & Morrison, 2007; Hussein, 2009). In this present study, the interview and questionnaire were mainly used to triangulate the results of each data gained from each instrument.

Besides doing triangulation as a technique in attaining validity in this present study, the researcher also implemented members check as another way to maintain it. Alwasilah (2009, p.175) supports this by saying that “to avoid misinterpretation that might be created by the researcher; he can take the advantage of conducting members check.” Meanwhile to ensure the validity of the questionnaire, the researcher tried to ask for feedback, critiques, comments, and suggestions. According to Alwasilah (2009, p.176), “feedback, critics, comments, and suggestions are adequately useful to identify threats towards validity.” All the inputs that were gained during these processes could provide ideas for the researcher in designing and re-designing the research questionnaire.

3. Findings and Discussions

3.1 Data derived from the questionnaire

43 students from two classes were given the questionnaire which covered three types of required information: participants’ personal information, needs in English, and suggestion for future ESP course. The detail is described as follows:

3.1.1 Participants' personal information

In this study, the first stage carried out was to conduct situational analysis. It is found to be crucial as indicated by Kaewpet (2009) and Nation & Macalister (2010). Further, they hold that situational analysis may involve the learners themselves. Therefore, participants' personal information was taken into account to fulfill the data for such analysis. The following table provides the result of the analysis on the participants' personal information:

From the table below, it can be seen that the age of the learners taking the ESP course ranges from 19 to 21. This implies that usually those who are interested in attending the course are adult learners. This is in accordance with what has been indicated by Dudley-Evan & John (1998) and Gatehouse (2001) in which they state that ESP course is, most of the time, designed for and given at a tertiary level or in a professional working situation where the majority of the participants are adult.

The information in Table 2 also shows that most of the learners possess really high intension to learn English. This is considered as intrinsic motivation. It is believed that once students are highly motivated to study, the result will be then satisfying. Stern , et al. (2008) defines motivation as the reason that causes somebody to act or behaves in a certain way. It means that motivation is an encouragement power which can influence somebody to do something. Dornyei (2001, p.86) additionally states that "motivation can make the students focus on the learning activities with vigor." This strongly emphasizes the crucial influence of motivation on the success of learners.

There is also information in Table 2 about the experience of the students in joining the English course. It can be seen that most of them have taken the course and found that it is very helpful for them. Therefore, by providing an ESP course, it is expected that the students' competencies in using English-particularly the English which relates to their field of expertise-can be much developed.

In Table 2, we could also notice that approximately 88% of the whole numbers of the student participants in the present study have started to learn English since they were still in the elementary school level. In addition, it is also displayed that more than 50% of the students had English as the language of instruction in the previous English classes. This can be concluded that they have

already accustomed to the use of English as they have obtained sufficient exposure to it. The implication of this is that it is strongly recommended if the future ESP course can provide much more opportunities for the students to get English exposure and practice it along the session. This may improve their English skills. Furthermore, the data have shown that 34% of the students seldom use their English in their daily activities or even never do it—except when they are in the classroom chatting with their friends in English class—it is found to be important to give students homework so that they can also have something to do in English when they are out of the classroom.

Table 2
Participant's personal information

No	Information	Answers	Frequencies	Percentages
1	Gender	Male	13	30.2
		Female	30	69.8
2	Age	19	25	58.1
		20	11	25.6
		21	7	16.3
3	Willingness to learn English	Really high	35	81.4
		high	8	18.6
4	Language of instruction in the previous English class	English	32	74.4
		Indonesian	11	25.6
5	The first time learning English	Elementary	38	88.4
		Junior	5	11.6
6	Teaching methods used by teachers in the previous English class	Vocabulary and grammar focus	17	39.5
		English	21	48.8
		Conversation	11	25.6
7	Experience taking English course	Yes	28	65.1
		No	15	34.9
8	Perceptions towards the course	Very useful	28	65.1
9	Daily use of English	Often	4	9.3
		Sometimes	9	20.9
		Seldom	15	34.9
		Never	15	34.9
10	English use situation	Classroom	13	30.2
		Chat with friends	23	53.5
		Talk with teacher	3	6.9
		Online chatting: Skype	10	23.2

**note: students could choose more than one responses for questions 6 and 10*

By looking at the fact that they are adequately familiar with the use of English, due to the information provided regarding the experience of taking

English course and the time started learning English, the teachers' decision to include English conversation, vocabulary, and grammar focus in the process of teaching ESP class is found to be appropriate. However, some other activities are also recommended to make the teaching of ESP much more interesting and meaningful. Jordan (2009) suggests three activities that could be used by teachers; they are simulation, case studies, and role-playing.

3.1.2 Students' needs in English

This part is principally devoted to elaboration of the findings derived from the questionnaire that focuses on identifying the needs of the learners in learning English. This is comprised of two important discussions: the analysis of the learners' needs in English and problems encountered by them in learning English. Since the questionnaire was given to the learners, all of the information displayed and interpreted in this part is based on their perspective. Hutchinson and Waters (1987) and Nation and Macalister (2010) categorize this as subjective needs.

3.1.2.1 Analysis on the learners' needs in English

From the result of the questionnaire, it can be recognized that all of the students realize that the most important skill in English they have to really master is speaking. This can be seen from the data where the whole population (100%) of the present study has agreed on this. Regardless of the importance of mastering such a skill, the data, however, show that more than a half of the participants (67.4%) involved in the study consider themselves as having less satisfying speaking ability while the rest (32.6%) found themselves moderate. This implies that the future ESP course should pay more particular attention especially at the development of the students' speaking skill. Table 3 presents the detailed information on this aspect:

From the information provided in Table 3, it can be taken into a conclusion that the learners are in different level of proficiency. The implication of this is that ESP teachers are better of having more knowledge on how to handle a heterogenous class. Though an ESP class usually consists of students whose intension of learning is similar to one to another, being knowledgeable is always a good decision as well. The following is the sub-sections that specifically explain

the needs of the students in English. This covers the four language skills and the language aspects.

Table 3
General language proficiency level of the students

Skills	Categories			
	Weak	Limited	Fair	Good
Speaking		67.4	32.6	
Listening	16.3	25.6	58.1	
Writing		37.2	46.5	16.3
Reading		20.9	69.7	9.3
Vocabulary		44.2	55.8	
Grammar	27.9	41.8	30.2	
Pronunciation		25.6	74.4	

**Note: the number indicates the percentage of the participant from the whole population*

3.1.2.1.1 Learners' needs in English speaking

The result of the data analysis from the questionnaire shows that the students assume speaking as the most important skill that should be mastered. This is in accordance with the statement proposed by Oradee (2012) and Richards (2008) in which they say that in the process of foreign language teaching and learning, the ability to speak is the most essential skill since it is basic to communication. Furthermore, learners' success in language learning is, most of the time, evaluated based on how much they have improved particularly in their proficiency to use and understand spoken language. This certainly implies that speaking should be located in a special place in an ESP course.

Table 4
Speaking skills

Skills	Mean	Category
Handling complaint	4.35	Important
Giving instruction	4.25	Important
Talking on phone	4.21	Important
Describing object	4.18	Important
Making agreement	4.18	Important
Requesting	3.95	Important
Self introduction	3.79	Important

The questionnaire has revealed several speaking skills that are considered useful in the context of Finance and Banking particularly, and Economics generally. Table 4 presents the information about this.

Table 4 indicates that all speaking skills listed are categorized as important topics and useful in the context of Finance and Banking particularly and Economics generally. The speaking skills desired by the students to be developed need justification, and only those which suit the information on the students' necessities would be taken into a consideration in formulating the objectives and the content of the proposed ESP course syllabus.

3.1.2.1.2 Learners' needs in English listening

From the result of the questionnaire, it can be notified that listening is also an important skill that has to be intensively rehearsed. Unfortunately, as this study is closely related to English for Occupational Purposes (EOP), listening activities would not be significantly intensified. This is in line with the argument of Nugraha (2013) in which he urges that listening is necessary only if it is English for Academic Purposes (EAP). Thus, the listening skills which would be included in the proposed syllabus are only those which have received the highest rank: identifying problem in a conversation (4.25) and obtaining information from a telephone call (4.18). These two listening skills are also required to be consistent with the necessities.

3.1.2.1.3 Learners' needs in English writing

Writing skill is also believed to be vital. However, based on the result of the questionnaire, there are few items listed in the skill of writing which are found to be less important. The detail is presented in Table 5:

Table 5
Writing skill

Skills	Mean	Category
Writing report	4.44	Important
Writing business letter	4.35	Important
Writing brochure	3.60	Important
Writing memo	3.16	Moderate
Writing journal	2.53	Moderate
Writing publishable article	1.12	Least Important

From the information provided above, it can be summarized that the writing skills desired by most of the students and are also essential and relevant with the context of Finance and Banking include writing report, business letter, and brochure. Though, the idea has come into surface, validation remains crucial to be made.

