



**COMPUTERS FOR TEACHING ENGLISH AS A
SECOND LANGUAGE (SECONDARY SCHOOL) IN
MALAYSIA: A CASE STUDY**

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Abstract

This study attempts to explore and to understand the use of computers in English language classrooms in the Malaysian context. This qualitative study aims to investigate and understand the use of computers in English language classes in a secondary Smart School in Malaysia by examining the teaching situations and the types of activities carried out in the classroom. In order to understand the factors related to computer use, teachers' and students' attitudes towards the use of computers in English lessons were investigated. Approaching this topic from a social constructivist perspective, this study also looks into classroom interactions to examine the English language learning opportunities for students provided by a technology rich environment.

A combination of procedures was used for data collection. The data was collected using classroom observations, interviews, field-notes, documents, learning diaries and classroom interaction transcripts. The data was analyzed using multiple analyses. Alongside other methods, this study used thematic analysis as one of the analysis methods to examine the data collected in interviews, and observations field notes.

This study shows that computers in the classroom can be beneficial as tools for facilitating learning English. This study also suggests that in order for the integration of computers in education to be successful the education system needs to be changed or to be adjusted to incorporate a change of perspective or emphasis in learning. This study helps to explain the complexity of using computers in the teaching of English as a Second Language in order to fulfil the objectives of the English syllabus and the English curriculum in a Malaysian secondary school.

Declaration

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text.

I give consent to this copy of my thesis, when deposited in the University Library, being available for loan and photocopying.

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Publications

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Students' experiences in computer-based English language classroom *Proceedings 2003 Asia CALL International Conference: Information & Communication Technology and Education (2003)*

Conferences

How English as a second language (L2) is constructed in a computer-based learning environment? Paper presented in *2004 Asia CALL International Conference, Penang Malaysia*

Students' experiences in computer-based English language classroom. Paper presented in *Asia CALL International Conference: Information & Communication Technology and Education (2003), Bangkok, Thailand.*

Exploring learning in a computer-based environment in Malaysia secondary ESL classroom Paper presented in *SoLLS INTECT: International Conference on Language and Nationhood: Confronting New Realities (2003) Kuala Lumpur, Malaysia*

Seminar

Technologies for teaching English (secondary school) in Malaysia: My experience 2005 Paper presented in *ESL Educators, English as a Second Language Educators, Adelaide South Australia*

CHAPTER 1

Background Of The Study

1.0 Introduction

This thesis takes the form of a case study and examines the use of computers in English language learning classrooms in a secondary school in Malaysia. My focus is to investigate and understand how computers are used in English lessons. The main objective of my study is to explore computer use and the factors that shape computer use as a learning and teaching tool in English classes in a Malaysian secondary Smart School.

In order to fully explore these research objectives this thesis is divided into ten chapters. Chapter 1 is the introduction chapter and it gives definition to the research objectives of the study and background to the thesis. Chapter 2 is the literature review. This chapter discusses studies on use of computers in education. The literature review is divided into three sections: the changing roles of computers in education, computers in language classrooms and studies done in the Malaysian context. Examining extant work in the area, the literature reviewed provides the foundation for the study. Chapter 3 discusses social constructivism in the classroom in order to broadly define the understanding of classroom interaction used in this study. Moving from broader concerns to the Malaysian context, Chapter 4 discusses the Malaysian education system using government publications such as the National Curriculum, the Smart School Curriculum and English Language Curriculum. Chapter 5 is the methodology chapter of the thesis. This chapter describes the method of data collection and the process of data analysis. In Chapter 6, I apply the broader Malaysian education system observations made in Chapter 5 to the specific Smart School taking part in my study. Chapters 7, 8 and 9 are the

analysis chapters. Chapter 7 examines the way in which the computer facilities available in Smart Schools are incorporated into ESL classroom activities. Chapter 8 examines two ESL lessons observed in detail in order to define the roles played by computers in students' language learning. This chapter looks at how students construct English language in the activities and what language learning opportunities are provided in the activities. Moving beyond lesson analysis, Chapter 9 explores the attitudes of students and teachers to computers in their learning and teaching environments. Chapter 10 concludes the study, considers the current state of computer use in Malaysian ESL classrooms and suggests areas of further research.

1.1 The rationale of the study

The Malaysian Ministry of Education plans for a significant increase in technology in education to take place over the next 10 years. The essence of this change will involve the transition from regular schools to Smart Schools. The Ministry stresses what it sees as the importance of information and communication technology (ICT) in education in order to provide citizens with ICT knowledge and skills for both job purposes and for the development of the country. The importance of ICT was stressed by the former Malaysian Prime Minister, Datuk Seri Dr Mahathir Mohamad, in 1991, when he made the following observation:

“In the information age that we are living in, the Malaysian society must be information-rich. It can be no accident that there is today no wealthy, developed country that is information-poor and no information-rich country that is poor and undeveloped...Now, increasingly, knowledge will not only be the basis of power but also prosperity...Computer Literacy is a must if we want to progress and develop. No effort must be spared in the creation of information-rich Malaysian society.” (1991, pp.106-107 in Bajunid, 2001)

Dr Mahathir believed that for the country to be developed it is important for citizens to be technologically informed and this could not be delayed. Further, Tan Sri Datuk Dr. Johari Bin Mat (2000, in N. A. Bakar & Mickan, 2003), the Secretary-General from the Ministry of Education, in his opening address at the conference

on E-Learning in KL on 25th May 2000 added:

“Technology has been and becoming an important component of teaching and learning in our educational system. ... Information and Communication Technology (ICT) provides powerful tools for accessing, storing, and dissemination information ... Our approaches to teaching, preparation contents and delivering learning materials need to be adjusted according to the existence of this technology. The classroom is no more a static physical set-up, but rather dynamic existence ... Teachers should be able to integrate technology in their process of teaching and learning... technology to support learning. It will enable teachers to pursue traditional goals with new fervour and success. This impact of technology will give a new dimension to the quality of our education system... Technology supports the learners to bring about significant change in learning. Group of students at different schools work together on collaborative projects, other learning skills and social relationships.”

The sentiments expressed by Tan Sri Datuk Dr. Johari Bin Mat are those that define the ambitious Malaysian 2001 –2010 Education Development Plan. However, the realization of the importance of computer technology in education in Malaysia is not recent, it has been developed since the implementation of the first computer system in 1966 (Pacific, 2003). Indeed, the expansion of computer use in the education sector is a direct extension of the development of technology in all sectors (Bajunid, 2001). Therefore the government has facilitated the integration of computers in school education (secondary and primary) in order to improve the usefulness of the education received by students on a personal and a national level. The Ministry has invested a large amount of money to ensure the success of technology use in the classroom. Yet the question remains as to whether schools, teachers and students are ready for the changes.

Tan Sri Datuk Dr. Johari (2000, in N. A. Bakar & Mickan, 2003), says “...This impact of technology will give a new dimension to the quality of our education system...” (p.1). He insists that the implementation of computers in school will open a new school concept that he termed the Malaysian Smart School. The Smart School is a reorientation and reconstruction of the concept of school and the idea of learning and teaching revolving around helping students to make effective use of technology (Baba, 2000). The Smart School idea developed from the Education Department realization that students can no longer learn effectively through

memorizing but they need to be exposed to the outside world and to learn through understanding concepts (Saad & Ahmad, 2000). But in a country with a traditional pedagogical emphasis on examinations how do teachers cater for the technological needs of students and at the same time meet the demands of the examination focused curriculum?

The Federal Inspectorate Report (1998) reports that whilst computer facilities in schools are sufficient, computer usage in education remains low. Teachers are not keen to use computers in their lessons, and now with the implementation of the new school concept (the Smart School), it is a challenge for schools and the teachers to incorporate computer use in their lessons and meanwhile to keep up with the syllabus and have students perform well in the examinations (Abd Rahman, 2000). Many researchers in Malaysia (Jusoh, 2000; Kiu & Pihie, 2000; Luan, Fung, Nawawi, & Hong, 2005) have investigated the implementation of computers in the classroom and outlined both the positive and the negative effects of computer implementation on the school system and on the teaching and learning taking place in these environments (see Chapter 3).

The integration of computers in Smart Schools (see chapter 2) focused on four selected subjects and English language is one of the four subjects. Recently, the teaching and the learning of English has been an educational issue because of the drop in the quality of students' English language in national examinations and the lack of proficiency among students generally. For students proficiency in English is needed especially for career and professional development. One of the ways to encourage students to learn English is to change the teaching approach and one way is by using computer as tools in the classroom. The Ministry of Education hopes that by making ESL the focus of computer integrated lessons in the Smart Schools that the level of English proficiency among students will increase. The Ministry argues that using computers teachers and students have alternatives to the traditional way of learning. However, despite the addition of computers to the classroom, the students may not get the full benefits of computer use unless suitable

activities related to computers are developed and used. Even if the students are interested in undertaking activities involving computers, these activities may not be effective for learning language and the learning outcomes may be no different from those traditional methods unless the teachers can identify relevant activities that involve students' use of computers in useful ways.

Even though there have been studies done in Malaysia examining computer use, there are few studies looking at the reality of the classroom. Most researchers are interested in investigating only certain aspects of computer use, for example the teachers' awareness of recent developments in pedagogical practice (Jusoh, 2000), the teachers' readiness to accept change (Bakar & Mohamed, 1998; Daud, 2000; Habib & Badusah, 1998), and the teachers' own ESL language skills (Ashaari, 2002). Coming from an educational ESL background I feel it is important to understand what is going on in the classroom in particular and the school in general in order to understand the reality of computer integration into the ESL classroom. The use of computers in lessons, particularly in English lessons, is not merely letting the students work with computers; the involvement of all elements of teaching practice is necessary in order for it to work successfully. It is essential to study class activities, the role of teacher and students' attitudes, and to examine English language learning opportunities computing environments can provide.

1.2 Aim of the study

Most studies, especially in a Malaysian context, investigate the use of computers quantitatively. They look at certain aspects of computer use in classes and other factors related to computer use in individual contexts. However, there are fewer studies done to investigate and understand the use of computers in the classroom as a whole package. From my point of view, it is essential to understand the teachers' attitudes toward the use of computers for language teaching and students' perspective on the usefulness of computer use in the language learning context. Of great importance is how the teacher integrates computer use into the class when the

teaching is restricted to the syllabus and curriculum. Furthermore, I think it is also important to investigate how students use computers for their learning and to know how much they accept integration of computers into lessons. A qualitative approach will help me to explore the computer-based environment and its human effect in detail.

One key purpose of this study is to discover what constitutes learning for secondary schools students going about their class activities and how this learning is accomplished or augmented through computer use. As such, this is a descriptive study.

The objectives of this study are:

1. To investigate the use of computers in two English language classrooms in a Secondary Malaysian Smart School.
2. To investigate the teaching situation and the type of activities carried out in the computer-based environment.
3. To investigate the teachers' and students' attitudes towards the computer-based environment
4. To investigate how teaching and learning is constructed in the computer-based environment
5. To investigate how English language is used in a computer-based environment

1.3 The research questions

There are two major research questions guiding this study. The questions are:

1. How were computers used by teachers and students in the English classes as observed?
2. What language opportunities were there for students to use English in the computer based learning environment?

The purpose of these questions is to focus attention on how the teachers and the students used computers to create opportunities for students to use English. The questions also provide a way to recognize the different learning opportunities that students have in a computer-based learning environment. In order to answer and explore these guiding questions, I used the sub-questions below to provide further definition and structure to my analysis.

a. What activities and events were constructed in the computer-based classroom?

- This question examines how activities are planned in the classroom to encourage students to make use of computer based learning opportunities.

This question is answered by analyzing data collected from sets of lessons.

b. How was English language used in the computer-based environment?

- This question is intended to focus on the use of English in the classroom and how this language usage is shaped by computer use. This question is addressed through the analysis of data from observation, interviews, transcriptions of interaction activities in class.

3. How is English language teaching practiced in computer based learning environments?

The purpose of this question is to understand how teachers used English within a social constructivist classroom to interact with students and to encourage them to use the English language. This question also addresses the ways in which teachers constructed their English lessons and English language learning activities using computer based activities to encourage student confidence with the English language. To answer this question, classroom observation, lesson structure and teacher-student and student-student interactions were analysed in detail.

4. What are the teachers' and the students' attitudes toward using computers in the ESL classroom?

The purpose of this question is to understand the teachers' and the students' views on teaching with computers, and their attitudes towards learner autonomy.

Addressing this question also involves the examination of teacher and student attitudes towards learning English. Importantly, I am focusing on the impact of the computers in the ESL classroom by looking at these more specific questions:

- a. What are students' and teachers' attitudes towards teaching and learning ESL?
- b. What are students' and teachers' attitudes towards the use of computers in their classroom environment?
- c. What are students' and teachers' attitudes towards learner autonomy as part of the learning situation?

1.4 Methodology

In order to address the research questions, I chose to embark on a qualitative case study. Because the nature of this study is to understand and describe the language activities in a classroom setting, I adopted multiple methods to collect the related data. The primary data was collected using observational field notes and interviews. The secondary data was collected using video recordings, and learning diaries. I also collected other documents such as students' work, and syllabus and curriculum documentation, in order to gain a better understanding of the teaching and learning situations in both theory and practice.

The data was analyzed using multiple analyses. Thematic analysis was used for observational field notes data and interviews. This method of analysis was conducted in order to understand the type or the flow of activities in the lessons and to understand the teachers' and students' attitudes to computers in the classroom. Classroom discourse analysis was used to analyze the interactions in the class for the purpose of understanding the types of language use in the class that may promote language learning. This data was also triangulated in order to achieve both greater understanding and accuracy of the results.

