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ELT in Asia in the Digital Era: Global Citizenship and Identity

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ELT in Asia in the Digital Era: Global Citizenship and Identity

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PREFACE

This publication presents the Unedited Proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference held in Yogyakarta, Indonesia from 13-15 July 2017. The theme of this conference reads "***ELT in Asia in the Digital Era: Global Citizenship and Identity*** from which the following subthemes have been derived: English Language Teaching and Learning Developments – What Do They Mean in Different Contexts with Different Paradigms? (Subtheme1); Exploring the Relationship Between the Knowledge-Based Era and TEFL Development (Subtheme 2); Exploring and Understanding Today's Demands for Foreign Languages: Going Beyond English Language Competencies (Subtheme 3); Transforming TEFL in fully digital world (Subtheme 4). Twenty-three (23) papers (32.86%) are classified into Subtheme 1, seven (7) papers (10%) belong to Subtheme 2, fifteen (15) papers (21.43%) are categorized as Subtheme 3, and twenty-five (25) papers (35.71%) a.re listed in Subtheme 4. The total number of papers in this volume is 70.

The papers are intended to support the achievement of the aim of the conference. This conference was designed to provide a forum for EFL teaching and learning researchers, policy makers and practitioners to assemble in the spirit of "learning and growing together" to: (a) engage in an informed, critical and insightful dialogue about enhancing learning for all students in all settings in all countries, a dialogue about what works, how it works, what it takes to make things work, and how to develop thereon a new understanding of the nature of EFL teaching and learning; (b) strengthen national and international EFL education networks to promote powerful research in TEFL effectiveness, improvement, and innovation and to engage EFL learning and teaching researchers, policy makers, and practitioners in ongoing conversations about the interpretation and the application of research in practice; and (c) critically examine the strengths and weaknesses of different theoretical paradigms of language learning and to explore how different conceptions frame and influence the whole business of TEFL, especially in a global, knowledge-based, technologically wired context.

Part I presents 23 papers talking, among others, about the teaching of English language skills, the use of various techniques, curriculum development, teacher development, and corpus-based research. Part II presents 7 papers highlighting, among others, about academic reading, creative writing, ELT in tertiary level, and learners' interest. Part III presents 15 papers discussing, among others, innovations

in the teaching of English language skills, materials development, and bilingual education. Part IV presents 25 papers that stress current innovations in utilizing technology to enhance English language teaching.

This Unedited Proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference will hopefully facilitate the sharing of knowledge between the writers and the readers for purposes of developing the teaching of English as a foreign language in this digital era.

Suwarsih Madya (Yogyakarta State University)

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Jl. H. Afandi (Jl. Gejayan),Gg. Alamanda
Kompleks FT-UNY, Kampus Karangmalang, Yogyakarta
Kode Pos: 55281, Telp. (0274) 589346,
unypress.yogyakarta@gmail.com

STUDENTS EXPERIENCE IN DEVELOPING TEACHING MEDIA THROUGH PROJECT BASED LEARNING

F. Megawati
Universitas Muhammadiyah Sidoarjo, Indonesia

Abstract: Infusing online project to support instruction quality in facing digital learning environment is considered crucial. The contribution of teacher-made tools, however, are still important to maintain regarding to the diverse area condition in the technology development. This paper presents pre-service teachers' learning experience in creating teaching media through project activities. This study also investigates the drawbacks that affect the accomplishment process, and examines students' opinion on the project significance through their preferences. Various perceptions were expressed during the implementation which implies that in preparing the teacher candidates to be ready in facing digital generation, educators need to bring technology closer to the students without leaving the essential part of teacher-made teaching aids with low cost materials.

INTRODUCTION

To be professional, pre-service English teachers are expected to achieve sufficient teaching competence from campus life in addition to their self-experience in society. It deals with the next generation potential challenges which tend to integrate online based learning to the most classroom activities (Joyes & Chen, 2006; Pardede, 2012; Megawati & Sultoni, 2016). Teacher development nowadays is supposed to get familiar with Computer-Assisted Language Learning (CALL) since the role of ICT seems to show its power to education world through its various innovations and easy access for the users. In spite of the negative effects of overusing social online media to students' behavior, in an educational context, it is getting popular with its advanced progress in facilitating students learning. Many teachers have proved it through its breakthrough from their teaching scenario to build online community (Warschauer, 1995; Liu & Chang, 2011; Shih, 2011).