3.1.2.1.4 Learners' needs in English reading

In relation to the skill of reading, the result of the questionnaire reveals that comprehending the main idea of a passage has been considered the most important skill by the students (4.5). In fact, there are still some reading skills which are of important position: looking for specific information from a passage (3.79) and guessing meaning of words from the passage (3.60). However, due to the statement stating that reading and listening are two skills needed to be given more focus on EAP (Nugraha, 2013), both are not prioritized in this present study. Thus, the only one that would be involved in the consideration for the proposed syllabus is the most desired one.

3.1.2.1.5 Learners' needs in English language aspects

This part presents the information about what kind of English language aspects found to be necessary. The analysis is of course still based on the students' perceptions towards each aspect. This covers the needs of English vocabulary, grammar, and pronunciation.

Concerning the vocabulary and pronunciation needs, most of the students think that to support their English learning, specialist vocabulary-English vocabulary that typically appears in the context of Finance and Banking-should be frequently introduced to the students (4.25). Through this, students would have chances to practice pronouncing, using and be more familiar with the English vocabulary that is relevant to their field of specialism. In contrast with this finding, English grammar does not have a special place for the students (1.06).

To conclude all of the above explanation, the language skills and aspects that should be thought in the consideration in formulating the ESP course syllabus should be those which are meaningful to assist the students in performing in the

target situation and are congruent with what the students would like to have in the course (Nation & Macalister, 2010). The results discussed in this sub-section reveal the importance of some essential skills and aspects. To decide the content and objectives of the ESP course, the information in this particular section is used.

3.1.2.2 Problems mostly faced by learners in English

As has already been mentioned, listening and reading are typically related to EAP (Nugraha, 2013). The information about the two skills is not provided here. Rather, the discussion is focused on stating the problems encountered by the learners in speaking, writing, vocabulary and pronunciation.

In conjunction with the problems mostly faced by the learners in speaking, the result of the questionnaire shows that most of the students usually experience difficulty to say something more comprehensible in English (4.25) and arrange words to be spoken (3.79). While writing, students often encounter problem when they should write grammatically (4.35). In addition to vocabulary and pronunciation, students find frequent problem on memorizing the specialist vocabulary (4.21), use it in an appropriate context (3.95), and further pronounce it properly (2.53).

The result of this identification would help determine an appropriate treatment required to solve the problems. However, this should also be firstly justified with the information on necessities as shared by stakeholders, faculty member, and the English instructor.

3.1.3 Suggestions for ESP course

This section highlights suggestions for the future ESP course. The information listed here is considered as part of the subjective needs as well (Nation & Macalister, 2010). Table 6 lists the suggestions from the students which show their preferences on the future ESP course:

Table 6
The students' suggestions for the ESP course

No	Suggestion	Responses	Frequency	Percentage
1	Topic of the course	English for Economy	43	100.0

		Communication	43	100.0
		Vocabulary	39	90.7
2	Materials	Textbook	40	93.0
		On line materials	32	74.4
		Newspaper	12	27.9
3	Activities	Game	43	100.0
		Role-play	27	62.8
		Group Discussion	21	48.8
		Group work	16	37.2
4	Time	Morning	32	74.4
		Afternoon	11	25.6
5	Days in a week	Twice	43	100.0
6	Hours per meeting	2 hours	43	100.0
7	Total meetings	12	37	86.0
		10	6	13.9
8	Instructor	Indonesian	31	72.1
		Native English	12	27.9
9	Assessment	Oral test	34	79.0
		Written test	9	20.9

**Note: students could choose more than one responses for questions 1,2 and 3*

Generally, two topics-English for Economy which refers to the focus on finance,banking, and communication-have become the most preferred orientation (100.0%). The data imply that the ESP course should concentrate on the communication skills that are suitable for the context of finance and banking.This would help define the goal for the ESP course.

Based on the information gained from the data, it is found out that textbook is desired by 93.0% of the participants in this study and on-line materials receive 74.4 % of the whole percentage. The last most preferable material is newspaper (27.9 %). These three sources of material will be primarily employed for the future ESP course.

Concerning the activities desired by the student participants, game and role-play are much favored. This is indicated by the percentage obtained where game has received 100.0% and role-play 62.8%. This further implies that the students want to rehearse using English in the target situations and it is believed that role-play could accommodate such needs. Additionally, game is also favored since it can provide more interesting and challenging activities during the lessons. In accordance with this, Hutchinson and Waters (1987) support the fact by saying that building positive attitude towards learning is an important part of the teaching tasks. This can be done through the implementation of game, discussion and also group activities.

Regarding the allocation of time for the program, Table 6 indicates that most of the students would like to have the course in the morning (74.4%) while only few of them want to have it in the afternoon (25.6%). However, they agree to allocate two days in a week (100.0%) with two hours length for a meeting (100.0%). In addition, the students mostly want to have 12 meetings in total (86.0%) with preference on Indonesian instructors (72.1%).

Regarding the assessment, oral and written test are favored by the student participants. This is indicated by the percentage obtained for each form of assessment where oral test has received 79.0% and written test 20.9%. Tratnik (2008) suggests that in designing a test for an ESP course, it is important to include activities that might provide students with the pictures on how the language is actually used in the target situation. Oral and written tests are believed to be able to accommodate such needs.

3.2 Results of the interviews

The main purpose of doing the interviews was to search for the required knowledge and the students' wants in learning English. This is in accordance with what is proposed by Hutchinson and Waters (1987) and Nation and Macalister (2010). In addition to this, the information gained from the questionnaire distributed to the students-students' needs analysis-was validated through the implementation of the interviews. This is what has been indicated as environment analysis (Richards, 2001; Nation & Macalister, 2010).

In the attempt to make identification of the knowledge required by the students in learning English, the stakeholders, the faculty members, and the English instructor that participated in the study were interviewed. Meanwhile, the appointed second semester students of Finance and Banking department, the faculty of economics, UIKA Bogor were purposively interviewed to find out their wants in learning English. Finally, the interview with a course coordinator would provide ideas on the target situation.

From the interviews, all students point out the needs to study English to support their future careers. This is in accordance with the results of the questionnaire and is supported by the interviews responses conducted with the faculty members, the English Instructor, and the course coordinator. All of the

information gained would be considered in formulating the goal of the proposed ESP course syllabus. Nation and Macalister (2010) suggest that in formulating goals, a course designer should think through ideas which are valuable for learners after having completed the program.

As the course is designed to concentrate on English for Finance and Banking, two stakeholders were chosen to be interviewed. They indicate the seven tasks which are usually related to the field: handling complaint, giving instruction, talking on the phone, requesting, self-introduction, and writing report and business letter. The information the stakeholders provided is found to be identical with what has been derived through the questionnaire and the interviews with the English instructor and the faculty member.

In terms of the activities, the English instructor and the students interviewed suggest the importance of conducting the teaching in an interesting and stimulating way. This can be done through using games, group-oriented activities, and role-playing. This is in line with the result of the questionnaire where the students indicate the similar activities. The inclusion of games and group activities is in line with Hutchinson and Waters' (1987) conclusion that pair or group activities and fun activities could enhance the students' positive emotions towards the lesson.

Regarding the available facilities for the course, based on the interview with the course coordinator, the department has prepared all of the supporting equipment that is required for the class such as OHP, DVD, Internet access, and many large size classrooms that can be occupied by approximately 60 students inside. The availability of a large classroom supports the inclusion of group activities and games for the ESP course (Nugraha, 2013). Meanwhile, the availability of an OHP and Internet access fulfil the students' wants to have on-line materials for the course.

Finally, regarding the assessment, the students, the English instructor and the course coordinator were primarily interviewed. For the students, the types of assessment that they really want is the oral test. This is also similar to the response of the English instructor and course coordinator in which they suggest the importance of oral test in assessing the students' development. The English instructor further specifies the type of oral test that is found to be suitable for the

students. These are simulation and role-playing. Simulation and role-playing contain situations, activities and tasks that reflect the target situation (Tratnik, 2008).

In conclusion, the information from the interviews and questionnaire were employed to reveal the needs of the students of Finance and Banking department, the faculty of economy, UIKA Bogor in learning English. Since needs analysis is the very important stage in the process of designing a course (Hutchinson & Waters, 1987; Brown, 1995; Dudley-Evans & St. John, 1998; Songhori, 2008; Jordan, 2009; Nation & Macalister, 2010), this study considers all of the information derived from the analysis in developing the proposed ESP course syllabus.