1.5 Limitations of the study

Because this study is a tightly focused case study submitted for the academic degree of PhD, it does face some limitations that need to be acknowledged at the outset. The limitations of my study are:

1. The focus of this study is to investigate the use of computers in the English language classroom holistically and is therefore not specific to particular language skills or language software. This is because I am interested in understanding the running of the class as a whole and not specific to the acquisition of one particular skill or skill set. A detailed study of one particular skill set involving the use of computers by secondary school students would be essential for the purpose of the development of software.
2. The choice of school is a level A Smart School. Although there are three levels, I am not looking at the other levels of Smart School. However, the aim of the research is to understand the type of activities involving computers within a secondary school environment and I feel that the choice of school is relevant to my study. Furthermore, I am not doing a comparative study. My study is a qualitative case study focusing on one particular school and two individual classes in detail.
3. I used only one school as the subject of my study. The result is therefore necessarily specific to that school. However, this study can be used as a guideline for further study examining the findings of this study in broader contexts and more diverse environments (see Chapter 10).
4. Because this is a girls school, the students are all girls. No gender comparison could be made. The aim of this study is not to make any gender comparisons, but to understand the whole concept of computer-based learning environment, so I felt that it was not essential to take a co-ed school as my subject. However, for future

studies, a gender comparison may be useful for augmenting understanding of computer use in schools.

5. This study does not investigate any software in detail. Software is examined in general only because of problems encountered during the fieldwork.

1.6 Definition of terms

ESL refers to English as a Second Language. In Malaysia, Bahasa Malaysia is the Malaysian national language, an individual's mother tongue is his or her first language. For some individuals, English is his or her first language.

Computers refers to computer applications used in the classrooms for the purpose of teaching and learning. Sometimes this term is used interchangeably with the term technology.

Computer-based environment in this study refers to classrooms with computer facilities and where computers are used to complement or are embedded in teaching and learning. In general it refers to situation where students are learning; such as in the classroom, computer laboratory and Self Access Learning Centre (SALC).

Learner-centred refers to activities that are centralized within the students; students control the flow of the activities.

Teacher-centred refers to activities or teaching that focus on the teacher; activities in which communication is one way from the teacher to the students.

Secondary School designates a stage in the education system used in Malaysia. Secondary school is the continuation of education system from the primary school. The age group in secondary school is from 11+ to 17+. The students study for 5 to 6 years in secondary school.

English subject refers to English language taught in school as a subject, to be evaluated by examination. Examinations including those for English categorise students for grades for the purpose of further education and future employment. English language is taught in school from the first year of primary school to the fifth year of secondary school as a compulsory subject.

Form 2 refers to the level of class within secondary school. The first level is Form 1 and the highest level is Form 5. The students are put in levels based on their age. The Form 2 students must be 12 years old in that school year.

Classroom discourse refers to the language used in the classroom. Classroom discourse analysis focuses on student-teacher, and student-student interaction to understand how language is used and for what purposes.

1.7 Summary

This chapter has outlined the core concerns of each chapter and summarized the central research objectives of this study. Although there is a great deal of research done concerning computer-based learning environments, there is little research done on the reality of the classroom and the factors shaping computer use in the classroom within the Malaysian context. Focusing specifically on the Malaysian context, this study aims to provide a good understanding of computer use in English language classes for curriculum designers and language educators which will help them to make decisions that shape the development of computer integration in language teaching and learning in schools in a non-Western classroom context.

CHAPTER 2

Review Of Literature Computers In Education

2.0 Introduction

This chapter discusses the relevant literature concerning computer use in education. The literature examined is related specifically to the objectives of the study as outlined in Chapter 1. This chapter reviews relevant literature and goes on to develop a framework for the analysis of computer-based activities and factors relating to computer use in the class. This framework is then applied to my data in Chapter 6 and Chapter 8. This chapter goes on to examine and evaluate similar studies in the Malaysian context.

2.1 The roles of computers in the classroom

The integration of computers in education has been discussed widely and much attention has been devoted to the role of computers in the classroom. Computers were first implemented in education as early as the 1960s but the use of computers was very limited (Wise, 2002). The first generation of personal computers was built in the 1980s. From this time onwards, the development of computers in education was rapid. The second generation of personal computers was created in the early 1990s, and was linked to the existing communication infrastructure. This generation of computers allowed people to access text, sound and images from CD-ROMs. The next generation of computers emerged at the end of the 1990s. According to Wise (2002), the invention of third computer generation was based on the existing transmission network of telephony, cable and broadcasting. The developments of computers continues today, and the role of computers in

education is assumed to be that of an instructional tool for delivering information that can stimulate teaching and learning (Neo & Neo, 2001).

There are three stages of computer-assisted language learning (CALL) identifiable in recent years. According to Kern and Warschauer (2000b), the change of stages are affected by the shift of language teaching theories from a structural perspective to a communicative perspective. Recently, attention has been given to more interactive computer use in classrooms. The three main stages discussed by Warschauer and Healey (1998) are behaviourist CALL, communicative CALL and integrative CALL. The first stage, behaviourist CALL, is based on behaviourist learning theory and focuses on repetitive language drill. In this stage, the computer is viewed as a mechanical tutor that allows independent learning. The second stage is communicative CALL. This stage emerged when educators felt that the drilling approach did not allow for enough authentic communication. The communicative CALL focused on the uses of form rather than on the forms themselves. The emphasis is on learning as a creative process of discovery, expression and development. The third stage is interactive CALL. Interactive CALL focuses on a social or socio-cognitive view of language learning. This stage emphasises the use of language in a more authentic context that encourages students to construct meaning using computers. Importantly, the development from one stage to the next stage does not mean the rejection of the previous stage. Rather, the earlier stages are integrated into the new development of the next new stage. Indeed, differences between these stages are not restricted. For example, the drill program can perhaps be used as stimulus to trigger a communication in discussion and therefore provide tools for writing the finished task. Computers when used appropriately assist teachers to provide students with authentic learning environments and interesting activities. The distinction is not how the software is programmed but how the software is put to use by the teacher and students (Idris, 2004)

Although there are significant changes in teachers' approaches to computers in teaching and learning language, evidence of which is clear in the transition from

drilling to more interactive computer activities, computers are still used as learning tools that may assist students with language skills such as in reading, writing and communicating. These skills may not be practiced in isolation, but require an integration of skills. For example listening, reading and writing may be integrated in a single lesson. Computer applications may provide students with information, communication and publication tools (Warschauer & Healey, 1998) that assist them in language learning. Accordingly, there may be a need for educators to make some changes in their approaches to teaching when teaching with computers. The role of computers can no longer be identified as tools to teach language in isolation as they can serve many different purposes for language teaching and learning that expose students to different learning experiences (Shetzer & Warschauer, 2000).

Significantly, there are arguments in some of the relevant literature that computer use in the classroom should not be recognised as technological innovation but rather should be associated with pedagogical and support systems that help teachers to deliver the syllabus (Jarvis, 2004). According to Jones and Fortescue (1991 in Jarvis, 2004) when computer-based activities are integrated closely with normal classroom activities, the activities will be more relevant to the students. They argue that the use of computers in the English language classroom enables students to make meaning in an electronic world. According to Kern and Warschauer (2000a) the integration of computers in the classroom can benefit students when they are used more creatively than the traditional methods of CALL: drillings, tutorials, simulations, or tests. They stressed that teachers should create opportunities for students to use language in a wider, and more authentic environment such as students working together and to include the use of networks in language learning.

2.2 Computer-based environment – The implementation

2.2.1 *Pedagogical change*

Technology in the classroom is widely believed to help teachers promote a constructive class environment and it is viewed by many researchers to have an influential effect on the teaching and learning process (Muir-Herzig, 2004). However, the integration of computers in the classroom may be found difficult by some and may not be found effective in teaching and learning when introduced within the traditional curriculum setting (Jules Van Belle & Soetaert, 2001). Newby *et al.* (2000) argue that when a computer-based environment is implemented in classrooms, there is a need for the modification of educational goals. The changes mentioned are the changing of the traditional view of teaching and learning, the changing of the relationships among teachers and learners, and the changing of the instructions and learning. However, Jaber (1997 in Muir-Herzig, 2004) stresses that these changes have the potential to fail unless there is specific support for teachers to restructure and restudy their teaching approaches and the students learning approaches. These changes go far beyond simply putting computers in classrooms and represent a big challenge to all elements of the school community.

Muir-Herzig (2004) stresses that computers in the classroom can make a difference when they are integrated into the curriculum. Furthermore, from educators perspectives, with a variety of computer-based activities, computers can help facilitate students' needs and challenge students' learning practices (Warschauer & Healey, 1998). According to Salaberry (2001) although the development of computers may provide language learning opportunities in the context of human interactions needed in language learning, it is still not clear whether computers have reached an equal degree of pedagogical benefit alongside the more traditional methods. Salaberry (2001) further claims that there are questions that need to be answered concerning the pedagogical effectiveness of different technologies; such as the complexity of technologies in relation to pedagogy, the attributions of new

technologies to the pedagogy, the pedagogical integration of new technologies to the learning process and the curriculum, and lastly the sufficient and efficient use of resources, in order to identify the pedagogical objective that the computer-based teaching intended to fulfil.

Importantly the use of computers for teaching is far greater than placing the computers in classrooms. The use of computers in the classroom should be more concerned with application and approach than technology in the classroom. However, there are many factors that impact on the integration of computers in schools. Baylor & Ritchie (2002) identify many factors that impact on the success or failure of the integration of computers in schools. They used selected schools that were known to be effective users of technology in their study. They concluded that whilst administrators contribute significantly to the positive and effective use of computers in schools, by far the larger contribution was made by the teachers.

2.2.2 From teacher-centred to student-centred approaches

There is significant evidence for the advantages of integrating computers in the classroom (K.-w. Lee, 2000b; Warschauer & Healey, 1998) and the demand for using computers to support learning in schools is becoming more serious (Baba, 2000; Muir-Herzig, 2004; Ruthven, Hennessy, & Brindley, 2004; N. Samad, 2002). The demand for using computers from students and global needs (for example future employment, market requirements) push educational systems to integrate the use of computers into classrooms and classes. However, many teachers think that using computers in the classroom means replacing teachers' responsibilities and role as well as replacing other teaching resources and linguistic activities with technology but as this literature review demonstrates, the integration of computers in the classroom is more than simple substitution. Integration means making changes to the traditional teaching and learning environment in order to create that which is termed a more 'authentic' learning environment. Kasper's (2000) idea of an authentic learning environment refers to an environment that "provides direct

experience with tasks students value and intellectual stimulation from teachers and peers who ask thoughtful questions and provide supportive coaching.” (p. 110). Viewed using Kasper’s perspective, the student-centered approach and the principles of communicative language teaching (Omaggio, 2001 cited in Brandl, 2002) contribute to such an authentic learning environment. In other words, the integration of computers in the classroom provides students with many opportunities for learning and functions as a tool for students to connect their previous knowledge of the subject with new knowledge in an interactive and constructive way (Adams & Burns, 1999).

2.2.3 Traditional teaching versus computer-based teaching

In a traditional classroom environment, normally students receive information from teachers and the lessons are not interactive. For example in an Asian context, particularly in Malaysia, students perceive teachers as authoritarian figures and as knowledgeable people. In these contexts there are fewer interactions between students and teachers. The teaching and direction of learning activities are generally the teachers’ domain (Sandholtz, Ringstaff & Dwyer, 1997 in Muir-Herzig, 2004) and make up what is called the “real school” teaching style (Metz, 1988). In the “real school” environment, the activities are controlled totally by teachers. Many students are passive in the class. Most probably because of the traditional teaching and learning style which limits the students to participate actively in the class. Significantly, when implementing computers in the classroom there is a shift in the learning environment from teacher-centred towards student-centred approach, i.e.: moving from students as passive learners to students who are active in the search for the fulfilment their own learning needs. According to many researchers (Adams & Burns, 1999; Muir-Herzig, 2004; Park, Huot, Hamers, & H-Lemonnier, 2003; Saunders & Klemming, 2003) this shift gives important opportunities for students to work both on their own and as part of a group to find their own learning needs and to use the English language in an authentic situations.

According to many researchers (Baba, 2000; Bajunid, 2001; Chen, 2001; Warschauer & Kern, 2000) the computer-based environment has an influential effect on the traditional teaching and learning situation. Teachers in the computer-based environment are no longer the only active content provider but are also facilitators guiding students towards their learning needs and preparing students with knowledge needed (Warschauer & Healey, 1998). From a general education perspective, the outcome requirements of education are changing; therefore, in order to equip students for life education, the system needs to change. The traditional method of teaching and learning is shifting to a problem based and critical thinking learning situation. This new approach concentrates on the students' high-level thinking skills in order to solve complex problems that require active participation in the class. In this new classroom situation, learners are viewed as active participants who are seeking answers, and learning is actively engaged in by students analysing, interpreting, questioning and understanding their own learning needs (Loveless, Williams, & Kutnick, 2000).

A study done by Taylor, Casto & Walls (2004) making a comparison between learning with technology and without technology shows that students in a technology rich educational environment learned considerably more than students learning without technology. In this study, the students used technology for presenting information and for getting resources for assignments. However, Taylor *et al.* (2004) indicated that although the task could be done with or without computers, they found that students who experienced working with technology received more learning opportunities compared to the group working on the same task without using computers.

2.3 Classroom learning situation

Another factor requiring examination is the learning situation and the way in which it should be constructed in order for learners to achieve optimum learning. Second language acquisition studies suggest it is essential to look at the conditions for

learning. There are four learning conditions discussed by Elbert and Jessup (1996).

They are:

Condition #1. Opportunities for learners to interact and negotiate meaning with an authentic audience

Condition #2. Learners involved in authentic tasks, which promote exposure to and production of varied and creative language

Condition #3. Learners have opportunities to formulate ideas and thoughts and intentional cognition is promoted

Condition#4: An atmosphere with ideal stress/anxiety level in a learner-centred classroom

(Egbert & Jessup, 1996 pp. 2-4)

For these conditions to work, teachers need to integrate teaching strategies that provide wider opportunities for learners to use the language in different learning situations that incorporate different language skills. Furthermore, when integrating computers into the lesson, it is essential to examine the teaching and learning conditions in which this integration will take place because the integration of products and ideas when creating learning situations is important to make the learning situation more interactive, allowing the students to learn more effectively (R. S. A. Samad, 1997). Computer implementation per se without any understanding of the learning conditions may not guarantee optimal learning.