In another part of teaching dimension, teacher-made teaching media are equally significant in building students' language concept, such as the use of Big Book (Boyle & Peregoy, 1993), pictures, flannel boards, puppets,

wall pictures, charts etc. (Lee & Coppen, 1964). This fact indicates that technology is not always accessible and available in all schools. In the second situation, it is already facilitated, but not totally distributed to each class; consequently, to use the preferred media the teachers need to wait until no class uses it. It is very ineffective if it happens during the learning process and there is no idea or initiative to provide the needed media. Thus, a teacher should be ready with any condition of the language classroom. When it is impossible to provide aids that need Internet access in teaching language, it does not mean that students cannot enjoy the materials through instructional media from the teachers. A part of professionalism is innovation, and it can be implemented in the form capability of creating media.

In designing a course of Teaching Media, it is necessary to identify what a pre-service teacher needs, not based on what a lecturer's preference in giving classroom activities. Plenty of research has proven that Internet contributes significantly to the English material development. However, in the real context of Indonesia, a lot of teachers keep using or modifying their instruction with teachers made media to support learning activities. In particular situation online source cannot be the most significant point and neglect an idea that the role of authentic source available around the students' environment also can be the best exposure for their learning. Besides, there is an urgency to educate the students to have an experience and a skill in building learning community that can minimize problems of sociability, such as a lack of trust between students, free rider behavior, and a lack of stable membership (Matzat, 2010).

Considering its significance in enhancing creative thinking towards a digital community era, project based learning can be promoted to equip next generation students' meaningful activities (Blumenfeld, et al., 1991; Krajcik & Blumenfeld, 2006). In the last few years there has been a growing interest in Project based learning, a kind of strategy inserting full of activities that demand the students produce their masterpiece in the form of product and performance. This can obtain maximum implementation, if it is carried out intensively in one semester. This duration is purposed to design and create their project as well as authentic assessment of their product and process. It is believed to trigger students' motivation and interest in learning language in addition to building their leadership, teamwork, and problem solving skills (Bhuvaneswari, 2011).

The role of project based learning in accommodating English pre-service teachers to develop teaching media brings the author to conduct an investigation to the students' perception on accomplishing the series activities in the project. Furthermore, this study explores students' creativity when confronted with projects of creating two different variations of media.

METHOD

This is a qualitative study with one ELT pre-service teacher class consisting of 37 students. This paper descriptively presents the idea of developing teacher-made and online media in English classroom activities. This involves the design, implementation, and evaluation of Teaching Media course. Data are collected from the observation and responds of the questionnaire. The questions were distributed to the pre-service teachers at the end of the semester to investigate their media development preference, the positive and negative points they have experienced, and impressions as well as perception during the accomplishment of the project. The data then were analyzed by selecting the relevant points to make conclusion of the research focus, namely the students' perception on media production through projects and its significance to enhance their creativity.

FINDINGS & DISCUSSION

To carry out the classroom activities in project based learning, three main elements have to be experienced by the pre-service teachers, namely planning (the design, topic, grade, and language skill), creating (making the media individually, pair and group work), and processing (performing the media in the teaching role play and get feedback for reward and improvement). The detail activities of each kind project and the students' preferences are summarized in Table 1.

Table 1. Activities in project based learning and students' preference

Kind of Media	Activities	Preference
Teacher-made Media		
• Charts, Graph, and Diagram	Individual work	Low
• Big Book	Group work	Average
• Pop Up Book	Group work	High
• Audio Recording	Group work	Low
• Stick Puppets	Pair work	Average
Online Media		
• Tools for Educators a) Mazes b) Bingo c) Puzzle d) Spelling e) Board Game	Individual work	Average
• You Tube	Group work	Low

Chart, Graph, and Diagram

The procedure for this media is selecting appropriate topic, finding reference or reading materials, and summarizing the information into a variety of chart, graph, chart, and diagram. In this class only four common types were applied, namely pie chart, line graph, bar graph or histogram, and pictogram. At this point, most of the students' ideas indicate that chart,

graph, and diagram media did not achieve the predominant effect. Although it is considered easy to create, the students still found difficulties to transfer the information from the real data to the chart and interpret their friends' chart or diagram. There are some factors for this result. First, the students generally have low reading ability. Second, the diverse perception causes misinterpretation of what their friends made with their thoughts. Some students were less selective to take English topic to their chart or diagram so that what they wanted to share was not easily understood.