3.3 A proposed ESP course syllabus for students of Finance and Banking

3.3.1 Course rationale

The findings of the present research have confirmed several needs of the students which are found crucial. However, all of the participants involved in this study indicate the importance of English for Economy which focuses on finance and banking and also communication. This implies that the ESP course should concentrate on the communication skills that are suitable for the context of finance and banking. Additionally, several speaking and writing skills which are mostly essential in the context of finance and banking are also revealed.

The urgency to study English for working purposes is also indicated by the course coordinator, the faculty member, and the English instructor. In addition, the course coordinator urges the importance of improving the students' speaking and writing skills. By considering all of the data explained, the course rationale is formulated as follows:

“The course is particularly designed for students of Finance and Banking department that are projected to work at banks and other financial-related agencies. The main purpose of the course is to improve the skills of the students in English speaking and writing. Therefore, the course would specifically give opportunities for students to practice communication skills required to support them succeed in their future career, such as banking staff, so that they would be able to compete internationally as they are equipped with communicative skills in English. In addition, any activities and tasks relevant to the students' field of expertise are selectively considered to be included in the teaching and learning process.”

3.3.2 Goals

Findings from the needs analysis reveal that generally two topics-English for Economy which refers to the focus on finance & banking and communication-were preferred by the students (100%). Moreover, the result of the interview with the students also concludes the importance of English for finance and banking. Additionally, some speaking and writing skills closely associated to the context are revealed. By considering this, the goal of the ESP course can be defined as follows:

“After having completed the course, the students can improve their skills in English speaking and writing for the purposes of accomplishing the tasks when they work at the field of finance and banking.”

3.3.3 Objectives

Objectives need to be set in order to help the students reach the goals of the course. By considering the analysis on the students' needs, wants, and the goals, after completing the course, the students are expected to be able to:

- Introduce themselves to others
- Give instruction in role play and simulation
- Make a phone call in role play and simulation
- Handle complaints in role play and simulation
- Make a request in role play and simulation
- Write a business letter on a given topic related to the context of finance and banking
- Write a report on a given topic related to the context of finance and banking

3.3.4 Syllabus

From the questionnaire, most of the students would like to have the class in 12 meetings with 2 hours long for each. However, based on the result of the interview with the course coordinator, the department has agreed if the course would contain 10 meetings. It is due to the fact that this additional ESP course is on its own first trial. Therefore, the course would be for 10 meetings with 2 hours long for each.

Table 7
Proposed ESP course syllabus

Session	Topics	Objectives	Learning activities	Assessment
1	Introduction	<p>The students are able to introduce themselves to others in various situations</p> <p>The students are able to provide detail information about themselves</p> <p>The students are able to introduce someone else to others</p>	<p>Practice some expressions/ most commonly-used statements in introduction</p> <p>Watch a sample video about introduction</p> <p>Discuss how to make introductory statements</p> <p>Play an introduction game called “<i>beside me game</i>”</p> <p>Make dialogues and perform them with partners</p>	Role Play
2	Giving Instruction	<p>The students are able to give instruction for banking-related transaction</p> <p>The students understand how to construct imperative sentences</p>	<p>Watch a video entitled “<i>let’s go to the bank!</i>”</p> <p>Discuss some expressions commonly used in giving instruction.</p> <p>Rearrange jumbled sentences</p> <p>Make a dialogue and role play the dialogue in groups</p>	Role Play
3	Making a phone call	<p>The students are able to ask wh-questions to make confirmation</p> <p>The students can understand phone etiquette</p>	<p>Read a dialogue on the telephone call</p> <p>Discuss pronunciation and the usage of terminology contained in the article</p> <p>Discuss how people ask questions</p> <p>Write questions based on a given response and vice versa</p> <p>Play a game called “<i>Whisper</i>”</p> <p>Make a dialogue and role play the dialogue in groups</p>	Role Play
4	Handling	The students are	Make a dialogue and role	Role Play

	complaints	able to handle and respond towards complaints The students are able to use various expressions in handling complaints	play the dialogue in groups	
5	Making request	The students are able to make a request The students are able to practice polite expressions of making requests	Categorize several expressions used in making requests starting from the informal to the formal ones Practice using those expressions while guided by the lecturer Make a dialogue with a partner	Role play
6	Writing business letter	The students are able to write a business letter in English The students can be familiar with fixed expressions used in the business letter The students comprehend the structures of a business letter	Rearrange jumbled sentences Discuss the structures of a business letter fill in the blank write a business letter based on the topic given	written-test
7	Writing a report	The students are able to write a report The students are able to analyze the important elements that should be included in the report The students are able to understand the organization	Rearrange jumbled sentences Discuss the structures of a good report write a business report based on the topic given	written test

		of the report		
8	Getting the main idea and specific information of the text	<p>The students are able to understand the main idea of the text</p> <p>The students are able to find specific information that support the main idea of the text</p> <p>The students are able to report their understanding of the text</p> <p>The students are able to make a conclusion</p>	<p>practice skimming</p> <p>practice scanning</p>	oral / written test
9	Identifying problem in the conversation	<p>The students are able to identify the main problem contained in the conversation</p> <p>The students are able to find some specific information that causes the problems</p> <p>The students are able to use wh-questions to ask for clarification</p> <p>The students are able to make a conclusion about the problems using their own words</p>	<p>Students listen to the audio</p> <p>Students list some specific information from the audio</p> <p>Students make their own conclusion about the problems</p> <p>Students report the information obtained</p> <p>The teacher gives students feedback about their work</p>	oral/ written test
10	Test	The students are able to develop their English	Students have an oral and written test	Oral and Written test

skills for the
purposes of
accomplishing
the tasks related
to the field of
finance and
banking

3.3.5 Materials

The findings indicate that the most preferable source of material is text book. As the availability of the materials suitable with the needs of the students of Finance and Banking department is still found to be rare, the teacher would then have to produce his own teaching materials. The construction of the textbook would be particularly based on the model proposed by Hutchinson and Waters (1987) which is comprised of input, language focus, content focus, and tasks. Additionally, the teacher would also have to consider the importance of including on-line materials and newspaper, as these are also wanted by the students.

3.3.6 Assessment

The students' development will be assessed through two tests: oral-test and written test. The oral-test will be in the form of role-play while the written test will be in the form of a written report. The most important thing that has to be considered is that the test should be able to reflect the target situation (Tratnik, 2008).

3.3.7 Evaluation

In relation to the evaluation, it is strongly recommended to conduct the two types of evaluation: formative and summative. Formative evaluation is the evaluation which is carried out along the practice of the program while summative evaluation is done after the program ends. Formative evaluation can be conducted through making a discussion with the students on particularly the weaknesses of the program. Meanwhile, summative evaluation can be done through distributing a questionnaire to the students to get the ideas on how the future ESP course can be developed.

4. Conclusion

The main purpose of this study is to identify the needs of the students of Finance and Banking department, the faculty of economy, UIKA Bogor in learning English. Additionally, this present study is also aimed at proposing an ESP course syllabus that can be used as guidance in practicing the teaching of English in the department.

The needs analysis results indicate that the students are required to improve their skills in English writing and speaking for the purposes of accomplishing the tasks when they later work at the field of finance and banking. Some skills which are found to be required and desired by the students to support them in doing so are self-introduction, giving instruction, making a phone call, handling complaints, making a request, write a business letter, and write a business report.

From the findings, most of the students participants want to have textbooks combined with on-line materials and newspaper as the main source of materials used in the course. Regarding the activities, the needs analysis results have confirmed that the ESP course should comprise activities in the form of group or paired activities, games, and role play. Finally, the assessment can be done by conducting role-play, simulation, and a writing test.

In formulating the proposed ESP course syllabus, all of the data findings gained from the needs analysis process are taken into account as the primary source. Therefore, the syllabus produced is expected to fulfil the needs of the students of Finance and Banking department, the faculty of economy, UIKA Bogor. This syllabus includes course rationale, goals, objectives, syllabus, materials, activities, assessment, and program evaluation.

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Towards improvements in Chinese students' oral communication skills: A cooperative action research project

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Abstract

This paper reports on a cooperative action research project conducted by two teachers of English working at a university in Shanghai, China. The aim of this study was to evaluate the implementation of a theme-based collaborative project model in CALL (computer-assisted language learning), with a group of fifty Chinese learners enrolled in a general English course at the university. To carry out this project, a problem was identified, a hypothesis was formulated, data were collated, analyzed, and interpreted, and some form of pedagogic intervention took place. Results coming from class observation reports, evaluative questionnaires, and students' semi-structured interviews revealed that the inclusion of collaborative learning in CALL gave learners more chances to use L2 purposefully with their peers in a low-anxiety context than in previous times, when a more traditional approach to teaching English had been employed. However, both teacher and students acknowledged that, during the implementation of the project, they often felt the need to revert to the old teaching method, a fact that made them feel safer and more at ease in class. Based on these findings, some pedagogical implications will be discussed, and some recommendations for future work in the area will be given.