Samad (1997) stresses that it is important to integrate technology, products and ideas in order to construct a more effective teaching and learning situation using computers. Samad insists that this integration is vital to have a teaching situation that will provide “methods that reflect the cognitive processes necessary to successfully perform a given task” (Clark, 1983 in Brett, 1995 p. 79). Demetriadis *et al.* (2003) refer to these types of teaching and learning situations as “multiple context” situations that involve “problem solving activities and multiple approaches, resources and interpretation have to be explore for a deeper understanding to be reached”(p.34) They argue that for a more advanced and extensive use of computers. For Demetriadis *et al* (2003) it is vital for teachers to start focusing on different ways to use “multiple context” learning activities instead of “single

context”(p.34) learning activities, such as to integrate different language skills in one lesson instead of teaching each language skill in isolation from others.

Becker (2000) suggests that the conditions for a successful computer-based teaching environment are as follows:

- Where teachers are personally comfortable and at least moderately skilled in using computers themselves
- Where the school’s daily class schedule permits allocating time for students to use computers as part of class assignments
- Where enough equipment is available and convenient to permit computer activities to flow seamlessly alongside other learning tasks
- Where teachers’ personal philosophies support a student-centred, constructivist pedagogy that incorporates collaborative projects defined partly by students.

For Becker (2000) without the establishment of these fundamental conditions, the implementation of useful computer-based learning may not be successful.

How computers are used and what computers are used for is very important. Demetriadis *et al.* (2003) argue, “the way a tool is used is not a matter of applying some abstract and decontextualized tool capabilities but a matter of mediating meaningful human activities satisfying human needs in specific context” (p.34). Application is important because the learning outcomes depend on how learners accept the type of activities and tools used during learning processes (Park, Huot, Hamers, & H-Lemonnier, 2003). According to the Vygotskian (1975) viewpoint, ‘tools’ refer to not only any concrete instruments but also to language/discourse (Cole, 1995) and in the teaching context, the term ‘tools’ also refers to any teaching and learning resources used such as books, computers, and also the form of interactions in the classroom (Wells, 1996 in Park, Huot, Hamers, & H-Lemonnier, 2003). Lim and Hang (2003) consider computer use in the classroom as an important tool that functions to accomplish a specific teaching or learning task and

to meet certain instructional objectives. Barr and Gillespie (2003) however, suggest that when integrating computers into the classroom, the use of technology should not to be seen as the employment of a separate entity but rather as part of a greater package to facilitate teaching and learning. Computers should be used interactively and creatively with the combination of other teaching approach and not to be used on its own.

It is important to understand the nature of a computer-based learning environment when integrating computers in the class because computer use has an increasingly wider role in education. According to Barr and Gillespie(2003), if the teachers feel that the conventional way of teaching works better, then it is pointless to use computers, but when computers are used to complement the existing pedagogy, and not as separate from it, computers might enhance both teaching and learning. Barr and Gillespie (2003) listed the general characteristics of computer-based learning environment as follows:

- Physical resources: Classroom, laboratory space, libraries and academic offices
- Technological resources: The provision of up-to-date computers
- Communication: The management of information and its transmission to all involved in the learning process
- Human resources: Staff who are trained to teach students and eager to adopt new method and technologies. Significant technical support.
- Pedagogical strategies: Teaching strategies need to be drawn up and related to the delivery of the curriculum
- Cultural context: The approach to learning adopted by staff and students

(Barr & Gillespie, 2003, p. 69)

Nevertheless, other conditions such as where the computers are placed, whether in the classroom or in the computer rooms, the type of computer and computer programs, and the accessibility of the computers are considered important conditions for the quality and quantity of computer use in the class (Barr & Gillespie, 2003; Park, Huot, Hamers, & H-Lemonnier, 2003). Teacher and student access to computers may influence the amount of computer use in class. Barr and

Gillespie (2003) further argued that the integration and management of computers in the class is an important element of pedagogical strategy. Besides computer availability, it is also essential for teachers to know how to manipulate computer technology to cover the needs of curriculum so that it can benefit and augment the students' learning. They investigated the achievement of three institutions implementing computer-based classrooms and concluded that the success of a computer-based classroom lay in the integrative functions of computers and were most successful when the teachers were able to apply computers in their teaching and were able to:

“integrate a wide range of people and activities within the teaching and learning process, not just for communication purposes, but also teaching and learning activities within curriculum and in bringing together a wide range of functions and resources, both academic and administrative” (Barr & Gillespie, 2003, p.77)

2.4 Computers for language instruction

The integration of computers in language classrooms has been widely discussed in applied linguistics. Popular topics include the use of computers in the ESL classroom (Padron, 1995; N. Samad, 2002; R. S. A. Samad, 1997), teaching language skills (Al-Seghayer, 2001; Martinez-Lage, 1997; Nikolova, 2002), the problem based learning environment (Neo & Neo, 2001), the promotion of learner autonomy (Carney, Joiner, & Tragou, 1997; Ding, 1997; Dingwall, 1997; Fernandez, 2000; Martinez-Lage, 1997; Motteram, 1998; Ratnavadivel, 1999; Raya & Fernandez, 2002; Silverman, 1997), and learning motivation (R. S. A. Samad, 1997). Many researchers have concluded that computer-based teaching contributes positive effect to teaching and learning language (Al-Seghayer, 2001; Brett, 1995, , 1997; Fernandez, 2000; Habib & Badusah, 1998; Neo & Neo, 2001; Nikolova, 2002). The advantages of using computers in the classroom that have been discussed and claimed by the researchers above are numerous: The use of computers in language teaching can

- Motivate students because the learning environment is more enjoyable,
- Help students to understand the complex concepts more easily,

- Help students to learn at their own pace,
- Provide a multisensory learning environment,
- Help students to learn independently through self-discovery.

However, the question remains as to whether the use of computers in language teaching can lead to better language learning. Kern and Warschauer (2000b) argued that “the computer, like any other technological tool used in teaching (e.g. pencil and paper, blackboards, overhead projectors, tape recorders), does not in and of itself bring about improvements in learning.” (p.2). They suggest that for teachers to know if computer activities may lead to better language learning for their students, they should evaluate the particular practices in their specific context. Felix (2003) argues that “without intervention of a creative teacher, the Web and Internet can at best function as a convenient materials resource and communicative vehicle.” (p.118). However, it needs the teachers’ initiative to be creative in manipulating the computer applications in their teaching for students to get the learning benefits from using computers in the classroom. This is because having students involve with computers without any suitable activity will not bring any benefit in helping students in their learning. Felix (2003) claims that without teachers’ help the students will not get the full benefits from this type of learning situation. In fact, many studies claim that learning can only be done effectively if learners know the importance or relevance of the computer based activities in their learning and what kind of benefits they can get from using this technology in their learning activities (Staarman, Laat, & Meijden, 2002). On the other hand for computer-based classroom to work successfully, teachers should hold the responsibility for guiding students and making them aware of the benefits of computer activities and not simply use computers as a substitute teacher (Barr & Gillespie, 2003).

Chun and Plass (2000) argued that most multimedia lessons involve students working with stand-alone computers in language learning. They suggest that teachers should build a computer-based learning environment that gives learners more than individual, self-contained assignments, but rather presents learners with

problem solving tasks which need learners to apply several techniques or skills to accomplish the task. Giving learners the opportunities to choose suitable ways to accomplish the task makes the activities more meaningful to students. According to Chun and Plass(2000) when learners exchange information with others, and investigate and process authentic information, learners are “challenged beyond grammatical or syntactic competence to demonstrate discourse competence and pragmatic competence” (p.157). They suggest teachers to work to build up activities using the Web and to include materials from the Web as components in their teaching. Chun and Plass (2000) suggest creating activities that utilise

1. Web access to “primary data” and authentic cultural information
2. specific networking capabilities that allow for synchronous and asynchronous communication and collaborative work
3. the capability of presenting information nonlinearly in multiple modes (text, graphic and sounds. (Chun & Plass, 2000, p.154)

2.4.1 Teachers’ and students’ computer skills

The ability of individuals to interact with computers is referred to as computer literacy (Poynton, 2005) and is defined by Tsai (2002 in Poynton, 2005) as “the basic knowledge, skills, and attitudes needed by all citizens to be able to deal with computer technology in their daily life” (p.69). There is a need for both teachers and students to develop their computer skills to be able to interact usefully with computers. Logically, teachers’ computer skills are an important part of the implementation of computer-based environments in schools (Schwach, 2001; Wang, 2001; Witfelt, 2000). One way to upgrade the teachers’ computer knowledge and skills is through regular professional development courses. Indeed, it is important for teachers to feel confident in their ability to use computers because teacher attitudes may influence students’ behaviors and attitudes towards computer-based teaching and learning situations (Schwach, 2001).

Loveless *et al.* (2000) stress that it is the teachers' responsibility to develop and update the students' computer skills. However, it is important to acknowledge that for teachers to do so, they themselves need to be upgraded in advance. Unfortunately, some teachers are unable to upgrade the students' computer skills when they themselves are not equipped or trained with the necessary computer skills needed in the classroom.

Witfelt (2000) also stressed that computer training has to be constantly developed throughout a person's lifetime and it is not a static concept. Because change in the computer world is rapid, the training should be ongoing to ensure that teachers have updated skills to deal with the rapid development of computer-based teaching approaches. Yet training should not be concentrated only on computer skills but teachers should also be exposed to different kinds of computer-based teaching approaches. Students can benefit even further from teachers exposure to different ways of approaching teaching and learning with computers. Wang (2001) emphasizes that teachers should be given pedagogical training to prepare them to shift their teaching approach from the traditional way of teaching to a more student-centred approach. Teachers' readiness to cope and to accept the changes may be influenced by their exposure to new concepts and awareness of teaching and learning situations that are presented as part of their ongoing training.

2.4.2 Teachers' attitudes towards computer-based instruction

Many researchers (Martins, Steil, & Todesco, 2004; Mooij & Smeets, 2001; Muir-Herzig, 2004) found that a teacher's level of confidence with computer use may effect their use of computer in the classroom. Mooij and Smeets (2001) found that teachers who were confident with their own computer knowledge and skills were more willing to integrate computers in the classroom. Other studies confirm the problem that most teachers who were reluctant to incorporate computers in their teaching were those who were not familiar with computers and were unsure of using them (Egbert, Paulus, & Nakamichi, 2002; Smeets et al., 1999). Becker's

(2000) study indicated that inadequate computer skills among teachers adversely affected the use of computers in the classroom. Another study done by Demetriadis *et al.* (2003) discovered that teachers who felt insecure and reluctant to incorporate computers in their teaching had significant concerns about their own computer abilities. Thus, poor training and low confidence may decrease the teachers' motivation to work with computers. However, there are other factors that can be associated with the lack use of computers in the class. Cuban (2000 in Becker, 2000) argues that having insufficient technical skills is not one of the factors that holding back teachers from using computers in the classroom. This statement by Cuban is supported by the Euroa Secondary College (2000) research group findings that no clear relationship between the professional development of the teachers to the use of computers was found in their study.

Nevertheless, the effectiveness of computers used in the lesson / class can be influenced by the teacher's attitude towards the way a language class should be conducted (Bullock, 2004; Veen, 1993). Teachers may have already developed certain attitudes regarding their role in the class, the types of classroom activities that should be undertaken and their personal views on education. Such attitudes and beliefs may affect their willingness to integrate computers into their classrooms and lessons. Veen (1993) says that the teachers' teaching skills are related to their daily teaching management. Veen portrayed interrelated beliefs and skills as habit. His study reports that teachers who believe that the teacher-centred classroom environment leads to better learning outcome are not keen to build up skills needed for a student-centred classroom environment because such teachers have certain habits in their teaching. Christense (1998 in Albirini, 2005) stressed that "the teachers' attitudes toward computers affect not only their own computer experiences, but also the experiences of the students they teach." (p.3)

Furthermore, how teachers conceptualise their teaching may have some effect on classroom practices (Park, Huot, Hamers, & H-Lemonnier, 2003). Park *et al.* (2003) stress the acceptance and rejection of technology as highly dependent on teachers'

pedagogical beliefs and how they view the role of computers in their teaching. A study by Park *et al.* (2003) investigating how teachers conceptualised their project-based teaching in a networked classroom project, concluded that teachers in the program considered their pedagogical beliefs as important and that computers were viewed as a “means to an end” even though they considered them as influential tools. This study found that teachers’ actual use of computers was influenced by how they conceptualised teaching and the related contextual factors.

One research group, Euroa Secondary College (College, 2000), adds that the way in which teachers use computers, alongside their perceptions of computer usage in their field, may be an important influence on the quality of students’ learning outcomes. Their findings showed that teachers with “inadequate” (p.1) awareness of computer-based teaching and learning situations had doubts that the use of computers could lead to enhancing learning outcomes. They found that teachers, who have inappropriate or negative perceptions of computer-based learning, are unlikely to integrate suitable computer-based activities into lessons in a way that enhances language learning when compared with those who have more positive perceptions of computer use in the classroom. The research group concluded that computers could support teaching and thus enhance learning when teachers have positive attitudes along with sufficient technology skills and knowledge of the uses of computers in teaching.