Understanding chart help much to train their reading as well as writing ability, including for mastering IELTS test in addition to provide authentic materials for teaching. At the students' side, reading chart is a good skill to be able to interpret world trends and information about increases, decreases, fluctuation, classification, comparison, contrasting, etc. This skill is necessary for target language mastery since the students are trained to focus on the key point of presented chart, graph, and diagram before they transferred to their conclusion in spoken and written form (Rekers & Schürr, 1997).

To this concern, it seems that it is important to expose them in understanding these media for their own and future career. To achieve optimum results in this project, some tips is suggested when the students want to create or interpret charts, graph, and diagram: "what is happening/what happened, the main change over time, the most noticeable thing about the graph, the pattern over time, the pattern for different places or groups or people" (Gilhooly, 2008).

Big Book

For big book preference, mostly select it as their middle level. Although designing big book is time consuming, the class could finish it in a week and presented the content interestingly. Before making a big book, they carefully select a story, and then prepared the tools needed such as big papers, scissors, glue, markers, and accessories. After every stuff was ready, they started writing the materials relevant to the pictures. In the class, the group had prepared the role play to be a teacher and students. To use big book, some of them show their skillful technique in teaching performance due to their own experience in teaching and maximum preparation before class.

Big book in a source of literacy that is meaningful if it is relevant to the material. Mariam (2014) has proven that big books are highly recommended media of literacy to develop, especially for young learners. Further, big book also becomes an important part to support the Indonesian Program, particularly building reading habit, named *Gerakan Literasi Sekolah (GLS)*. In the program book, big book can be provided from both teacher and students for reading for pleasure activity. The activities can be in the form of guided reading or shared reading 15 minutes before the class begins

(*Panduan Gerakan Literasi Sekolah di Sekolah Dasar, Direktur Jenderal Pendidikan Dasar dan Menengah Kementrian Pendidikan dan Kebudayaan, 2016).* Furthermore, big book is believed to improve children's English language skills and enhance motivation (Astari, Pudjawan, & Antara, 2016). An important implication of these findings is that the pre-service teachers need to have high interest to provide or create big book media to apply in teaching English and support government program.

Pop-Up Book

Unique shape in the form of 3D pictures is the most favorite reason for participants' positive opinion. To provide attractive pop-up books, the pre-service teachers designed the media with the help of tutorial video from YouTube. Traditional technique was applied in creating the shape. In group, they prepared the materials and pictures related to given topic. The products were finished amazingly since they successfully showed the audience appearing objects on every page showing the highlighted point or character of the story. In recent implementation, even the world has discussed about augmented reality 3D Pop-Up Book to educational field. This advanced level of pop-up book is believed to give edutainment in digital format consisting of sound, text, picture, animation, and interaction. Indeed, this inspires educators to keep updating and upgrading information of technology (Billinghurst, Kato, & Poupyrev: 2001; Vate-U-Lan: 2012).

Pop-up Book has excellent look to bring inside the classroom and created interesting activities. Therefore, to provide this, a teacher is expected to be careful and creative to make it relevant to the topic presented. It is recommended in ASSURE model for visual principle (Smaldino, Lowther & Russell, 2008).

Audio Recording

Pre-service teachers put audio recording at the average level. They admitted this is a useful way to provide media. They used mobile phone and record materials. According to their experience, the things need to consider in providing better quality of voice is: supporting room, clear voice, and relevant materials as well as listening task. The topics they selected were simple such as about time, daily activities, direction, etc.