Key words: cooperative action research, teaching approaches, collaborative learning, CALL.

Introduction

During the last two decades, pushed by the rapid advance in business, technology and education, together with the shifts in the political situation and her open door policy, China has begun to lay strong emphasis on the teaching and learning of English as a foreign language. Nevertheless, the fact remains that, in some cases, the methodology used for English language teaching, rooted in traditional approaches and combined with the use of outdated teaching materials and the lack of professional teacher development programs, has hampered the effectiveness of both teaching and learning the target language (Liu, 1995; Luchini, 2004; 2005; Savignon & Wang, 2006). For a long time, language educators have clung to a transmission model, which sees the function of the educational system as the

passing on of a received body of facts, values and procedures (Savignon & Wang, 2006; Luchini, 2004; 2005). Wen & Wang (2004) found that some students believe speaking English in class is very helpful for learning the language, although very few do it. The reason is quite obvious. In the traditional classroom, learners hardly ever have authentic needs and opportunities to use English purposefully.

At present, pushed by globalization and the need to communicate internationally, foreign language teaching has become a major issue in college education in China (Cai, 2006). To meet this objective, many foreign language teachers have intuitively integrated computing and communication technology into their classrooms in the hope that this will enhance their students' motivation and interest to learn and to help them develop their L2. However, the truth is that although the use of technology has been brought into many English classrooms, pedagogic practice in China is still deeply rooted in traditional teacher-centered methods focused on rote learning and memorization (Beatty, 2005; Hannum, 2007; Maddux, 2004; Warschauer & Healey, 1998). A concern such as this calls for a change in teaching methodology in favor of student-centered and task-based approaches to foreign language learning.

The aim of this action research project is to evaluate the effectiveness of introducing the use of technology in the context of collaborative learning as part of a new class dynamics. The project was conducted by two non-native English language teachers -one from China and the other from Argentina- working cooperatively. The Chinese teacher was in need of effecting a change in his teaching practice while the other more experienced teacher, from Argentina, acted as his observer and facilitator. Fifty college students participated in the study. Data were gathered using class observation reports, students' interviews, and questionnaires, administered before and after instruction. After the data were collected, the information was gathered, analyzed and interpreted.

Literature Review

For the past 20 years or so, China's open door policy and economic advance have been speeding up the teaching of English in an unprecedented manner. To ease the students' learning process, English teachers in China have switched from using

traditional ways of teaching English to adopting an assorted array of teaching methods and techniques. Among all these teaching methods, the communicative approach has so far been the most significant and widespread one in the Chinese classrooms. Nevertheless, several conflicts have arisen throughout this transformation process. Learning English in a Chinese language context may be a rather off-putting task. Although millions of Chinese learners take regular English courses throughout their schooling years, not very many develop the necessary English competence to function adequately in communicative situations (Liu, 1995). Despite the fact that English language teaching is a huge profession in the process of reform and innovation in China, it seems to fall short of meeting the needs generated from the country's rapid developments in the economy, science, and technology, and from increasing contact with the outside world.

Some researchers claim that the integration of information technology (computing and communication technology) into the English classroom enhances creativity and independent learning skills (Alvermann, 2007; Gainer & Lapp, 2010). However, it is well known that pedagogic practice in China has not yet fully integrated information technology into the curriculum and classroom activity, and computers remain a greatly underutilized resource in many educational contexts. In this scenario, the question still remains whether technology itself directly influences learning. Numerous studies have investigated the benefits of introducing technology into the L2 classroom. Maddux (2004) asserts that it is not technology itself, but pedagogy, that is the decisive learning variable. That is, the issue is not whether teachers and students should have access to computers, but the way computers or technology should be used to promote better language learning outcomes (Warschauer M. & Healey D, 1998; Maddux, 2004; Beatty, 2005; Hannum 2007).

Pedagogically speaking, some problems in current English teaching practice in China prevent teachers from getting their students involved in communicative activities. And this, as was said earlier, may be because teachers still rely heavily on traditional methods and techniques, and when they manage to bring to their classes some communicative tasks, they seem to lack the knowledge and resources to successfully implement them (Luchini, 2004; 2005; Zhu, 2003).

From a broader overall perspective, and pushed by globalization, there have been considerable developments in the theory and practice of English language teaching worldwide. More emphasis has been put on the ability to use a second language effectively for communicative purposes than on knowing about the language. For some time now, moved by this goal, many language teachers and researchers in China have decided to join with other local and foreign academic experts in their desire for a thorough reform of foreign language education all throughout the country (Li & Sinn, 2010; Liu & Jiang, 2009).

As a way of aligning with this new movement, since 2003, a well-known university in Shanghai has been implementing an English language program run by foreign English language teachers, deliberately designed to help learners build up their oral skills in the target language. Thus, in 2003, along with the other twelve international colleagues, I was invited by this university to participate in this project. During our stay at the university, the school authorities appointed local Chinese teachers of English to work together with the international teachers. Together with my co-teacher, we formed a very supportive, professional team. After observing and analyzing my classes for a two-week period, the Chinese teacher reflected upon his own teaching practice and resolved to implement a few changes in his teaching style so as to bring it more into line with communicative teaching practices. Thus, he decided to introduce collaborative learning in his classroom through the use of computer assisted instruction.

Collaboration in the classroom begins with a task that facilitates real communication; for example, verbal, written, or electronic discussion in the course of solving a problem. It also requires that two or more learners engage in discourse over the decisions associated with the task set, discuss what is most important, identify the sequence of discrete problems within the task, and decide how to approach the solution of a given problem within the task (Beatty, 2005). Collaboration essentially puts learners into a semi-autonomous situation in which they must use discourse to negotiate meaning, use an array of language learning strategies and make joint decisions about what is (and is not) worth investigating and learning (Griffiths & Oxford, 2014, Ma & Oxford, 2014; Oxford, Rubin, Chamot, Schramm, Gunning & Nel, 2014; Skehan, 1996).

Collaboration has been shown to improve student skills in learning; learners have also reported satisfaction with their collaborative experiences. Several studies investigating college-level learning found that students who follow in-class collaborative learning procedures and actively interact with each other are more satisfied with their learning experience and evaluate their courses more favorably than students who are exposed to the traditional lecture method (Wheeler, Yeomans & Wheeler, 2008).

In the typical teacher-fronted classroom, this researcher has seen that students often feel negatively interdependent with one another, competing against each other for reinforcement from the teacher in such forms as praise and grades. In contrast, when students are set to work on tasks, they feel positively interdependent toward their peers, and this may become an alternative source of positive reinforcement for learning. This reinforcement encourages students to work hard to succeed and help their group mates succeed at learning tasks (Ferreiro & Luchini, 2015).

Some of the potential benefits of group activities in language instruction mirror those ascribed to multimedia learning (Brett, 1997; Clark & Feldon, 2005). This is perhaps because the computer naturally invites collaboration through its various qualities and properties, including the public nature of the display or screen versus the relatively private nature of the textbook and sheet of writing paper. When computers are used in language teaching, the field of CALL (computer-assisted language learning) is often divided into two camps: learning *from* or learning *with* computers. Learning *from* computers, traditionally, is referred to as computer-assisted instruction (CAI). Learning *with* computers is known as CALL (computer-assisted language learning). Whereas CAI includes the use of computers to *deliver* instructional content directly to learners, CALL involves the use of computers as a tool to *explore* content. Learning in CALL (*with* computers) comprises such things as having students working together to seek specific information online, using multimedia software to give presentations, using communications software to collaborate, and using subject-matter-specific tools to process information (Reeves, 1998).

Generating effective collaboration in educational situations is not always guaranteed. To support and optimize students' collaboration for learning

purposes, computer mediated communication (CMC) systems provide new educational opportunities. CMC systems are network-based computer systems offering electronic opportunities for group communication, such as Newsgroups, E-mail conferencing systems, Internet Relay, Chat and Virtual Classrooms. Activities of collaboration online can be performed such as debates, games, simulations, role plays, case studies, discussion groups, brainstorming and project groups (Paulsen, 1995; Warschauer, 1995; Warschauer & Healey, 1998). Most of these activities can currently be done by mobile technology (MALL: mobile-assisted language learning). Although some teachers recognize some of the potential benefits of MALL to support their teaching and student learning, in many contexts, many teachers tend to prohibit or reluctantly tolerate mobile device usage in their language classrooms (Van Praag & Sanchez, 2015).