Pihie and Elias (2000) surveyed 81 secondary school teachers to examine their perceptions of the use of computers in teaching and learning situations. The findings showed that the teachers were aware of the usefulness of computers in enhancing teaching and learning. They indicated that many teachers used computers for knowledge enrichment, to stimulate students’ thinking, to facilitate teaching and to gather teaching materials, these teachers also used computers to save time and energy when dealing with teaching administration. Most teachers surveyed had a positive attitude towards the integration of computers into the classroom. Nevertheless, having a positive attitude regarding the benefit of using computers in

the classroom, does not, in a way, guarantee that the teachers will successfully integrate computers into the classroom in an effective or productive way (Habib & Badusah, 1998; Pelgrum, 2001). Whilst teachers may acknowledge the benefit of computers in teaching and learning, they may have little knowledge of how to integrate them effectively in the classroom (Debski, 2000). The new skills they learn in relation to the principles of learning and teaching may not be practical in terms of realizing a specified learning outcome. Furthermore, teachers may learn new skills during training, but they may not necessarily practice these new skills in the classroom or change their teaching approach in the long term (Egbert, Paulus, & Nakamichi, 2002). Indeed, the effectiveness of computer use in the classroom may also depend on the teachers and the students interest and willingness to use the computers (J. Jones, 1999) and awareness of the learning benefits that may be achieved through computer use (Staarman, Laat, & Meijden, 2002).

2.4.3 Students' attitudes towards using computers

Whilst teacher involvement is vital, students' attitudes towards the learning environment must also be taken into account. There are many studies trying to investigate and study the different dimensions of student attitudes towards the use of computers in the classroom. The change of learning environment and teaching approach can influence students' attitudes and learning concepts as well as their expectations regarding their own learning. In terms of using computers in the classroom context, students might have different ways of accepting a change in learning environment. Like teachers, the way in which students accept the new teaching and learning environment incorporating computers can affect the students use and perception of computers in the classroom context (Egbert & Jessup, 1996). There is evidence showing that negative attitudes towards different aspects of computer use in the classroom influences the students' use or control of computers whilst accomplishing a task (Levine & Donitsa-Schmidt, 1998). Students may have developed a specific idea and expectation of how a classroom should be and how a lesson should be taught before they enter the class. According to Levine and

Donitsa-Schmidt (1998), the ideas and the expectations the learners bring with them may guide or misguide their accepting or rejecting the new learning situations. Federico (2000) concludes in his study that learner attitude plays an important role in determining student behaviour, and “students’ attitudes affect how individuals interact with, and learn from, network-based instruction” (p. 377).

Noyes and Garland (2005) argue that students’ familiarity with a new learning situation is essential to ascertain students’ attitudes. A study carried out by them discovered that those students with negative attitudes had these attitudes because they were unfamiliar with computers. The Noyes and Garland (2005) study compared students’ attitudes towards learning using computers with that of using books. They found that students had positive attitudes toward books compared to computers because the students’ sense of the new learning situation was still shallow. Liaw (2002) found a similar result in his study. The students’ attitudes towards the use of computers in the class were related to their experience working with computers. Liaw found that when students had more experience with computers and the Web they tended to have positive attitudes toward computers and the Web. Another study by Stevens (1991) found students in his study benefited from computer activities only after they were familiar with computers. He stresses that students’ awareness of the computer is very important in terms of having students accept computers as learning tools, and later the knowledge they have gained through familiarity will help them to optimise the use of computers for their learning needs (Stevens, 1991).

It is also important to realize that students’ negative attitudes toward the integration of computers in the classroom may be the cause of anxiety (Matsumura & Hann, 2004). Computer anxiety is referred to by Yaghi and Abu-Saba (1998, in Matsumura & Hann, 2004) as computer phobia, computer aversion, computer apprehension and computer resistance. Computer anxiety is, however, a temporary state that is likely to reduce with increased exposure to, and more experience with, computers.

2.5 Computers as teaching and learning tools

The planning and structuring of computer-based activities that can benefit students is crucial. Hendley and Kennewell (2003) state that the preparation of and the planning for activities are important in order for students to gain maximum learning opportunities from the activities. Factors related to computer teaching and learning need to be considered when teachers plan to integrate computer use in their lessons. Indeed, it is important for teachers to be aware of these factors before they start to plan lessons in which computer use will be integrated.

Primarily, the type of task given to the students is an important factor to be considered because some tasks may be particularly suited to computer-assisted learning. Furthermore, each student progresses differently therefore the tasks or the activities need to act and contribute to fulfilling certain learning needs (Brooks & Brooks, 1993). According to Egbert and Jessup (1996) the tasks performed by students are beneficial when they are oriented towards giving students opportunities to interact with all the resources available and to give each student responsibility for the outcome of the tasks. For the purpose of their study, they examine a group work activity using computers. They found that when working in groups of three with one computer, students had less chance of interaction in the target language because most of the time the more confident students take the lead or manipulate the situation.

Working with computers is sometimes associated with working alone, in isolation, or as an individual, that is to say, working without any social interaction. However, according to Riley (1993) when activities are organised for students to work in pairs or in groups, computer-based activities that so far have been associated with working alone can change from solitary task to collaborative endeavour. Activities such as network-based tasks (Meskill & Ranglova, 2000; Warschauer & Kern, 2000), chat room interaction (Pellettieri, 2000; Sit, Mikan, & Gray, 2005; Yuan, 2003), emails (Gonglewski, Meloni, & Brant, 2001) and online discussion (L. Lee, 2004)

can be both solo and group work activities. However, teachers should be aware of individual student personalities when constructing groups or pairs for activity work. Riley (1993) states that when organizing students to work in pairs, it is advisable to avoid pairing or grouping the students in dominant-passive relationships because the intended activities should promote students working collaboratively. Green (1986) adds that the effectiveness of teaching and learning in school is highly dependent on the teachers' teaching skills and the way in which teachers approach situations. This implies that using computers without good teaching approaches and activities, students may not receive any benefit. In other words, the success of computer activity use in the language classroom is dependent on the development of the activity, and because teachers develop and guide the students through the learning activities, teachers are the most important element for the success of teaching and learning processes using computers (Habib & Badusah, 1998) and not the technology alone (R. S. A. Samad, 1997).

The primary role of computers in language teaching and learning has been related to the teaching and learning the four language skills: reading, speaking, writing and listening. Much research has investigated the advantages of computer-based learning situations in relation to language teaching and learning these skills. Therefore, in accordance with the volume of literature on the subject the rest of the next section discusses the different roles of computers and computer use in the language classroom.

2.5.1 *Reading and vocabulary*

One of the computer-based activities investigated most often is reading and learning vocabulary. Using computers in the language classroom for reading, for example, reading articles available from the Internet, may support the development of reading skills among students (Kasper, 2000) because reading materials from the Internet provide a variety of current, authentic texts compared to potentially dated reading material sourced from textbooks.

Further, Chun and Plass (1996) stress that the verbal and visual system in computer programs help students to better understand the text. Computer programs, for example CALL, are filled with graphics and voices. According to Chun and Plass, when students can visualize the situation, they may remember the subject better in the long term. The illustrations from the text give significant benefits to students. Another study by Beauvois' (1994 in Stepp-Greany, 2002) showed 43% of the students surveyed claimed that their reading skills improved when using computer programs for their reading practices.

Several studies on CALL programs for vocabulary development have also reported positive results. Whilst large proportion of studies claimed students improved their vocabulary level, this increase was not unconditional. Time is one of the conditions that must be considered. A study done by Nikolova (2002) on learning vocabulary using computers shows that learners were able to learn vocabulary significantly faster than the traditional way of teaching vocabulary. Furthermore, in her study, she found that annotation with text, sound and pictures was found to help students more when learning vocabulary compared to using annotation with sound and text only. In addition, Al-Seghayer (2001) indicates that using a video clip to teach unfamiliar vocabulary is far more successful than the use of a still picture. He points out that video builds a mental image that creates inquisitiveness leading to increased concentration in language learning. Jacobs (1994) investigated the use of vocabulary glosses as a strategy in second language reading. He found that the glosses did interrupt the reading process. The students found it useful, as they were able to retrieve the meanings of difficult words while reading by clicking on the glossed words. These studies are supported by the work of a group of researchers (Davis, 1989; Jacobs, 1994; Martinez-Lage, 1997; Ybarra & Green, 2003), who suggest that using computers is one significant way to help learners to learn vocabulary more effectively.

Kasper (2000) insists that interactive hypertext provides students with multiple opportunities to “acquire, test and reframe knowledge” (p. 122) and “helps to promote the cognitive flexibility necessary for the integration and consolidation of knowledge gleaned from variety of sources.” (p. 122). The varieties of reading materials that can be retrieved from the Internet can focus on different disciplines and may encourage students and open opportunities to read widely in second language, thereby learning a wide range of vocabulary and language structures.

2.5.2 *Listening*

The listening skill is perceived as a central part of language acquisition and the exposure to authentic listening activities is supposed to provide comprehensible input for language learners (Krashen, 1985). Computer use as a listening tool is claimed to be one of the more important learning tools for enhancing students’ listening skill because it allows students to learn independently and to receive immediate feedback upon the completion of tasks (Hoven, 1999).

Brett (1997) conducted a study to investigate students’ success rates in listening comprehension by comparing three different media (audio, video and computers) used by the students for their listening tasks. The study concluded that students who used computers for listening performed better in the test outcome in comparison to other media. This may be due to the immediate feedback given by the computer program that helped the students to interpret and understand their learning better. In an earlier paper, Brett (1995) discusses the design of computer software for listening comprehension that emphasises the integration of different media in one interface; i.e. technology and pedagogy. Hoven (1999) sees the computer as a tool that gives students the opportunity to enhance language learning by bringing the real world to the classroom through interactive activities created.

2.5.3 Writing

Another positive claim for the use of computers in ESL learning and teaching is that computers are assumed to be one of the most effective tools to teach writing. Cunningham (2000) claimed that his students found that his writing class was more productive when he used word processing software with his students. He surveyed 37 EFL students in his writing class to study the students' attitudes towards using computers in their writing. 88% of students indicated that they had improved their writing skills whilst using word processing. These students indicated that using a word processor during the writing process helped them to concentrate on certain aspects of their writing, for example: grammar, vocabulary and the organization or structure of their text. Students in Kasper's (2000) study achieved a pass rate of 83% in writing assessment when his students used computers, compared to a 75% pass rate of those students not using computers. Kasper investigated the development of writing skills between the two groups involved in the same writing process: "to articulate and synthesize knowledge" (p. 122) in "collaborative learning communities" (p. 122).

2.6 Computers and the Internet

A significant body of literature (discussed in Martins et al., 2004) indicates that the use of the Internet in education has a positive impact for educators and students alike. Working with Internet-based activities is presumed to motivate students, to increase students' participation in activities, to increase interaction in the classroom, to provide more active role in learning, and to facilitate cross-curricular work. In addition, the Internet is being recognized as an important source for learning resources in the educational field as the web provides an attractive, reliable variety of valuable resources current and past (Ruthven, Hennessy, & Brindley, 2004) and according to Crystal (2001) about 80 percent of the Internet materials are in English making it very useful for ESL learning activities.

According to Kasper (2000) when a teacher integrates Web-activities, students have the opportunity to increase their linguistic ability and their knowledge because Web-based learning is a window to an authentic world presenting a chance for meaningful language learning (Felix, 1999 in Vogel, 2001). However, the effective use of Web-based learning depends on the teachers' initiative and creativity. According to Jones (2001) teachers should guide students on how to search the Internet successfully and effectively for learners to be able to evaluate the information downloaded from the Internet. Without proper guidance there may be potential for learners to aimlessly browse and to end up with only unintentional learning (K.-w. Lee, 2000a). There is also potential for confusion, especially for students with low proficiency, because some online information is less structured than other sources and as a result some students may not be able to exploit the material in the Web successfully in their tasks (J. Jones, 2001).

There are a few factors that teachers need to consider when integrating Internet use into the classroom and learning activities in order for the students to get the optimal benefit from the lessons. Warschauer and Whittaker (1997) said that for the network-based activities to be successful teachers should focus on some basic pedagogical requirements. They suggested guidelines to help teachers implement computer-based (network) activities in the language classroom. They are:

1. Teachers should consider the goal of integrating computers in the class before they plan the lesson.
2. Integrate computer activities into the course curriculum as whole. There is a significant difference in educational outcome depending on how computer activities are integrated in the curriculum.
3. Understand the complexity such as students' computer skills, students' readiness, time, and the computer accessibility should be taken seriously.
4. Teachers should provide support to minimize the student's difficultness while working with computers.
5. Teachers should give opportunity to students to get involve in decisions making.

(Warschauer & Whittaker, 1997, p. 30)

Exploring network-based language teaching, Kern and Warshauer (2000b) express the opinion that computers play multiple roles in teaching context today, and the World Wide Web (WWW) “serves as a medium of local and global communication and a source of authentic materials.” (p.13). They indicated that learning with computers as a sociocognitive paradigm and using computers in classroom activities is a way to build up the discourse. Meskill and Ranglova (2000) studied whether or not computers, and network-based activity, enhanced learners learning in a Bulgarian school. The study illustrated that the computer was not used as machine *per se* but as a broad form of accessing and exploring social organizations that provided a way of socio collaborative endeavour in language learning.

Dealing directly with the role of the WWW in computer-based learning, Chun and Plass (2000) mention four general capabilities or features of WWW that have the potential to increase language learning. The four features of WWW they identify are

1. the universal availability of authentic materials,
2. the communication capabilities through networking,
3. the multimedia capabilities,
4. the nonlinear (hypermedia) structure of information.

These four features of WWW allow teachers to create an environment that engage students in meaningful and authentic activities, and to give students opportunities to access information from different approached in order to complete the tasks, instead of the individual self-contained task.

2.6.1 Information search

There are four basic functions of the Internet as educational tools identified by Grey (1999 in K.-w. Lee, 2000a) that can be used in the ESL / EFL classroom. The four basic functions are a) to search and receive information (uses as virtual library), b) to publish and provide (publication of information), c) to talk to and reply (conversional activity such as email), and d) to collaborate and learn (joint projects).

Lee (2000a) states that among the four functions of the Internet identified by Grey, only three are important. They are conversation, retrieval of information and publication. He believes that these functions can encourage students to learn ESL / EFL and will provide opportunities for students to engage with English language activities interactively. A study done by Liu (2001) found that 82% of students looked to the WWW for help in writing resource-based papers. Students sought help in organizing their writing, finding references in related articles, locating evidence to support their ideas, reading in different genres, and in practicing writing in different formats.