The pre-service teachers actually have joined several listening classes by enjoying native speakers' voice in interpreting the meaning of the utterances. It was quite hard to follow and achieve that competence. This is made to meet the curriculum demand that asks the lecturer to provide native speakers' exposure in hope that the listeners know the standardized English properly in both spoken and written form. However, recently world Englishes (WE) give different ideas for most people to learn English. In expanding circle, Indonesia seems to apply this concept "English spreads and adapts according to the linguistic and cultural preferences of its users in

the Outer and Expanding circles" (Wikipedia). Teachers tend to start to develop the English materials based on the students need and non native teacher English capability. Therefore, in this Teaching Media class, the pre-service teachers are explained not to be afraid in practicing to develop English Listening audio. Indeed, to conduct the activities, there was control from the ones who are competent in that area, both in term of making listening materials and producing correct pronunciation because in expanding circle people are norm-dependent, cannot be free in using the language. The pre-service teachers have got the norms in listening, pronunciation course, and daily experience in addition to have peer correction from their group. Although it was not perfectly stated, they admitted that this activity encourages their confidence, creativity in applying listening teaching method, and motivation to learn English more.

However, there are still weaknesses for this activity since many experts still argue that non native speaker language production cannot be used globally around the world and can even cause low result for another non native speaker due to different accents (Major, Fitzmaurice, Bunta & Balasubramanian, 2002). In another opinion, this situation also can cause reduction of language credibility if the source is not competent to provide the materials (Lev-Ari & Keysar, 2010).

This project does not focus on triggering pre-service teachers to totally substitute the primary source of listening material from the inner circle countries, but it is designed to give an illustration that when people are proficient in the target language, they have big opportunity to give a comprehensible message in the form of their own voice recording. For the others who are not proficient, this project helps as self reflection for enhancement.

Stick Puppet

This paper limits on the use of stick puppets due to its practical creation and application. The finding showed that average preference was obtained in this session. The equipment was pictures, ice cream stick, and glue. In the class, puppets with different characters such as famous people, fruits, animal, and transportation are created. Afterwards, one of the characters was determined to be performed in the form of short dialog with peer in front of the class. Through this activity, imaginative script has been creatively formed for dialog. In line with this, Galarcep (1971) states that paper puppets are easily constructed as audio-visual aid, and she also promotes puppets for teaching greeting. Furthermore, Piman & Talib (2012) agree that puppets are favorite activity for storytelling session, but using this traditional technique of teaching using puppets seems to be less interactive for the class. Therefore, the new way in using puppets has been already

developed through multimedia. The previous theory is not totally true for this present study. In the classroom, the pre-service teachers were successful to express their creativity and make the situation alive. Many laughed out loud during the friends' performance.

This point suggests that every teacher has potential to be a puppeteer. To achieve effective use, avoid the dominant role of the teacher and invite the students to show their creativity in designing the products and performing the characters in a story.

Web "Tool for Educators"

Tools for Educators is one of online webs that can assist pre-service teacher create a variety of activities by downloading the template in http://www.toolsforeducators.com/. In this point, the researcher promotes this website for the pre-service teachers to accommodate their online reference in making students' worksheet easily and appropriately. Among plenty of options offered, five types of worksheet finally had to be developed, namely Mazes, Bingo, Crossword Puzzle, Spelling, and Board Game. Each worksheet has different way to do. So, after distributing one of those five options, the pre-service teachers search the detail information of their type, and then tried to select the topics before making.

After experiencing the process of making worksheet through a website, the result informs that this website obtained average preference. One of the factors for this situation is that some of activities such as Bingo, Maze, and Board game are not familiar for pre-service teachers because they have not experienced yet in doing those activities. Consequently, in completing the task they need to start over until it was appropriate with the true game procedure. After collected all, they admitted that this web opened their mind that language learning could be inserted in many ways. It was amazing because it had pictures that make the worksheet look colorful and interesting. They felt the benefits using this media. A lot of researches have supported web based learning positive contribution to the language learners. (Yip & Kwan, 2006; Owston, 1997; Chan & Liou, 2005). Further research also found that the use of web plays significantly in conducting research (Ullrich, Borau, Luo, Tan, Shen, & Shen, 2008).