With the aim of exploring the Chinese teacher's context and being able to determine the extent of his present state of affairs, we both decided to undertake cooperative action research (Luchini, 2005). This, we thought, would encourage improvement in the Chinese teacher's situation by promoting reflection and awareness of his professional role, and, would also help him bring about the desired change in the quality of his teaching and his students' outcomes.

The action research project

Action research is research in practice, by practitioners and for practitioners (Kemmis & McTaggart, 1988). It is a form of self-reflective enquiry undertaken by professionals to develop understanding of, and thereby to enhance their own practice. An action research project typically consists of five cycles: (i) identification of a problem, (ii) collection and organization of data, (iii) interpretation of data, (iv) action based on data and (v) reflection. Action research can be conducted by a single teacher investigating an issue in his classroom, a group of teachers working on a common topic, or a team of teachers and others focusing on a school- or district-wide issue (Burns, 2010). It is not only a research methodology but also an effective means of supporting professional development through which teachers are enabled to become self-monitoring or reflective practitioners (Ferrance, 2000). It also aims at integrating change and development within the research process, and is considered the only viable and flexible

methodology for carrying out meaningful research focused on social situations in different contexts (Somekh, 1993). In this work, we adopted the cooperative approach of action research in which two teachers, working together, tried to solve an existing problem. One of the teachers acted as facilitator or critical friend and co-researcher, while the other, following a methodological sequence of analytic steps, put a plan of action into effect to accomplish a desired goal.

Steps followed

The action research process was started by the acknowledgment of a problem that the Chinese teacher had found in his teaching context. The second step consisted in the gathering of baseline data through a preliminary investigation, which was designed to recognize what was presently taking place in his classroom without trying to modify the current state of affairs. Based on these findings, a hypothesis was formulated. The next step was the development of some form of intervention or change to the existing practice, together with a way of evaluating the effects of this change. The last step was the reporting stage of the outcomes of the intervention. Finally, some recommendations for future action were given.

Identification of a problem

After working together for approximately two weeks, one day, my co-teacher came up to me with the identification of a problem related to his teaching practice. It seemed that his insight had emerged as the result of the extended periods of class observation and later reflection. He said that, upon observing my classes, he had tried to replicate and use with his students some of the communicative tasks I had done with mine. He acknowledged that although he had made every possible effort to have his students work in small groups and talk, he had failed to accomplish his goal. In one of our after-class discussions, he expressed a strong need of effecting a change in his teaching style to help his students develop their communication skills. He first began by describing the typical sequence of activities he regularly followed in his classes:

1. The first two periods are spent on vocabulary, in which I supplement some relative words and ask the students to make sentences with the new words and

phrases. All the words are projected on a big screen in the front of the classroom for students' note taking.

2. The second two periods are for intensive reading of the text. Usually I display some key words and phrases and distinguish them from other similar words and phrases by offering some examples.
3. The third two periods are used for the exercises in the book. I ask them to supply the correct answers. If there is some time left, I let the students do some discussion on the text they have learnt.
4. The last two periods are for listening and speaking.

He highlighted three important aspects that he thought called for immediate change:

The problem with the above distribution is that, firstly, I cannot afford time for the students to practice oral English or let them express their own opinions. The class contains too much to be learned. That's to say, I deprive my students of using the target language for communicative purposes. Secondly, however, I am afraid that if I let them discuss in class, the classroom will get into a mess for it seems difficult to offer a topic appealing to all the students and there will not be enough time for them to express themselves in class since there are too many students. As regards the learning material, some students find it too easy, but some find it difficult. Finally, with the use of computers, I often feel more exhausted after each class, and the students tend to get tired too.

After listening to his comments, we both decided that if he meant to effect a change in his teaching style, he should have to concentrate on the following aspects:

- His desire to help his students develop their L2 oral skills.
- His fear of engaging his students in communicative activities because he could lose control of his class.
- How to reduce his class workload so that his students and himself would feel more at ease.

With the problems identified, we set about collecting data. We selected one of his classes based on the large number of students and because they seemed well motivated and conscious that without a good level of English competence their

chances of passing CET-4⁴ and finding a decent job in the future would be jeopardized. He agreed that to help him understand his current teaching situation and his students more in depth, he would have to explore relevant literature related to his problems as a way of serving his pedagogy. To meet this end, we decided that he should have to start by focusing on interaction through group work and the use of computer-assisted language learning (CALL).

Research questions

Once we managed to narrow down the scope of our investigation and identify the problematized area that called for a change, we set out to find plausible answers to these research questions:

1. Which would be the students' affective reactions to the integration of collaborative learning process in CALL?
- 2- How would this teacher respond to the adoption of this new approach to language learning?

Method

Context and participants

The research involved the collaboration of two teachers working together and fifty Chinese-L1 students. By the time data were collected, the students were pursuing different majors such as Economy and Engineering at the university. Their ages ranged from 18 to 20 years old (male holding 42%). All of them had studied English for more than 6 years. Their level of English competence ranged from low-intermediate to upper-intermediate, equivalent to BAND B (Common European Framework of Reference for Languages, CEFR). The students' English language competence was determined by means of a placement test⁵ administered at the beginning of the academic term. They all agreed voluntarily to participate in the research.

The Chinese instructor was a graduate English language teacher, with less teaching experience than his co-worker. One of his responsibilities as a co-teacher

⁴ College English Test CET-4, national English level test in the People's Republic of China.

⁵ The test administered to these students was the Oxford Placement Test.

was to observe my classes at the university, and then write a final evaluative report to be submitted to the school authorities at the end of term. Over my short stay at the university (one quarter), I worked as a foreign English language teacher in charge of 9 spoken classes. I am a Spanish-L1 graduate teacher of English, and hold an MA in ELT and Applied linguistics. By the time I was in China, I already had more than 20 years teaching experience in Argentina and overseas. We both worked together observing classes, collecting and analyzing data, reflecting and acting. I collaborated in my capacity as assessor, facilitator, or both for the implementation of the changes introduced by the Chinese teacher.

The context in which the research was carried out was one of the Chinese teacher's classes at the university. His class met twice a week for 80 minutes each. One computer was available in the classroom for teaching purposes, which was often used by the teacher to deliver content. The teaching material used was a course book supplied by the school authorities. The course book mainly aimed at training students to pass their College English Test Band 4 (CET-4), which was designed and administered by the National Educational authorities in China. Examinations in China are mainly knowledge focused, and in some cases, neither listening nor speaking competence is tested. This plays an important role in teaching practice because in this context Chinese teachers oftentimes find themselves teaching to the test rather than helping their learners develop their L2 language skills. The result of this method of education is that students may score high marks in their tests, but are reluctant or unable to use even simple English for real communicative purposes (Liu, 1995; Zhu, 2003).

Instruments

The data came from three elicitation instruments. A class observation form (see Appendix A for complete proofs), 2 evaluative questionnaires, and students' semi-structured interviews. The class observation form was adapted from a class observation sheet developed at Peen University to evaluate English classes. The items observed are evaluated using a rating scale ranging from 4 (outstanding) to 1 (poor). The observation form is divided into 6 sections: a) preparation, b) language use, c) lesson presentation, d) classroom management, e) classroom

atmosphere, and f) use of technology. There is an open section towards the end of it, devoted to comments, strengths, and suggestions for improvement.

Students were also asked to complete two evaluative questionnaires in English: one before intervention (see Appendix B for complete proofs) and another after it (see Appendix C for complete proofs). In the first one, the students were asked to report their opinions and perceptions regarding their English classes, the type of activities done regularly in class, their teacher's role and the materials and resources used. They were also asked to comment on their motivation to learn English and their expectations of their classes. Additionally, students were asked to explain what they would do if they were in charge of that same class. In the post-intervention questionnaire, the students had to indicate whether they preferred using the old or the new approach to learning English, and, secondly, what they thought could be some of the positive/negative points of using collaboration in CALL for their learning process. Lastly, they were asked to give reasons whether they would like to continue doing the new type of activities in the future. Both questionnaires were completed in English. Whenever a student failed to understand a word or question, either the Chinese teacher or myself assisted them with the necessary explanation.

The students who participated in the semi-structured interviews were asked similar questions in English to the ones presented in the evaluative questionnaires (See Appendix D & E for complete proofs). That was deliberately done with the intention of crosschecking the information coming from these two instruments. The information obtained from these instruments was classified and analyzed according to whether they were collated before or during the implementation of change.

Data analysis and results

Before the implementation of change

Class observations

Before starting with the implementation of his new teaching style change to align it more with communicative methods, the Chinese teacher agreed that I should observe some of his classes and record interesting data which could serve as points of departure for future discussion and later reflection. So, after I observed

and recorded a few of my co-teacher's lessons, we got together to comment on my observations. That exchange allowed us to reflect on the various interpretations of what had occurred in his classroom and transform my observations into identifying problematized areas of classroom activity.