However, the positive impact of computer instruction in conjunction with the use of the Internet in the classroom has not yet been fully realised. Many researchers find that there are still failures when students have used the Internet to search for information. Most of the time students are not taught correct searching skills before entering Web-based activity. Since the Internet is understood as a resource bank, students should be taught to search Web-sites critically and effectively (Ruthven, Hennessy, & Brindley, 2004). Wenglinsky (1998 in Saunders & Klemming, 2003) stresses that computer technology does not promote academic achievement if such technology is not explored wisely. Indeed, the impact of computer use in education depends on how it is employed. In his study, he discovered that students used computers to search for information on the Internet for exam revision and to find information that was similar to the classroom lecture notes they missed. Thus, for students and teachers to use the Internet successfully, it is not merely a matter of providing Internet access in the classroom leaving the students to explore the net without any guidance. Indeed, Martins *et al.* (2004) stress that both pedagogical managers and teachers need to be trained so that they know how to explore the relevant sites for use in language classes and to incorporate them into their lessons.

The mass of authentic reading materials available on the WWW is easily accessed, however, the massive amount of information may be difficult for ESL students to access effectively. Chun & Plass (2000) suggest that teachers should provide

guidance, such as preselecting certain relevant sites or to provide students with specific search criteria that will help students to narrow down the potentially overwhelming amount of information to a resource base of a more useful size. Simple instruction to students at the early stage of searching can help the students to remain focussed on the search and achieving useful outcomes.

Furthermore, like computers themselves, exposure to the Internet is vital to ensure positive and useful Internet use. Luan *et al* (2005) studied the use of the Internet among pre-service teachers and found that most teachers used the Internet to search for information for both educational and general purposes. They concluded that teachers needed to be exposed to different types of Internet activity in order to get more experience in the different uses of the Internet. Teachers who had more experience with the Internet as a tool and often used it for searching for information related to activities, were better able to make constructive use of the Internet in teaching situations.

2.6.2 Communication

Another role of the Internet in language learning is the aspect of communication. Internet based communication is often designated with the term computer-mediated communication. Some examples of computer-mediated communication are: email, chat rooms and group discussion boards. The communicative aspect of Internet applications provides opportunities for learners to communicate directly with native speakers of the target language. Thus, through the Internet, learners are using the target language authentically, and as a result it may improve the students' written and spoken language quality (Sotillo, 2000 in Toyoda, 2002). Furthermore studies on computer-mediated communication claim (Lamy & Goodfellow, 1999; Pellettieri, 2000; Warschauer, 2000) that students were able to learn through their written communication while participating in web-based communication because they were able to monitor their own work whilst responding to a partner. Research on Web-based communication stresses that Web communication can assist students

with second language communication in a similar way to face-to-face negotiations in a regular classroom setting (Pellettieri, 2000; Toyoda, 2002). Web based communication can also help students with the development of language complexity (Warschauer & Healey, 1998). In other words, through using the Internet, computers can now be used as tools for information processing and communication both in society in general and in the context of the classroom (Warschauer & Healey, 1998).

In addition, according to Ybarra and Green (2003) the computer-based classroom can support situations in which students are able to participate actively in communication face to face instead of only electronically, arguing that computers stimulate verbal interactions among students. Yang and Liu (2005) studying interactions in collaborative learning working around computers found that the language used by the students is more varied in a computer integrated classroom. These students used different types of interactions: individual, authoritative, argumentative and consolidated, during their learning activities that gave them opportunities to use the target language in different ways.

Two studies using email in language classes discussed in Warschauer and Healey (1998) indicated that email use was a significant learning activity. Their study focussed on the use of email as a tool for communication between teacher and student. Using email to communicate with students gives both teachers and students the opportunity to communicate freely about their work. Teachers used emails for providing immediate feedback about students' work and to answer students' questions regarding tasks. In addition to these uses, students used the opportunity to use the language in a broader context. Oxford (1990, p.79 in Gonglewski, Meloni, & Brant, 2001) makes the point that "they (emails) can be a medium of real communication in the target language, including composing and exchanging messages with other students in the classroom or around the world". However, learner participation in such communication is also dependent on the students' level of language proficiency. When learners are not proficient enough or lack confidence

to participate in such conversation or activity, they would quickly lose interest in contributing to the activity (K.-w. Lee, 2000a). Besides, having technical difficulties during the activities may discourage the students from using email (Frank, Reich, & Humphreys, 2003) and following such setbacks it takes a relatively long duration of positive practice for the students to regain their confidence both in language and computer skills (Thompson et al., 1998 in Frank, Reich, & Humphreys, 2003).

2.7 Computer and learner autonomy

The importance of learners deciding their own learning objectives, choosing ways of achieving the learning objectives and evaluating their own progress has long been acknowledged by language learning pedagogy (Ellis, 1994). From a language learning perspective, computers are recognized as attractive learning tools that provide students with opportunities to become autonomous learners (Bork, 1994; Carney, Joiner, & Tragou, 1997; Ding, 1997; Dingwall, 1997; Hoven, 1999; Liou, 1998; Martinez-Lage, 1997; Nikolova, 2002; Ratnavadivel, 1999; Silverman, 1997). If properly used with suitable activities, computers applications may assist students in many ways, and may be considered as effective tools that motivate learners to seek and to fulfil their own learning needs.

One example of computer use promoting learner autonomy is tandem language learning via the Internet. This activity provides interactions between two people that have different mother tongues (Little, 2001). Little (2001) stressed that tandem language learning can help students to build up their autonomy as a language user of the target language, as an autonomous user of the tandem language learning process. Another example demonstrating the development of learner autonomy is the use of email tandem learning. Söntgents (1999) indicates that in this learning situation, learners are able to communicate with other learners who are native speakers of the target language and by communicating with native speakers in this situation students can gain insight into the culture of the learned language without going to the country in which the target language is spoken. Söntgents also argued that this

learning condition provides students with significant opportunity to work independently. Using computers in the classroom provides no threat to students involved because the work/practice done is not being judged by anybody (Brett, 2000). The opportunity to repeat certain sections many times without losing face and the chance to use a variety of learning modes can motivate students to learn independently. However, whilst such considerations are important, the most important element of computer use in ESL remains the opportunity presented by this technology to access a diverse range of authentic material.

Although computers can offer opportunities for students to be autonomous learners, it remains the role of the teacher to support and conceptualise the students' efforts (Mercer, 1993) and to provide students with appropriate learning opportunities according to their learning needs and pace of working (Loveless, Williams, & Kutnick, 2000). However, how far can students be independent if the school system and the expectation of the students' education performance do not change? Although there is much research to indicate that computer activities increase students' interactivity and learning, moving towards increased autonomy as language learners can only be successful if computer applications are properly used and understood (Benson, 1998).

2.8 Computers and motivation

The concept of motivation is frequently used in educational contexts, however there is little agreement on the meaning of the term. However, some scholars agree that motivation is

“one of the key factors that influence the rate and success of second / foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the motivation remains driving force that sustain the long and often tedious learning process” (Dornyei, 1998: p.117 cited in Thanasoulas, (2000).

And this is the definition of motivation used in this study.

People have numerous reasons to be motivated. In the educational context, these reasons are often driven and challenged by the desire of students to achieve their learning goals (Kirtikara, 2000). Many educators believe that computer-based learning environments provide situations that motivate students to learn. According to McGrath (1998) students are motivated to learn through authentic, challenging tasks that are interdisciplinary in nature and that promote students active involvement with the target language and content in a real, authentic situation.

However, Jarvis (2004) concludes in his study that computer use in the class may no longer motivate the students to learn unless the pedagogy is adapted directly to the academic context in which the students are involved. Jarvis reasons that computers are easily assessable outside the classroom by most students and students no longer perceive computers as a 'new' element of the classroom because they are easily assessable outside the school. Indeed, for many students, the excitement of learning and experiencing a new technology no longer exists.

Motivation is complex and the role of computers in the motivation of students is affected by many factors. Keller (1987, in A. Jones & Issroff, 2005) has developed a motivational model that may help researchers and teachers to understand students' methods of learning with computers. Keller's model of motivation includes factors such as curiosity, challenge, confidence and control. The level of curiosity in students to know new things is one key way in which to motivate students to know more about the subject. The importance of challenge lies in making a task neither too easy nor too difficult in order to keep students actively involved. A feeling of confidence is associated with the selection of a task that reflects and makes use of the students' previous achievements. Lastly is control, how well are students are able to control their skills in order to complete the task. The more control the student has the more motivated he or she is to complete the task.

2.9 Factors influencing technology use

According to Baylor & Ritchie (2002) there are many factors that need to be taken into account when integrating computers into the classroom. They consider planning, leadership, curriculum alignment, professional development, technology use, teacher openness to change, and teacher non-school computer use, technology competency and technology integration, and teacher-student attitudes as factors that influence the level and usefulness of computer use in the classroom. They also consider the areas of teacher skill, teacher morale and perceived student learning as factors requiring consideration.

In addition, both Egbert *et al* (1996) and Loveless *et al.* (2000) consider the pressure of time, the lack of resources and materials, insufficient or the inflexible guidelines, standards of curricula, lack of support or recognition for integrating computers, and inadequate training and technical support as factors that prevent teachers from successfully integrating computers into their lessons. Becker (2000) finds in his study that English language teachers are dealing with the pressure of covering the curriculum that focuses on examinations, and may therefore see computers as inhibiting them from covering the broad content and topics in the curriculum effectively.

Pelgrum (2001) identifies 38 obstacles to implementing computers in the classroom. These obstacles are both material and non-material conditions. His list of obstacles is derived from his study of representative samples of schools from 26 countries. The top 5 obstacles in his list are insufficient number of computers (70%), teachers' lack of knowledge/skills (66%), difficult to integrate in instruction (58%), scheduling computer time (58%), and insufficient peripherals (57%). Pelgrum's study reveals that the failure to equip schools with sufficient numbers of computers and to update teachers with new knowledge and skills in computer use are the major reasons for the unsuccessful implementation of computers in schools.

Frank *et al.* (2003) found in their study that some students lacked confidence in computer use due to their perceived lack of computer skills. They found that some students were struggling with technical difficulties and became afraid of handling the computer. According to Frank *et al.* (2003), the fear of these students was due to their lack of computer skills and this fear interfered with the use of computers in their learning. Furthermore, for Frank *et al.* it is important for learners to understand the use of computers and to understand the need to use them in the classroom context. Without such understanding the learners may be reluctant to use computers as learning tools. Baylor and Ritchie (2002) point out that in order for learners to improve their performance using computers they need teachers to guide them, both in developing skills and by designing suitable activities.

Teo and Wei (2001) surveyed 28 schools in order to investigate the way in which schools employ computers for education purposes, and the way in which the general arrangement of the classroom may influence the use of computers in classes. They investigated the schools IT culture: the resources available in the classroom and the effectiveness of computer-based teaching process in the classroom. They used a Likert scale of 1-7 in order to present their findings. They found that teacher's attitudes towards computer use in education had no effect on teachers' computer-based teaching effectiveness. However, they said that the uses of computers in the class is shaped by the teachers' attitudes towards computer use in education and their own level of computer proficiency. Their study also found that the effectiveness of computer-based instruction was not influenced by the quality of software available or used.

Another hindrance to the successful implementation of computers in the classroom is the teachers' and the students' attitudes towards computer-based teaching and learning environments (Demetriadis *et al.*, 2003; J. Lee, Hong, & Ling, 2002; Veen, 1993). Lee *et al.* (2002) reveal in their study that having positive attitudes towards this new classroom environment gave students useful psychological preparation for a computer-based learning classroom. They argue that by giving students the

opportunity to use computers comfortably, they will develop positive attitudes, and hence prepare the students for successful adaption to the computer-based environment. Students with positive attitudes are more adaptable and accepting of the new learning environment and their attitudes are closely related to their successful use of the classroom environment (Stables, 2000).

Lastly, Zhao and Cziko (2001) suggested a framework for understanding why teachers use or do not use computers centred around the examination teachers' goals. They formulated three conditions that are identified as essential for teachers to successfully use technology in the classroom:

1. Teacher must believe that technology can more effectively achieve or maintain a higher-level goal than what has been used.
2. The teacher must believe that using technology will not cause disturbance to other higher-level goals that they evaluate as more important than the one being maintained.
3. Teacher must believe that they have the ability and resources to use technology.

(Zhao & Cziko, 2001, p.27)

Presuming that teachers meet the conditions suggested by Zhao and Cziko, there is, however, another question that needs to be answered. How do teachers use technology to teach in their class? According to Demetriadis *et al.* (2003) data on this subject is very limited and more research needs to be undertaken. Although there is much research on the use of computers in the classroom, most researchers, as discussed above, do not examine the role of technology in teaching as a whole. One important element of this study is the examination of the role played by technology within individual classes. By focussing on the Malaysian context, this study aims to provide much needed insight into the way in which teachers use and incorporate computer use into their classes.

2.10 Research on computer-based teaching in the Malaysian context

There are many studies on computer-based teaching and learning environment in Malaysia. The section reviews literature based on Malaysian studies in order to get an understanding of computer-based teaching and learning in Malaysia.

There are many factors that teachers need to address when implementing new approaches to teaching and learning. One of these factors is the administrative awareness. According to Fooi & Fook (2000) school administration in Malaysia is still lacking in computer awareness. Fooi and Fook surveyed 350 school principals to investigate their awareness of, and their willingness to the use computers in education and administrative work. Their findings indicated that 79.3% of the sample had heard about computers in education but only 57.5% of them understood the meaning of ICT and only 37.9% could explain it to their teachers.