The findings tell that the use of web based tool provides easy way for teacher candidates, yet to let them work autonomously, the lecturer needs to make sure about their understanding of their project content and the connectivity of Internet access around the classroom area.

YouTube

This is the biggest project that needs four weeks to prepare. Designing lesson plans inserted teaching media and few real students during implementation, lesson plan consultation, performance recording in YouTube, link promotion, commenting friends' link, the most favorite video

selection, reward distribution were the steps to pass. After observing the YouTube link, it was concluded that most of the groups have presented their teaching video with teaching media satisfactorily. Only one video was found trouble due to incomplete editing process so that the sound was not really clear. But, they had confirmed their mistake and resubmit the video with the perfect voice.

The use of YouTube indicated average to low preference; just few of them selected the top one. During this project accomplishment, some felt afraid if they made mistake since their final project would be published online and people in the world can watch it, one problem was found related to uncooperative member, some of them felt confused and nervous since it was the first time teaching in front of the real students, it was tiring project due to long preparation and editing process before uploading it online. In spite of these, the positive impression of YouTube project is summarized in the Table 2.

Table 2. Students' positive perception toward YouTube Project

- Response 1: This is my experience get the final project to teach, so we can try to be brave in performing in front of the class and in social media. Besides, we have to promote our link to other people.
- Response 2: After finishing the YouTube project, I feel satisfied. I think it is very good project for me (especially English Department students) in improving and practicing our skill as a teacher. It is very helpful. After making the video, our job does not stop there, but we have to promote our video to get "like" and feedback from the Youtubers. I think it is interesting.
- Response 3: Firstly, I feel that YouTube project is difficult work, because we have to prepare the materials, lesson plan, place and any other. But after finishing that project, I feel satisfied to finish it because we do not need much time and we can watch our performance in order to measure our skill, whether it is good enough or need improvement.
Response 4: My impression during the accomplishment of YouTube project is that it was fun because I can practice teaching English for the real students of Junior High School. Also, I can control my nervous when I face the real students.

Mostly agreed that this project was very challenging, and they felt happy after got more likes from audiences around the world. Even, some of them stated that this kind of project could be given in the following semester. The strengths of YouTube as the teaching aid are supported by a number of previous studies. Some of them have proved that YouTube is recommended for supporting materials or tasks in EFL classroom (Kelsen, 2009; Hamilton, 2010; Watkins & Wilkins, 2011).

Among several projects, this study found collaborative communication between Thai students and Indonesian students. Surprisingly, this fact showed that both of them create good cooperation and produce creative and punctual submission. There was no inferior feeling in the practice of teaching. They enjoyed the project and felt that there was

improvement in their confidence as well as teaching ability during the project accomplishment. One of the factors is that both parties have similar condition in term of Non Native Speaker (NNS). Ke (2010) affirms that "*NNS-NNS interactions offer them real situations in which they can practice using English while boosting their confidence*."

CONCLUSION & SUGGESTIONS

The overall findings emphasize that in preparing the pre-service teachers to be ready in facing digital learners, lecturers are suggested to bring technology closer to them without leaving the essential part of teacher-made media. In certain condition they still have a power to assist the teachers' instruction in building face to face communication which can trigger students' motivation to show their best in creativity. Additionally, Matzat (2010) argues that "offline networks influence online relations; namely, offline networks reduce problems of sociability, thereby facilitating online knowledge sharing." Staarman (2003) further explains that face-to-face talk gave more contribution to the students in accomplishing the students' assignment. Then, the complicated preparation to get perfection through digital media may sometimes hinder the maximum benefit to the learning process. To get benefit from both activities, thus, reflective notes for teacher and students is a pivotal part of the teachers' agenda in each project implementation.

Project based learning is able to accommodate the classroom activities more structured. The difficulty level in finishing becomes the challenge, yet it did not lower their creativity to present the best quality. Through teacher-made and online type, generally pre-service teachers' comments indicated that interesting appearance affects the effort to provide the media with full of motivation. It is suggested that this study will stimulate further investigation to the effectiveness of project based learning with more careful reflection and more various tools in promoting students' innovation towards English Language Teaching.

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