After our discussions, in general terms, we both agreed that, as an initial step, he should concentrate mainly on his overuse of a teacher-fronted approach. More specifically, we discussed issues related to addressing only a few students in the front of his class, echoing students' responses, using the computer in the classroom to deliver content exclusively, turning to L1 (Chinese) to avoid losing control of his class, and using drilling as the only technique for teaching vocabulary.

The adoption of such a traditional approach for teaching English meant that his students' capacities for participation were underestimated, the possibility of developing their speaking skills was denied, and the value of involving them in their own learning process was unrecognized. The data coming from these class observations allowed us to confirm our expectations before the implementation of change.

Evaluative questionnaire

Before starting off with the changes in his teaching style, the Chinese teacher administered the pre-intervention evaluative questionnaire to his students (see Appendix B for complete proofs). This questionnaire aimed at eliciting the students' opinions and perceptions about their motivation and expectations, and the type of activities they thought were more beneficial for their learning process. They were also asked about what they would do if they were in charge of that class. A similar questionnaire was piloted in one of my classes before the Chinese teacher administered it to his students. We made a few adjustments to the pilot questionnaire to obtain the information we were actually searching for.

For practical reasons, the most significant information coming from each question was classified and grouped into five major categories, each determined by the number of times mentioned in the students' responses: (i) motivation, (ii) expectations, (iii) classroom activities, (iv) areas in English that needed further development, and (v) what they would do if they were in charge of teaching that

class. Under each major category, the students identified a number of subcategories, which provided useful and detailed information that contributed to completing the analysis. Table 1 shows each category and the percentages obtained for each subcategory:

Table 1

Categories and subcategories

Motivation	%	Expectations	%	Classroom activities	%	Areas for improvement	Percentage%
To pass CET Band 4 test	62	Improve fluency	76	More speaking tasks	62	Speaking	59
To improve their English	21	Improve vocabulary range	24	More listening tasks	16	Vocabulary	27
To communicate globally	17			Watch more videos in English	22	Listening	11
						Grammar	3

In reference to motivation, most students agreed that the main reason they were taking that course was mainly to pass the CET Band 4. However, some others added that they hoped that class would help them improve their present level of English. Only a few acknowledged the importance of mastering English for global communication. Regarding their expectations, most students answered that after taking that class, they wished they would be able to speak English more fluently. Only a few expressed they would like to expand their vocabulary. Concerning the type of classroom activities, many suggested they would like to have more chances to speak in class, while others reported that they would like to do more listening tasks and to watch more videos in English.

When the students rated those areas in English they considered they needed to work on more, speaking topped the score. In the second place was vocabulary, followed by listening and grammar tasks, which scored the lowest rates respectively.

When asked about what they would do if they had to teach that class, three students pointed out:

“Let my students tell me what they want to learn in class”

“Give them more chance to speak and talk”

“Develop students’ interest so that they’ll be interested in English and learn it well”

Close examination of these data reinforces our initial idea that such a traditional approach for teaching English restrains students from having opportunities to participate in class using their L2, develop their speaking skills, and engage in meaningful communication.

Students’ interviews

Four students were randomly chosen from the Chinese teacher's class and interviewed individually before he actually began to introduce some of the changes in his teaching style (See Appendix D for complete proofs). This information was later crosschecked with the data coming from the other elicitation instruments to provide a complete picture of the phenomenon explored and thus strengthen the validity of the findings (Huges, Sharrock & Martin, 2003; Olsen, 2004). In that initial stage, concerning their expectations of their class, two students pointed out the following:

“English is very important in Shanghai, especially if you want to get a job in future...”

“I hope I can learn English well to speak with foreigners; English is an international tool”

In the interview, two other students described the type of activities that they regularly did in their English class as follows:

“I study English for nine years. I can write English but I can’t orally explain my ideas. If I want to speak, I have to speak more in English”

“...students in class are not active. I don’t like the use of computer in class. I want to talk with teacher more. We can play some games. We should speak more in class. Little listening and writing and more speaking. We don’t speak because we do exams by writing”

When asked about the changes that they would bring about in their class, two students reported:

Student H: “I would, first, want to know what students want to do. Second, I combine their ideas with facts, and last, I let them have a class... let them become

the teacher... can make class interesting ... students can have a class and they will like it.”

Student I: “I will give my students time and freedoms, letting them choose what they want to learn and when to learn.”

Although the number of students interviewed was not be fully representative of the whole community under study, a close look at their responses indicates that they acknowledged the need to have more chances to use English in class to be able to communicate more effectively in the future. They recognized that, throughout their schooling years, they had been taught to pass written tests, a fact that had denied them real opportunities of using L2 for communicative purposes. Much of this information matches the data collated from the other two elicitation instruments. In this particular case, mixing the use of class observations and survey data with interviews helped us to validate the findings obtained.

The Implementation of Change

Once the problem was identified, and the baseline data analyzed and interpreted, the Chinese teacher set about effecting the desired change in his classroom. After exploring some influential literature on interaction through group work, CALL, and some of the principles underlying communicative oral tasks (Dörnyei & Murphey, 2003; Luchini, 2004; Luchini & Roselló, 2007, Long, 1985; Long & Porter, 1985) a number of informed decisions were made.

First, he arranged his students into ten fixed groups of five students each. The rationale underlying this decision lies in the fact that with traditional methods, language tends to be limited to initiation only by the teacher in an artificial environment whereby he lectures, explains grammar points or vocabulary items, conducts drills, and oftentimes leads whole-class discussions in which each student may have a few seconds of a class period to talk (Brandl, 2002; Cook, 2001; Luchini & García Jurado, 2015).

Small groups, on the other hand, provide opportunities for student initiation, for real face-to-face interaction, for practice of negotiation of meaning (Courtney 1996; Foster & Ohta, 2005; Pica, 1994), for comprehensive conversational exchanges, and for students adopting roles that otherwise would be impossible (Brown 1994; Gass, 2003; Gass & Mackey, 2000; Skehan, 1996). The motivation

of participants also improves when they work in small groups. This may be to a degree as a result of the release of inhibition and tension of speaking in front of the whole class, or to the teacher.

Most students, especially those who are shy, find themselves at ease when they can express their ideas in front of a small group of their peers (Luchini, 2004; Luchini & Roselló, 2007). More importantly, group work may lend itself as game-like activities since nearly any task-centered exercise can be turned into a game by simply adding a component of anxiety such as arbitrary time-limit or inter-group competition, among others (Long, 1985; Luchini and Roselló, 2007).

Secondly, a three-week intervention period, which incorporated collaborative learning and the teaching of content in CALL (Bruffee, 1999; Kreijns, Kirschner & Jockems, 2003), was designed. The teacher asked each group to make a PowerPoint (PPT) presentation related to a topic they had already discussed in previous units in their course books (e.g. friendship, the American dream, college life, etc.). Thus, they came up with a theme-based collaborative project in CALL (Cai, 2000; Levy, 1997) in which they had to select a theme-based topic and discuss it in groups, swap information through the Internet, design a PPT presentation, share it with the whole class, discuss the content of the PPT presented, and finally, upload and store the material on the web as a source of learning.

During the implementation of change

Class observations

During the intervention phase, I observed five classes taught by my co-worker. After classes, we often talked about and reflected upon seen and unseen classes. Although the number of classes observed may not be sufficient to lay strong claims, the data from those post-lesson discussions and the actual classroom observations yielded valid information related to the focus of the research.

The adoption of group work, combined with CALL, reduced the teacher's class workload. With the use of group work, the teacher adopted different roles changing from that of a controller to that of a facilitator or assessor. The students showed greater enthusiasm when they discussed and evaluated their PPT contents as they found that they were more in control of their learning. The PPT provided

them with encouragement and support as this technological resource facilitated the structuring of their presentations in a professional manner. By careful mixing of media with other materials, the students resorted to a number of different learning styles which contributed to develop their creativity and raise their interest for learning.

Although the Chinese teacher tried to implement the group work technique in most of his classes, on occasion, he turned to his conventional teacher-fronted approach. He said that reverting to his old teaching method made his students and himself feel a bit more at ease in class, at least at this preliminary stage in the adoption of this new teaching style. Even though his students had never been introduced to the technique of group work before, whenever they were put to work in tasks, most of them responded fairly well to its implementation.

Evaluative Questionnaire

After having introduced a number of important changes in his teaching style, the Chinese teacher gave his students a second evaluative questionnaire to elicit their post-intervention feelings and perceptions. The students were mainly asked about the use of group work in class over the old traditional independent method and to list the positive/negative aspects about the implementation of learning in CALL.