Another study by Jusoh (2000) found that teachers were aware of the advantages of computers use in the classrooms for the teaching and learning. Many teachers knew that computers helped them in their teaching and learning preparation. However, the teachers claimed that students with a lack of computer skills exhibited less concentration in their learning and some teachers indicated that the students' work using computers was not up to standard. Habib and Badusah (1998) investigated the teachers' readiness to use computers for teaching and learning. This quantitative study examined the attitudes of 165 secondary school teachers, who were teaching Malay, English, Mathematics and Science. Habib and Badusah indicated that although the teachers believed that computers were useful tools for their teaching and for students' learning, they were surprised to learn that the computer applications used were only basic. The most actively used applications were word processing and record keeping. This was due to the lack of computer skills and the fact that many teachers were having difficulty in understanding the programs that were mostly in English. A similar result was found by Bakar and Mohamad (1998) and Daud (2000). All these studies concur that the teachers' general knowledge

about computers was very low, and this lack of knowledge directly influenced the use of computers in the classroom. Teachers in Kiu and Pihie's (2000) study claimed that the teaching and learning software provided by the Ministry of Education to the schools was insufficient and incomplete and could not be used in their lessons.

Thang (2003) used questionnaires to investigate if tertiary students in Malaysia were ready for online learning by examining their attitudes to learner autonomy. She divided her findings into three categories in order to represent their three groups of learning preferences. Her results showed that the students were not independent learners and although they were interested in learning with computers they preferred a teacher-controlled computer class model. Overall Thang's study found that students were not ready for a totally autonomous learning environment. She suggested that students should be given preparation training for this new environment and identified 3 key areas in which this preparation should take place: a) Psychological Preparation b) Methodological Preparation and c) Practice in self-direction.

Nor (2004) investigated the influence of using hypertext on students' reading strategies. Her study focused on third year tertiary students. She found that students read hypertext in a similar way to the way in which they read a print-based text, but they found it difficult to choose what to read because of the massive number of information links, and not every text provided them with the information they wanted. These students sought more structure in their texts and found that often hypertext did not have enough explanation and the content was not well elaborated when compared with printed text format.

Another study by Manisah (2004) on reading using computer-aided reading modules with remedial students showed that reading modules could be an alternative means of increasing reading skills among remedial students. Manisah stresses that a positive result could be achieved when the module content is structured according

to the students' level of proficiency and that students should be encouraged to be independent learners by being responsible for their own learning.

This study concurs with Ashaari (Education, 2002) when she constructs the argument that although computers are assumed to be important ESL learning tools, English language teachers still play an important role, especially providing students with information about vocabulary and grammar. She stresses that students need teachers' guidance because students cannot rely totally on the computer software and the Internet for information and guidance on certain subjects. Indeed it may be argued that Malaysian students are very much reliant on teachers' input for their learning and consider the teachers as their sole knowledge provider, and the computer is clearly only secondary.

Abd. Rahman (2000) found that most teachers in Malaysia are not ready to integrate computers into the classroom because they do not understand the uses of computers in the classroom, have limited knowledge of computers and are afraid of using computers. All these things affect Malaysian teaching innovation. These findings are further supported by those of Abdul Razak (1998) and Abdul Rashid (1997) in Abd. Rahman (2000) who indicated that in general, teachers are still afraid of using computers. This fear is especially prevalent in teachers teaching in rural areas.

In addition, a study done by Kong Siew (1997, in Abd. Rahman, 2000) identified three key factors that hold teachers back from integrating computers into their classes. She surveyed primary school teachers and listed the factors that inhibited teachers' use of computers in the classroom. Siew's three key factors preventing computer use in the classroom are (p. 536):

1. There is limited time for the teachers to incorporate computers in the teaching and learning.
2. There are very limited numbers of computers in the schools.
3. Teachers have limited computer knowledge or skills to integrate the computer in their lessons.

Abd. Rahman (2000) concluded in her paper that although teachers may in general have positive perceptions of integrating computers in the classroom, the use of this technology is not widely ventured in the Malaysian context. Abd. Rahman surveyed 100 teachers in order to investigate the teachers' experience with computers and the obstacles faced by teachers in using computer technology. She found that the language teachers were not ready to use computers in the classroom because of the lack of useful and practical courseware available for use in the language classroom. Pihie and Elias (2000) reported a similar findings amongst secondary teachers, adding that teachers' readiness to accept the new learning environment depended on teacher computer knowledge. They found teachers were not ready to commit themselves to computer use in lessons because of their own lack of computer knowledge.

Most of the studies undertaken in Malaysia investigate the effectiveness of the implementation of computers in the classroom by looking at the teachers' training programs, teachers' attitudes, teachers' readiness and classroom activities. Most of the studies investigate the tertiary level of education, and less has been done to understand how computers are used in schools. Another issue is that most of the literature concerning the Malaysian context employs a quantitative methodology, very few studies so far use a qualitative approach. This study uses a qualitative approach to examine the use of computers in the classroom. This study argues that an in-depth examination of what is happening in real classroom situations may give a better picture of the use of computers in the ESL class and on the teaching of English in computer-based learning situations. These insights may not be able to be captured in a quantitative study.

2.11 Summary

Under the right circumstances computers can become a helpful and well-functioning instructional tool. However, all parties, especially the education

organization as a whole, need to take part in significant changes for the effective use of computers to be realised. Many studies have looked into the usage of computers in classrooms, focussing on single areas such as language, pedagogy, learners and teachers, management and teaching and learning and also on the courseware, quantitatively. So far, only a small body of research has looked into the usage of computers in the classroom environment. There is a lack qualitative studies especially in the Malaysian context. This study will investigate the use of computers in the classroom qualitatively in order to understand in detail what is going on in the classroom where computers are being used.

The next chapter will discuss literature on the concept of the constructivist classroom and the nature of classroom interaction in the constructivist context. This chapter will develop a framework for the investigation of interactions in the ESL classroom and aims to explore how students use English in making meaning.

CHAPTER 3

Social Constructivism And Classroom Interaction

3.0 Introduction

Because this study adopts a social constructivist perspective, this chapter elaborates the fundamental aspects of social constructivist theory and its reality in the classroom.

3.1 Social constructivism

According to Jones & Brader-Araje (2002) the meaning of constructivism varies according to one's perspective and position. Some authors focus on the individual learner, this approach is termed cognitive constructivism, and others focus on learning that happens in a social context, this is known as social constructivism. In general, the meaning of constructivism is the idea that knowledge is "constructed" by learners (Boethel & Dimock, 1999) through the development of understanding that requires learners to be actively involved in meaning-making (M. G. Jones & Brader-Araje, 2002). Knowledge, from a constructivist perspective, is the meaning-making that learners construct from past experiences, which may take place in social contexts. In a classroom environment, students are making their own meanings and developing ideas through interacting with peers and teachers (M. G. Jones & Brader-Araje, 2002, p. 2). The success of social-constructivist classroom requires students to understand the general concept of the lesson as a whole as well as the individual skills the lesson is designed to impart.

Wells (1999) said that the process of meaning-making consists of four different opportunities that learners encounter both within and outside the classroom. The four opportunities are: experience, information, knowledge building, and understanding. Wells sees this as a goal-oriented social process. According to Wells, the meaning that students construct through participating in social events is a form of knowledge building. To build knowledge, a person needs to experience or to participate in the situation in order for him to interpret information derived from this experience both to build knowledge and to incorporate new knowledge.

In the context of education, constructivism stresses that learners come to class with certain knowledge, ideas, and understandings of the subjects they are going to learn and do not approach the class as empty vessels. Brooks and Brooks (1993) emphasized that it is the teachers' role to provide learners with activities that give opportunities for learners to build on their earlier understandings of concepts by letting students explore the experiences they bring into the class.

3.2 Social constructivism in language classroom

Social constructivism has had an impact on education both in terms of pedagogy and curriculum design (M. G. Jones & Brader-Araje, 2002). Social constructivism as a theory was developed from the work of Vygotsky (1978), which emphasises the role of social interaction in the development of cognition. Vygotsky asserts that the social context and social interactions play important roles in making-meaning (Galloway, 2001). In social constructivism, learning is a social activity. Reusser (2003) explained learning using the social constructivist perspective in the following way. Reusser writes:

Learning and enculturation are not bounded by the individual brain or mind but are intrinsically social endeavors, embedded in a society and reflecting its knowledge, perspectives, and beliefs. People construct their knowledge, not only from direct personal experience, but also from being told by others and by being shaped through social experience and interaction. The basis of personal development and enculturation, thus, is not the socially isolated construction of knowledge, but its co-construction in a social and cultural space. (p. 2058)

This philosophy of learning emphasizes that learning occurs when knowledge is actively constructed through students' participation in discussion and other activities instead of the student/s receiving their knowledge passively from teachers (Brooks & Brooks, 1993; Ibrahim, Silong, & Samah, 2001; Kerka, 1997). In other words, learning occurs when learners construct their own understanding of a concept. This understanding results from students actively searching for meanings and making sense of what they know and have understood (meaning-making) and not totally memorizing facts from their reading or from what they were told without analysing this information in a critical way (Von Glaserfeld, 1984 in Tam, 2000). From a social constructivist perspective, the construction of knowledge is not merely isolated and wholly internal but rather knowledge is constructed in a social context through interactions with others. It can be said that in social constructivism learning is an active process and meaningful learning takes place only when learners are involved in social activities. Staarman, Laat and Meijden (2002) stress that new knowledge is connected to the real life of the learners and learning is supported by the construction of past experiences. Learning that happens is the effect of construction and re-construction of the students' internal understanding of meaning. For students, in language classrooms, meaning-making involves more than knowing the meaning of words and combining them in the right sentence structures. Students construct their understanding of the subject, for example the reading materials, based on the knowledge that they bring to class and develop the knowledge in the classroom with in a social context.

By using a social constructivist approach in the classroom, learners can gain new knowledge of the subject and general subject concepts through discussions, and from the opportunities to use the new knowledge in different situations. In this way learners are active participants in constructing their own understanding of concepts. When students are constructing their understanding in a discussion they need to be confident with their language ability and their previous knowledge of the subject in order to participate actively and to achieve their learning goals (Peters, Cornu, & Collins, 2003). From the social constructivist perspective, the most important part of

learning involves students using language to express themselves, to explain, to negotiate and to compromise with peers in the discussion of ideas and in writing.

3.3 Creating social constructive classroom

In the social constructivist class the pedagogical emphasis is on learning which “involve(s) negotiating understandings through dialogue or discourse shared by two people or more members of a community of people who are pursuing shared goals” (Brophy, 2002, p. ix). In a situation where more knowledgeable adults or peers lead the conversation providing new information during these interactions, the new information discussed may contribute to the achievement of students’ learning goals (Vygotsky, 1978). The fundamental principle of social constructivism is that learners interact with more knowledgeable members of the group in order to obtain new knowledge and learn how that new knowledge may be applied (Kim, 2001). In the ESL language classroom, the knowledge that students gain from interacting with peers or teachers during discussion activities can be in the form of sentence structure, vocabulary, pronunciation and or a number of other aspects of English language usage.

One of the learning opportunities that a social constructivist classroom provides is a situation in which students are able to construct their understanding using scaffolding. Scaffolding is a technique used by students during group discussion activities, where students receive help or are guided by more advanced peers or a teacher in order to understand or to make meaning of the task or concept that they are unable to understand on their own. The way in which students make use of this help and use it to construct their understanding of the concepts at hand is called scaffolding (Lipscomb, Swanson, & West, 2004). According to Benson (1997 in Lipscomb, Swanson, & West, 2004) “scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler not as a disabler.” The idea of scaffolding is known as the zone of proximal development (ZPD) (Vygotsky, 1978). Students use scaffolding in the process of understanding a new concept or a task, through sharing and exchanging opinions

with a more knowledgeable person during discussions. In the classroom, the teacher and peers are the persons involved in helping learners to build upon their prior knowledge.

A group of scholars cited in Brophy (2002) emphasize that “learning is most likely to be successful and meaningful when it is socially negotiated and through classroom discourse.”(p. ix). A social constructivist ESL teacher opens opportunities for learners to use English actively in exploring and exchanging ideas through negotiating and debating thus making it possible for students to construct their understanding of tasks or new knowledge using the target language.

From a social constructivist perspective, in order for students to benefit from the activities, a teacher should encourage them to “ask questions, formulate hypotheses and do experiments to test them” (Veermans & Cesareni, 2005). The aims may be achieved through activities such as whole class discussions, small group discussions and pair work. Veerman and Cesareni (2005) suggest that in order for students to optimise their learning opportunities teachers should create learning activities that can provide students with opportunities to use the language interactively and plan activities that promote a higher level of understanding of the target language and of the concepts and skills being taught.

However, there are some difficulties that teachers may face when attempting to implement a social constructivist approach in the classroom. This approach, as discussed by Brophy (2002), needs teachers to be knowledgeable about the subject they are teaching, not only on the subject matter but also on how to present it to the learners. Brophy said that teachers should be able to respond immediately to students’ questions and ideas. Above all teachers should be able to create interactive classroom situations that encourage students to participate actively as such environments may not be possible if the teacher is ill-at-ease with their topic or their pedagogical practices.

3.4 Classroom interactions as part of social constructivism

Researchers of social constructivism such as Do & Schallert (2004) and Turner & Dipinto (1996) stress the significance of social factors for learning, emphasising their notion that learning is not an individual activity. They insist that learning is a social activity during which understanding of the context is developed through interactions among peers and between students and their teacher (Turner & Dipinto, 1996). Turner and Dipinto (1996) found that when learners were involved in a group problem-solving task, learners shared knowledge with each other and the task required them to think deeply within the group about the problems and issues the task raised. According to them, the interactions between group members give learners the opportunity to express what they know regarding a problem whilst within the group the learners explained, argued and supported their arguments. Through this interactive activity, students are presumed to improve their skills and gain a better understanding of their subject.

Collins, Brown, and Duguid (1989) point out that in a class with a large number of students, teachers do not have a chance to interact with, and listen to, all students individually. Therefore, students have less opportunity to express their ideas to, get feedback from, to participate with, to share knowledge with and to get help from either the teacher and or their peers. When using a social constructivist approach in the classroom, a large class is neither suitable nor practical. Collins *et al* (1989) emphasise that teachers should understand which classroom situations are suitable for their students to learn language, in order for the students to get the full benefit from the activities. For example, small group discussions can provide opportunities for students to use English and to take an active role in making meanings and decisions on tasks. This activities can encourage students to use the language actively that leads to the construction of meaning and also learning (Do & Schallert, 2004; Turner & Dipinto, 1996). Soller, Lesgold, Linton, and Goodman (1999) stress that students would benefit more from group discussion activities if they are able to generate a situation in which they can encourage each other to justify, articulate and explain their opinions on a subject or task. The more actively students participate in discussion, the more they

increase the amount of information sharing within the group, and thus enhance group decisions and the understanding of the task discussed.

When looking at interactions in group discussion, Soller *et al* (1999) argue that to create a successful group discussion or collaborative learning situation, it is not simply enough to put students in a group with a topic to discuss. Staarman *et al.* (2002) add that for collaborative learning to work it is necessary that the intended task is structured to optimise collaboration, and the objective of the task and the shared goals of that task is made clear to students. Their study discovered that students worked less collaboratively when they believed that they were able to complete the task individually. Furthermore, to make the interaction in the group discussion beneficial to students, they needed to know how to learn collaboratively. Indeed, students learning through interaction is determined by the quality of their participation in group discussions (Jarboe, 1996 in Soller, Lesgold, Linton, & Goodman, 1999).

Cooper and McIntyre (1996) suggest some key conditions that teachers should take into consideration when preparing students for collaborative group or pair work. They suggest teachers should consider students' interests, students' knowledge and understanding, and students' motivation when designing a task. Other factors like group members' personalities and the types of activities may also affect the success of group work activities.

3.5 Studies on classroom interactions

The interests of scholars in looking at interactions in the classroom are very wide. Pica (1987) studied the level of students' participations in social interaction in the class, and she argued, that unequal status of classroom participation can affect the students' achievement in second language learning. Her study found that students structured and restructured their social interactions towards common understandings with an activity that required the students to exchange information, rather than asking to give their opinion voluntarily. She discovered that unequal status of participation between

teacher and students, shaped classroom activities and minimized the opportunity for students to use the language in a social context. Pica suggests that activities, which promote information exchange in collaboration with equal responsibilities among the students, may help students to participate actively and productively in the social interaction in the classroom.

Mori (2004) used conversational analysis to examine peer interactive tasks in a Japanese foreign language classroom. His study revealed that mutual support from peers during the discussion was important and this was established in the context of the group. However, there were differences in support given by the students, which may hold back the achievement of learning outcomes. According to Mori effective peer support was dependant on a clear understanding of the task. However, Mori concluded that there was no indicator of how much clarification students should receive from the teacher before doing the activity, particularly with a wide spectrum of ESL proficiencies in a class.

Hakkarainen and Palonen (2003) examined patterns of female and male students' interaction in computer-supported collaborative learning. They were in co-education group. In their study, they found significant differences in students' participation. The female students carried out the main responsibilities of the task by engaging in a more theoretical understanding of the problems being investigated. They found that there was a gender difference concerning the engagement of students in computer-supported collaborative learning (CSCL); the male students dominated discourse interaction within the CSCL environment. They suggested that for CSCL to be successful, technology should be integrated into the pedagogical structure of the lesson rather than conceived of as a separate activity or entity.

Lomangino, Nicholson and Sulzby (2002) studied the process of text composition on the computer, focusing on student-student interactions in a collaborative situation. They found that students displayed many constructive patterns of interaction whilst composing with computers without adult supervision. These patterns include gaining

control of the learning situation, developing strategies for handling turn-taking in the groups, and building strategies for negotiation needed for them to work collaboratively. According to Lomangino, Nicholson and Sulzby (2002), collaborative work helped students to generate alternative ideas and to negotiate these ideas with peers which contributed to students' understanding of the task. These ways, in which students supported each other, are manifestations of the concept of scaffolding seen within the classroom context.

Investigating online peer-to-peer communication, Soller *et al.* (1999) found that students supported each other in the learning process by seeking for clarification and justification from their peers during group discussion. They based their study on a collaborative learning model that identified specific characteristics for effective learning behaviours. They confirmed that interactions are particularly effective when students actively sought clarification and justification from their peers during group or pair work activities. They added that due to the emphasis on group communication well developed conversation skills are the key to collaborative learning and problem-solving activities.

Students, and sometimes teachers, often use code-switching when interacting using the target language during group work. Mori (2004) found that his students code-switched to initiate self-repair by trying to get assistance from peers and for the development of the organization of turn-taking. Another study by Canagarajah (1995) examined the role of code-switching among the 24 English language teachers in Sri Lanka. The teachers code-switched for the purposes of managing the classroom, explaining the subject content, and to regulate classroom interactions.

Although many studies have investigated interactions in classrooms, there is still a need to investigate the nature of social interactions in computer-based-learning environments (Johnson, 1991 in Bradley & Lomicka, 2000; Chapelle, 1996). Johnson (1991 in Bradley & Lomicka, 2000) suggests that more research should be done to investigate the nature of social activities in computer-based environments to

understand how students use language to construct their understandings and to make meaning in this context. Kumpulainen and Mutanen (2000) agreed that in order to understand learning processes through social interaction, classroom interactions should be studied in detail. For example, the study of student-student interactions should be undertaken to understand how students make meaning from new knowledge during group work activities. Kern and Warschauer (2000b) emphasize that it is important to document and investigate teacher-student and student-student interactions in the context of technology use in the classroom in order to understand the nature of social interaction created in computer-based learning environments related to language use (Bradley & Lomicka, 2000).

3.6 Summary

Supported by the literature review in Chapter 2, this chapter has shown that by approaching the classroom using a social constructivist perspective that a social constructivist classroom does offer significant potential for ESL students to participate actively in language learning. In addition, computers and suitable computer-based activities may assist in providing optimal opportunities for ESL students to use English in variety of situations and to acquire and improve their language skills at the same time. Although there are studies (Lomangino, Nicholson, & Sulzby, 2002; Mori, 2004) done investigating classroom interactions using social constructivism as the theoretical background, there are still very few studies done in the Malaysian context using a social constructivist perspective. This study aims to examine classroom interactions in a computer-based environment to explore the nature of English language learning opportunities that students receive from computer-based ESL activities.

CHAPTER 4

Education In Malaysia

4.0 Introduction

In order to frame the situation in which the social constructivist perspective elaborated in Chapter 3 will be applied, this chapter provides background information on the education system in Malaysia. Because this study focuses on the reality of computer use in the teaching of ESL in the Malaysian context, it is important to establish certain background facts about Malaysia and its educational system. The purpose of this chapter is to provide this information and to contextualise the development of the Smart School initiative that is a focus of this study.

4.1 Country profile

Malaysia is located in Southeast Asia and its capital city is Kuala Lumpur. Geographically, Malaysia consists of two main lands that are separated by the South China Sea. Malaysia has thirteen states. Eleven states in the Peninsular Malaysia, known as West Malaysia, and the other two are Sabah and Sarawak, which are located in the northern part of Borneo.

Malaysia is comprised of multiethnic groups and has an estimated population of 25.45 million as of March 2004 (Utusan, 2004). The Malay ethnic group makes up the majority of the population. Specifically, 62.29% of the population consists of the people classified as Bumiputra (comprised of Malays and other indigenous people)

23.9% are Chinese, 7.07% Indians and other Malaysian ethnic groups are 10% of the population (Utusan, 2004).

Bahasa Malaysia is the official language in the country and is Malaysia's national language. Bahasa Malaysia is used in most government transactions and daily conversation among people from different ethnic groups. The second most used language among Malaysians is the English language. English is widely spoken by approximately 65% of the population and is classified as the second language of the country. English is widely used in private sectors that deal internationally. Other spoken languages are Chinese, Tamil and other dialects of indigenous groups, which are frequently used in social communication. In education sectors, Bahasa Malaysia is the medium of instruction in public and most private schools, and the public institutions of higher learning. Languages like Chinese, Tamil and Arabic are taught in schools but are not compulsory. However, Bahasa Malaysia and English are compulsory subjects in school.

4.2 The role of English in Malaysia

The English language has played a major role in the development of the country since colonization. British influences have had an effect on education and the changes that have happened in the education system and language policy.

4.2.1 *The language policy*

English was used as a means of communication in government sectors and as a medium of instruction in schools for many years during colonization. In the education sector during colonization, there were two types of schools that differentiated the socio-economic levels in the country. English was used in the urban schools with higher a Chinese and Indian population, whereas in a rural area that was mostly comprised of Malay people, the Malay language (Bahasa Malaysia)

was used as a medium of instruction. After independence in 1957, for the purposes of development and harmonization of the new multiracial nation, the new government shifted the importance of language used from English to Bahasa Malaysia (Pillay, 1998).

In the education system today, Bahasa Malaysia is the language of instruction in schools and is a compulsory subject that students need to pass. English language is a compulsory subject to take in school and in the university. The language learning policy in school changed according to the needs of educational development. Bahasa Malaysia and English have become compulsory subjects in schools for different purposes. Bahasa Malaysia is compulsory for the purpose of developing the language as the national language, whereas English is necessary for employment prospects and further educational development (Rajaretnam & Nalliah, 1999).

The Razak Report of 1956 was the starting point for policy change in education (Pustaka, 1990). This report later became the foundation for the development of the Malaysian education system. The Razak Education Report of 1956 states that “...*the ultimate objective of educational policy in this country must be to bring together the children of all races, under a national educational system in which the national language is the main medium of instruction...*” (J. Abdullah, 2003). It emphasised one common syllabus for the national education system and raised Bahasa Malaysia to the status of the national language to unite the various ethnic groups in Malaysia. This was essential for the development and harmonization of a new multiracial nation (Pillay, 1998). The years prior to the 1956 Razak Report, different languages were used for different type of schools. For example, English was used in the English medium schools, whereas Bahasa Malaysia was used in the Malay medium schools, the Chinese language in Chinese schools and the Tamil language in Indian schools. Thus, to create a multiethnic country, one language had to be used and the best way to start is with the education system. Bahasa Malaysia was then made the medium of instruction in all schools and later in the government sectors.

Under the Education Act of 1961, a new education system was formulated. The education system was centralized with one common curriculum, and with the Malay language as a medium of instruction (Malaysia, 1956). The transition from English to Malay as the medium of instruction in national schools took nine years and the transition finally completed in January 1983 (Asmah Hj Omar, 1983). Bahasa Malaysia is used as the medium of instruction for all subjects except English and other ethnic languages such as Chinese and Tamil. Ten years after Malaysian Independence, the English language no longer played the role of official language of instruction in government and government-assisted schools or in government-funded institutes of higher education (A. Omar, 1992).

In 1993, the language policy changed again when Dr. Mahathir Mohamad (the then Prime Minister) announced a policy which allowed the use of English in higher education as a medium of instruction for teaching the sciences (Asmah Haji Omar, 1996). However, only in August 1995, guidelines on the use of English in the higher institutions were issued to the colleges and universities. The guidelines allowed the institutions to determine the amount of English usage in teaching sciences (ibid.). The quantity of usage, however, depended on the capability of the institutions to conduct the courses and the amount of English needed is based on the students' needs such as their study requirements in college and job aspirations after they have graduated.

Nevertheless, the reduction of English as an official language did not impede its important role in the development of the country. Today, the English language in Malaysia plays a wider range of roles than it has played before. English has about the same importance as the national language. As the former Prime Minister (Dr. Mahathir Mohamad) puts it: "Learning the English language will reinforce the spirit of nationalism when it is used to bring about development and progress for the country" (Sun, 1999). He emphasizes that it is essential for Malaysians to learn and master the English language for the purpose of economic growth and personal well-being. The former Malaysian Education Minister, Tan Sri Musa Mohamad, added

that because English is considered the language of globalisation is essential for Malaysians to master it in order for them to access information and knowledge (Chapman, 2002). He points out that English should not be perceived as a colonial language any more and that the use of it is not a betrayal of nationalism. In addition, according to Chapman it is crucial for Malaysians to be communicatively competent in the language for them to compete internationally. Furthermore, English is recognized as a language of knowledge as many references are written in English (Ujang, 2000). Therefore, it is vital for Malaysians to be proficient in English. Realizing the importance of the English in Malaysian society, the Ministry of Education has looked into the teaching and learning of the English language seriously, as can be seen through the changes in the English language curriculum over the years.

4.3 The Malaysian Educational Policy

The Malaysian Educational Policy (K. P. Malaysia, 1990) is based on the National Ideology commonly referred to as “Rukun Negara”, with the aim of unifying the citizens and preparing them with essential skills and knowledge for the development of the country.

4.3.1 *The National education system*

The education system as a whole is under the jurisdiction of the Ministry of Education (hereafter referred to using the abbreviation: MoE). The Education Act 1996, replaced the Education Act 1961, and is the parent legislation for education and includes all levels of education under the national education system. Fundamentally, the MoE oversees school management, school curricula, national examinations and the development of education in the country, except in international schools.

4.3.2 *The national school system*

The school system in Malaysia is divided into 4 levels: primary school, secondary school, pre-university and university. (See the diagram in Appendix 2) The primary and secondary levels are compulsory for all children. At the end of each school level the students are assessed in a national examination administered by the MoE. Primary school education covers a total of six years of schooling. At this level education aims to provide students with a foundation in reading, writing and mathematics. At the end of the primary level students are assessed in a national examination, *Ujian Penilaian Sekolah Rendah* (The Primary School Assessment Test). The purpose of this examination is to evaluate the students' performance before entering lower secondary school.