Once more, the data coming from this post-intervention questionnaire allowed cross-checking of information gathered from the different instruments used in the project. Out of the 50 participants, 76% agreed that they preferred collaborative to independent learning, 20% suggested they would rather stick to the independent approach, and 4% showed no preference for any approach. The following testimonies illustrate these findings:

"It's fun to work with fellow students. We take advantage of computers and the Internet."

"I can know different opinions and integrate them into my knowledge."

"I can improve my spoken-English."

"Cooperation can push me forward."

"I need more individual time to study and to enrich myself before I can contribute to the group."

"Discussion topics are not at my knowledge level. We can obtain more knowledge and we don't depend on each other."

"The traditional way helps me do exams well. But work in group is funny too and we learn. We should work slowly with groups."

"A mixture of collaborative and independent ways is necessary. I can do either way."

Most of the students favored collaborative tasks through which they were able to use their interactive skills purposefully. However, it should be kept in mind that a radical shift from one approach to another, as the one introduced by this teacher with his students, should be done progressively and in small doses. We said earlier that both teacher and students recognized having felt more comfortable and confident when completing controlled exercises than when they were engaged in communicative tasks. When students are engaged in mechanical exercises, they are given the impression that they feel comfortable and safe with the new language as they are guided to produce it accurately in class. With collaborative tasks, on the other hand, given their dynamic nature, students are free of language control in that they are pushed to use all their language resources rather than just practicing pre-selected items. Although this sense of freedom often contributes to increase students' motivation and interest for learning (Dorney, 2002), collaborative tasks, given their complexity, may equally turn the classroom into a highly risk-taking and challenging environment for teachers and students alike (Skehan, 1998).

Another group of students highlighted the importance of having been given the opportunity to use L2 purposefully with their peers in a low-anxiety context:

"Group work provides us with enough chances and improves our oral English."

"By writing E-mails, I can make my ideas clearer to my partners."

"In this way, I find I have known many other students and I can learn the text better than before."

"Collaborative learning lets us feel relaxed to learn. I won't be afraid to open my mouth with the help of QQ and MSN."

They also acknowledged that if they were to bring about an improvement in their oral skills, these opportunities—in which language is used for

communicative purposes—should be reinforced with other types of classroom activities such as watching movies or listening to songs in English:

"We can learn more if we can sing English songs in chorus."

"I'll learn more words and expressions if I see English films."

Regarding the disadvantages of collaboration, a few students pointed out:

"We have no time for in-depth discussion, because our language level is low and we have a lot of pressure from some other courses."

"Sometimes the class appears disordered."

"Some of the students have no chance to perform."

"The group is too big, the members are too many, and the time of preparation is too short."

"Some of the students do nothing to the project but the teacher doesn't know it."

All the students suggested that their teacher should continue with this new teaching approach, but indicated that it should be done gradually and in short periods:

"We spent too much time discussing and making PPT and many pupils don't have computer at school. We like, but need more time now."

"...maybe we should change more, but now a little, then more changes!"

On looking at these comments and comparing them with the data coming from different sources, we can see there is a strong correlation between the students' perceptions and our initial expectations before intervention. All in all, most students responded well to the changes introduced. Once more, upon cross-referencing these data sources with the other findings obtained in this research, we can claim that the adoption of this new technique for developing oral skills in CALL was moderately effective.

Students' interviews

During intervention, the same four students were chosen to be interviewed again (See Appendix E for complete proofs). In the interview, they said they now felt more willing to communicate in English because they had been given more chances of interaction, and that had made their classes more enjoyable:

“Classes now are different; we enjoy class more than before. We are glad with more group work and have more chance to speak English...”

The students completed a battery of communicative tasks during the implementation of the project, which provided them with useful practice in the kinds of language they would need to use in real communicative situations such as: *If I were you, my suggestion is..., May I ask..., It was my fault, please forgive me..., You're right, I feel the same way..., I don't really agree, but what about..., Can I give you a hand..., In your opinion, what's your view on..., I feel that I could be wrong, but...,* among other expressions. Collaborative learning supports a communicative approach to learning (Bruffee, 1999; Cook 2001; Kreijns, Kirschner & Jockems, 2003; Luchini & Roselló, 2007) and this is evidenced in the following responses:

“We work together, both at home or at school, chatting on the Internet or face to face. I feel it's much better than learning alone.”

“I'm interested in the PPT making and evaluating others' PPTs...it can improve our English...”

“Now we have more freedom in learning. We can listen to music, see videos, and discuss. Good!”

From looking at this information coming from the interviews, we can see that the collaborative project in CALL stimulated the students' motivation and interest for learning English. Some anecdotes that took place during classroom discussion showed that the students' enthusiasm and motivation about group work and the presentation of contents through the use of PPT were positively influenced by the changes introduced by their teacher. The students' motivation and performance are dependent, to a large extent, on the interest and enjoyment generated by tasks (Dörnyei & Ushioda, 2011; Skehan, 1996).

Discussion

The first research question we sought to address in this study was associated with the students' affective reactions to the inclusion of collaborative learning processes from using CALL in their classes. The most significant impact of the adoption of this new approach was indicated by a rise in the students' interest and motivation. And this information is confirmed in both the questionnaire and the

interviews. A communicative model, which integrates characteristics of CALL, successfully enhances the students' situational interest, which is elicited by content or context rather than by personal preferences (Hidi, 1990; Bergin, 1999). The situational interest seems more important than personal interest in the classroom. Situational interest refers to a psychological state elicited by environmental stimuli (Schraw & Lehman, 2001). Students' external motivation may be changed by adopting a different teaching mode, as it happened with the Chinese teacher in this study. It is difficult to change the students' internal motivation, however, at least in a context like the one described here, in which students are taught to a test, rather than understanding and communicating, and examination grades become the focus of both teachers and students' college lives.

Applying assisted language learning brings about a number of advantages, some of which have already been mentioned. Traditional language teaching may be monotonous, boring, and even frustrating for students, and they can lose interest, motivation, and autonomy in learning. For example, CALL programs can provide students with an array of assorted ways to learn English through interaction (Ravichandran, 2000). CALL also allows for individualization of learning. Even when students are made to work in groups, CALL allows learners to develop non-sequential learning habits. They can decide on their own which skills they need to develop more and which course of action they should take, as well as the speed and level by their own needs. Students have different abilities for learning. Assisted learning can provide exciting *fast* modes for some students, and *slow* ones for others. The time flexibility of using computers enables students to choose appropriate timing for learning. Learners have the chance to study and review their materials as many times they want.

From their responses, we learned that the students received many benefits from working in groups as they studied English and pursued language fluency. Group work aids their language learning in many ways even when they may not realize what is happening. Putting students to work in groups prompted them to speak up and practice the target language they are trying to learn. When group work happens, collaboration is part of the process. The fact that these students adapted fairly well to the technique of group work could be partly attributed, as Flowerdrew (1998: 323) puts it, to "the extension of their Confucian values of co-

operation and their concept of face,” a common characteristic of the Chinese culture. When they worked in groups, the students helped each other learn. They answered language-specific questions or clarified confusing points of English in ways that only students can understand. In general terms, students are intentional about helping each other when they work in groups, but they may not realize that they challenge each other as well. Speakers accommodate their speech to be more like the people to whom they are talking. That is, less accomplished students will become better speakers just by talking to others more advanced than them, without help and without pressure. By working together, students also develop relationships with each other. They share personal opinions and life goals. Communicative classrooms focus on getting students to use the language they know to get their message across. When students work in groups, they have to work together to accomplish a goal. Even when grammar, vocabulary, or pronunciation may take a backseat in these collaborations, communication happens, and that gives students a dry run for what they will have to face in real-life communication in the future.

The second objective in this study was to evaluate how the Chinese teacher would respond to the adoption of this new approach to language learning. Bringing about a change in an existing teaching practice, as the one reported in this study, implies a series of challenges and risks that may turn the teaching profession into a daring undertaking. Because of this, we recommend that this should be done systematically, step by step, and in small doses, without adding significantly and unacceptably to teachers’ workloads. Innovations of this type also need to be made in supported and low-anxiety environments. Conducting research into one’s classroom and teaching practice may mean the risk of discovering things that one would perhaps rather not have to face, and this may pose a potential threat to one’s self-esteem (Allwright, 1993).

At this preliminary stage of the project, and perhaps due to the complexities of classroom life, the Chinese teacher was not able to bring about all the changes he had originally planned. However, on looking back at the outcomes obtained, it could be said that carrying out this project was highly encouraging. The information elicited here suggests that, throughout the development and later implementation of this project, a rich source of valuable models and ideas for

informing teaching practices were explored, and this may be helpful for other teachers experiencing similar difficulties.

Further evaluations of implementing a collaborative learning model in CALL in different contexts and with larger populations should be carried out. We hope that this study will serve as a trigger to open new doors and to address some important pedagogical implications underlying the teaching of English as a foreign language in the Chinese classroom.

Conclusion and suggestions

This paper reported and critically analyzed an action research project carried out by two non-native teachers of English working cooperatively at a university in China. The aim of the study was to determine the impact of a collaborative project using CALL on students' perceptions of learning and to explore their teacher's reaction to the implementation of these changes. The study suggests that the integration of a collaborative approach in CALL as a model for English language learning was moderately effective in that the students demonstrated a positive attitude towards the changes introduced in their classes. Besides, the teacher responded fairly well to the changes introduced in his teaching style, although he acknowledged that, at times, he felt more at ease whenever he reverted to his old traditional, teacher-centered approach. We agreed that changes in teaching styles of this type should be effected progressively and in short periods.

Through the developmental process involved in this project, cooperative action research encouraged both teachers to identify and generate alternative ways of organizing teaching and learning, a fact that contributed to promote reflection and awareness of our professional roles. Action research also allowed us to successfully integrate change and development within the research process, and this, as a result, turned out to be a workable and useful methodology which contributed to the enhancement of our professional development.

By pulling our efforts together, we developed a strong bond of understanding and support that strengthened our self-esteem and self-confidence in and outside the classroom. Most importantly, most of the students participating in this study acknowledged the changes brought about by their teacher in charge of his classes

as he allowed them for opportunities to use their L2 meaningfully with and without computers.

In view of these claims, we can say that the implementation of this cooperative action research project was moderately effective. However, far more research is needed in the area to be able to lay fair claim that upon the completion and later evaluation of a similar project conducted in any other Asian context, in which two non-native English teachers pull efforts together to generate a change in their teaching styles, the results obtained would be comparable to the ones presented here.

Limitations

Although the findings obtained in this study were highly encouraging, a number of limitations should be noted. As the report draws mainly from interpretative data and includes relatively few students from only one class, it does not claim much generalization. Future research should include larger samples and students from multiple sites and cultures.

Another limitation reflects the brief duration of this research; therefore, a longer period of observation and data collection should be conducted in further research. Thus, this research model could be replicated and evaluated in different contexts and with different populations to check its validity, reliability, and generalizability.

Apparently, the Chinese teacher's enthusiasm for this particular project made his classes enjoyable and motivating for his students. They responded well, but in the future, all his energies are devoted to one particular group doing a specific project, I wonder if the rest of his classes will be short-changed.

I hope that after some time, this teacher will be able to use this new teaching style to teach English to all his groups. However, the doubt will always remain whether in the future this teacher will go on using this new approach to teaching his classes or he will revert to his old traditional teaching mode, which, to some degree, seems to provide him with a safer environment away from getting involved in risky and threatening teaching experiences. As was said earlier, innovations in teaching styles, as the one deployed here, need to be made in a supported and low-anxiety environments. Doing research in one and into one's

classroom may mean the risk of discovering things that one, perhaps, rather not have to face, and this may pose a big threat to one's self-esteem.

As part of his innovation in his teaching style, the Chinese teacher decided to include collaboration in CALL in his classes to help his students develop their communication skills. We have already mentioned some of the benefits of using CALL in the English classroom. We are also aware that we are now going through a post-CALL era. We have in recent years witnessed the widespread availability and use of mobile devices for assisting language learning (MALL). With MALL has come an awareness that mobiles allow for crossing of boundaries between formal learning inside the classroom and informal learning outside the classroom. We recognize that a project using MALL would have been more increasingly aligned with current advances in technology than using CALL. However, to facilitate the implementation of the project, and to release the teacher from an extra new burden, at this initial stage, we decided to opt for CALL. We invite other teacher-researchers to expand on these findings, explore, and evaluate the impact of MALL in the Chinese classroom and other classrooms worldwide, and then compare findings as a result.

We are confident that this study will serve as a resource and may be a positive contribution for many teachers and researchers alike who are working on the same types of challenging teaching problems in their own contexts.

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Appendices

Appendix A

Class observation sheet (Adapted from form used in classroom evaluation of language classes at Penn University)

Language Classroom Observation Form

Pre-Observation Questions for the Instructor

(Please write your answers to the following questions and give them to the observer before class begins.)

1. What are your objectives for today's lesson?
2. How do the objectives for today's lesson relate to the aims of the course?

Post-observation Questions

1. To what extent did you achieve your objectives?
2. Is there anything that you would have done differently?

Language Classroom Observation Form

Class: _____ Section: _____

Instructor: _____ # of students: _____

Observer: _____ Date: _____

Rating Scale: 4 - *Outstanding*; 3 - *Good*; 2 - *Fair*; 1 - *Poor*

A. PREPARATION

1. The instructor had a clearly discernible lesson plan. 4 3 2 1

2. There was an appropriate balance of structured and open-ended/communicative activities. 4 3 2 1
3. The exercises and activities were introduced in context. 4 3 2 1
4. The plan was geared toward real/authentic language use. 4 3 2 1

B. LANGUAGE USE

1. The instructor used the target language in the classroom appropriately and effectively. 4 3 2 1 / NA
2. Use of English was appropriate to student needs. 4 3 2 1 / NA

C. LESSON PRESENTATION

1. The lesson was presented effectively and clearly. 4 3 2 1
2. The activities/exercises chosen to achieve the objectives were effective. 4 3 2 1
3. There were smooth transitions between activities. 4 3 2 1
4. The time allotted for activities was appropriate. 4 3 2 1
5. The amount of teacher talk and student talk was appropriate. 4 3 2 1
6. The type and amount of teacher feedback was effective. 4 3 2 1
7. Cultural instruction was integrated into class activities. 4 3 2 1

D. CLASSROOM MANAGEMENT

1. The use of small groups/pair work during each activity was appropriate. 4 3 2 1
2. The seating arrangement facilitated learning. 4 3 2 1
3. The use of audio-visual & tech materials was effective. 4 3 2 1
4. The instructor divided his or her attention among students appropriately. 4 3 2 1
5. Student participation was on task. 4 3 2 1

E. CLASSROOM ATMOSPHERE

1. Student participation was active and lively. 4 3 2 1
2. The class atmosphere was warm, open and accepting. 4 3 2 1
3. The instructor was sensitive to students' difficulties and abilities. 4 3 2 1

F. USE OF TECHNOLOGY

1. Use of technology (video, audio, web materials) was appropriate given the material being presented. 4 3 2 1
2. Use of technology was particularly creative, i.e. it accomplished something that could not have been done as easily with other media. 4 3 2 1
3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for email, drilling, background, etc. 4 3 2 1

COMMENTS:

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

Appendix B

Evaluative questionnaire pre-intervention

Please read these questions and answer them in English. If you need any help, please ask your teacher for assistance.

1. Give us your opinion about your English classes
2. Refer to and describe the type of activities done in class regularly.
3. Refer to your teacher and his role in the classroom.
4. Describe the materials and resources used in class (computers, videos, course book, songs, etc.)
5. Refer to your motivation to learn English and your expectations about your classes.
6. What would you do if you were in charge of teaching this same class?

Appendix C

Evaluative questionnaire post-intervention

Please read these questions and answer them in English. If you need any help, please ask your teacher for assistance.

1. Do you prefer working on your own or working in groups?

2. Which can be some of the advantages of using collaboration in CALL for learning English?
3. Which can be some of the disadvantages of using collaboration in CALL for learning English?
4. Would you like to continue doing these tasks in the future or would you like to go back to the old teaching method?
5. Make some suggestions for the future.

Appendix D

Interview questions pre-intervention

1. What do you think about your English classes?
2. What kind of activities do you do in your classes?
3. What do you think about your teacher and his role in class? Does he walk around the class as you complete activities? Does he help you when you are in trouble with some of the activities? Does he just lecture on a given topic? If so, what do you do while he lectures?
4. What type of resources do you often use in class? Do you use a course book? Do you use any other materials besides your course book? Do you use computers? Do you watch videos and complete activities based on them? Do you listen to songs?
5. Are you happy in your classes? Do you feel you want to come to class? What are your expectations about your class? Why do you learn English?
6. What would you do if you were the teacher of this same class? What changes would you make?

Appendix E

Interview questions post-intervention

1. Do you like working on your own or do you prefer to work in groups?
2. How do you like using collaboration in CALL for learning English? Can you mention some of the advantages/positive points of using CALL? Can you mention some some disadvantages/negative points as well?
3. Would you like to continue doing these interactive tasks in your class or would you like to go back to the old teaching method?
4. Can you think about some suggestions for the future?