The secondary school has two levels: lower secondary and upper secondary. The syllabus used is *Kurikulum Bersepadu Sekolah Menengah* (Secondary School Integrated Curriculum), which emphasizes knowledge, values and thinking skills. Lower secondary continues for three years, and is followed by two years at the upper secondary level.

At the end of lower secondary, the students are assessed in a national examination called *Peperiksaan Menengah Rendah* or *PMR* (Lower Secondary Examination). The examination functions to determine students' academic performance, more specifically it determines a student's academic placement in upper secondary school: such as in the sciences, arts, technical or vocational classes.


There is a major assessment at the end of the upper secondary, where the students sit for another national examination called *Sijil Pelajaran Malaysia* or *SPM* (Malaysian Certificate of Education). This is the final examination that determines the students' tertiary education opportunities.

All subjects in schools are taught in Malay language except for the named languages. The MoE provides the curriculum and syllabus for each subject and determines suitable subjects from primary school to the lower secondary school but students are able to choose which stream they are interested in for the upper secondary. Table 1 summarizes the subjects provided

PRIMARY	SUBJECT
1 – 3	Malay language English language Mathematics Islamic Education (for Muslims) Moral Education (for non-Muslims) Music Art Education Health Education Physical Education
4 – 6	All of the above Science Local Studies Living Skills

PUBLIC EXAMINATION – UPSR

SECONDARY SUBJECTS

1 – 3	Malay Language English Science Mathematics History Geography History Islamic Education (for Muslims) Moral Education (for non-Muslims) Living Skills Health Education Physical Education Art/Music Education Other languages (optional)		Compulsory
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PUBLIC EXAMINATION – PMR

4 - 5	Compulsory subjects	Electives (according to streams)
	Malay Language English Modern Mathematics Islamic Education (for Muslims) Moral Education Study (for non-Muslims) History Physical Education Health Education	Pure Science subjects Additional Science Islamic Studies subjects Applied Arts subjects Information Technology Languages Technology subjects Humanities subjects

PUBLIC EXAMINATION - SPM

Table 1: The School Subjects taken in primary and secondary schools

4.4 The national curriculum

The aim of the national curriculum is to take into account students' needs in a holistic way. It emphasizes the holistic development of students and the building of students' potential. The objective of the national curriculum is to provide opportunities for students to develop their basic skills, knowledge, values, attitudes, interest and talent. The goal of the *Kurikulum Bersepadu Sekolah Menengah* or *KBSM* (Secondary School Integrated Curriculum) is to produce students with knowledge and survival skills, and to assist students in terms of intellectual, emotional, spiritual and physical development with the addition of moral values.

4.5 The English language syllabus in Malaysia

This section describes the evolution and major developments in the English language syllabus in Malaysia. Before 1975 the syllabus stressed grammar teaching, but in 1975 the focus of the English language syllabus was changed to a skill-based teaching. That is teaching the four language skills, reading, writing, listening and speaking. In 1988 the next revision of the syllabus took place. The new syllabus was similarly focussed on the acquisition of the four language skills. Later, however, the

English language in education was seen to require more than technical skills, and the syllabus was changed to a language use syllabus in 2003. The English language syllabus now aims “to extend” learners’ English language proficiency in order to meet their needs to use English in certain situations in everyday life, for knowledge acquisition, and for future workplace needs.” (K. P. Malaysia, 2000, p.2). The syllabus for secondary schools is an extension of the primary school syllabus and emphasizes the teaching of both oracy (listening and speaking) and literacy (reading and writing).

The teaching of English is aimed at more the use of language in a situation and not teaching language skills separately, such as engaging in oracy and literacy practice while engaging conversation and discussion. The topics for each lesson are taken from various areas, such as from the discipline of science or from current issues. The aim is to extend the students’ proficiency in English and general knowledge for everyday and future needs. Furthermore, grammar and vocabulary are to be integrated into the four skills and should be taught in context and in a meaningful way and not separately.

As for the schools with computer facilities, the uses of computers in the classroom have been incorporated into the curriculum to enable the use of computers for the teaching and learning of English. These schools are called Smart Schools, and the syllabus has incorporated the use of computers into the lessons. Students involved in these schools can experience accessing knowledge from places outside the school, either locally or internationally using the Internet. An explanation of a Smart School is in the section below.

The teaching of English follows the national curriculum and syllabus closely. Teachers need to complete the syllabus before the students sit for the examination at the end of each semester and at the end of the year. The amount of time given for the English lesson is fixed at 40 minutes per period for five periods per week; meaning the total time devoted to teaching English during the week is 200 minutes

a week. The lessons are organised into two double periods and one single period. There is no fixed topic defined within the syllabus to achieve the prescribed learning outcome. Within the defined parameters of the syllabus derived learning objectives, teachers choose activities that are suitable for the students' level of proficiency. The teachers are expected to teach communicatively and interactively while providing the students with the language skills stated in the syllabus.

4.6 ICT in education: The Smart School

The importance of information and communication technology (ICT) in the education system has been realised as one way to achieve the 2001-2010 Education Development Plan. The aim of the MoE is to implement ICT in education to educate students to become computer literate citizens, and to position ICT as a teaching and learning tool, and to increase the productivity, efficiency and effectiveness of the management system (K. P. Malaysia, 2001).

The realisation of computers in education is not new. The development of computers in education is reported in the *Pembangunan Pendidikan 2001-2010* (K. P. Malaysia, 2001) . The earliest used of ICT in schools was in the early 1990s. The implementation of ICT in schools was carried out in stages in selected schools. By 1996, more schools were supplied with computers but at this time they were supplied with Local Area Network (LAN), which was not given to the earlier schools. By 2000, 2418 schools were supplied with computers and each computer laboratory had LAN and Internet connections for teaching and learning. The teachers were given some training by the MoE to assist them in using these computers effectively.

Several teaching approaches with computer programs were introduced to schools during the early stages of implementing computers in the education system. The programs were: in 1994 Teaching and Learning with Computers, in 1992 Computer Literacy; in 1999, Computers in Education and Information Technology. To create

a more productive way of using computers in schools, the MoE introduced a new subject called Information Technology to 80 secondary schools in 1999. Later the number of schools offering the subject increased. The initiative from the MoE continued when they upgraded the use of computers for teaching and learning by developing a teaching and learning website for teachers and students. This site is *MySchoolNet*.

Another major project implemented by the MoE related to computer use in education is the Malaysian Smart School project. This project started in 1999. Beginning in 1999, the use of computers in schools was very broad, not only for the purpose of teaching and learning, but also in a broader school management and administration context (M. o. E. Malaysia, 1997).

4.6.1 What is a Malaysian Smart School?

The Smart School is a new school concept in Malaysia. This school was first implemented in 1999 but discussions of the concept started as early as 1996. The Smart School concept is derived from the National Education Philosophy. The Smart Schools aim is to give students skills, knowledge and a background in technology use and application (M. o. E. Malaysia, 1997). In responding to the former Prime Minister Dr Mahathir Mohamed's challenge, to develop the country with knowledge-rich citizens by the year 2020, the Ministry aims to have this school concept fully implemented across Malaysia by the year 2010.

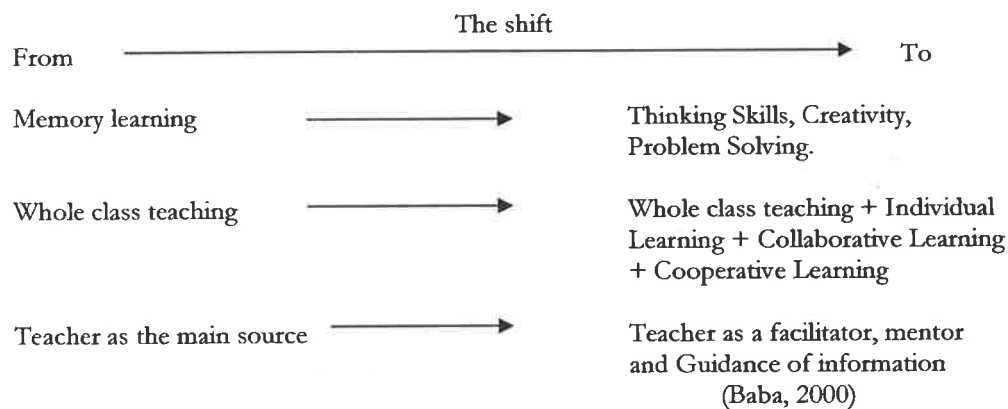
The Smart School blueprint clearly shows that the idea of 'Smart' is not totally based on technology in the classroom. Having computers is a plus for some schools, but the main purpose of the implementation of the Smart School project remains focused on implementing and developing improved teaching and learning processes. The Smart School curriculum attempts to provide learning and teaching approaches suitable for students' academic levels by integrating different strategies into teaching and learning practices.

The integrated strategies listed by the MoE in the Smart School Conceptual Blueprint is as below:

- Provide all-round development with provision for individual abilities;
- Emphasise intellectual, emotional, spiritual and physical growth;
- Produce a technologically literate work force;
- Democratised education;
- Increase the participation of stakeholder.

(M. o. E. Malaysia, 1997, pg. 10)

The Smart School concept is different from the ordinary school concept because it highlights the changes in the teaching and learning approaches; from the teacher-centred to student-centred, and moving away from memory-based learning to “an education that stimulates thinking, creativity, and caring” (M. o. E. Malaysia, 1997). These changes need teachers to be active and creative to build up an environment that promotes a new way of teaching and learning. Baba (2000) states the changes planned to take place within the Smart School are very radical in nature and focus on the systematic change of the teaching and learning practices to include students’ creativity. She illustrates the changes below.



The MoE emphasises that the new concept of teaching and learning in the Smart School will take place with the integration of computers in the classroom. It is

hoped that integrating computers into classroom activities will increase students thinking skills and creativity. One of the important features of the Smart School is having students connect with the outside world through worldwide networking (Baba, 2000). The purpose of having computers in the class is not only to use them as learning tools that initiate self-directed learning through the use of programs on the main server but also for students to communicate with others, particularly internationally, as a diversification of traditional learning opportunities.

The characteristics of the Smart School Curriculum are that they are:

1. Designed to help students achieved overall and balanced development;
2. Integration of knowledge, skills, valued and correct use of language across the curriculum;
3. Intended learning outcomes explicitly stated for different levels of abilities ensuring all students gain equal access to quality learning, and allowing for self-paced learning across grades;
4. Multidisciplinary, thematic, and continuous across learning areas;
5. Integration of knowledge, skills and attitudes suitable for the Information Age.

(M. o. E. Malaysia, 1997, p.27)

The computer system used in the Smart Schools is known as the Smart School Management System (hereafter referred to using the abbreviation SSMS). Its purpose is to manage resources and processes required to support the teaching and learning functions of the school. The system is divided into nine primary categories. Table 2, below, summarizes the nine categories.

Management Functions	IT Implications
School Governance	Using computer communication e.g. video conferencing, to Link the school to the Ministry of Education for administration and policy implementation purposes.
Student Affairs	Using computers and databases to maintain student profiles.
*Educational Resources	Using computer communication to link the schools databases to central resource databases to regulate and organize educational resources.
*External Resources	Using computer communication to link the school to external constituencies like network resources, i.e. Internet, libraries and museums for the purpose of research, reference and data collection.
Financial Management	Using computer communication to link the schools databases to plan facility budgeting, accounting and reporting.
Facilities	Using computer communication to link the schools databases to plan facility scheduling, maintenance and inventory.
Human Resources Management	Using computer communication to link the schools databases to the State Education Departments for human resource management purposes.
Security Management	Using computer communication to link the schools databases to the District Education Office for security management purposes.
Technology Management	Using computer communication for the purpose of acquiring centralized IT support for the school.

Table 2: The functional elements of the Smart School Management System (Team, 1997)

In general, the whole system is related to administrating Smart School computer usage, from school management to classroom teaching and learning. There are two main components in the SSMS that are related to teaching and learning, these are: Educational Resources and External Resources. For this study only these two components of SSMS will be examined because they are directly involved with the

classroom and the learning situation of the students. Other functions in the SSMS are school management; such as teacher and student profiles, students' class attendance, weekly records and daily teaching plans, and much more administrative record keeping and other functions (M. o. E. Malaysia, 1997).

4.6.2 *The implementation of Smart Schools*

The Smart School started to take its first steps in 1997, with the development of the conceptual framework – *The Malaysian Smart School: A conceptual Blueprint* (M. o. E. Malaysia, 1997). In 1999, the implementation of the concept started with 90 schools, which consisted of 21 primary schools and 69 secondary schools. The implementation took place in both urban and rural schools. Some Smart Schools were built from scratch while other schools were upgraded with the technology and other infrastructure to comply with the structure of the Smart School as defined in the blueprint documentation.

Smart Schools are classified into different levels. The classifications of these levels are based on the physical layout of the school and the level of technology with which the school is equipped. They are categorized into three levels: Level A, Level B+, and Level B. Level A of technology is considered to be the ideal level of technology in school. The distribution of computers according to the level of technology in schools as of 2001 is shown in Table 3 below:

Distribution of Component	Number of Computers	Number of notebooks	Number of Servers	Speed
Level A (Classroom Model)	520	5	6	512/256 Kbps
Level B+ (Limited Classroom Model)	81	2	3	128/64 Kbps
Level B (Laboratory Model)	37	2	3	128/64 Kbps

Table 3: The distribution of computers according to the level of technology in school

(Data was taken from *Pembangunan Pendidikan 2001-2010* (K. P. Malaysia, 2001))

Alongside computers, the MoE also provides televisions, VCRs, LCDs, OHPs, screens, laser printers and intranet and Internet lines. The Smart School concept is expected to expand to cover all primary and secondary public schools in Malaysia by the year 2010.

4.6.3 *The Smart School curriculum*

There are only four school subjects that are involved with the Smart School project. As of 2003, the four major subjects involved with the Smart School are: Bahasa Malaysia, English, Mathematics, and Science. The differences between these subjects and other subjects is that these subjects require teaching and learning using the Curriculum and Syllabus of the Smart School and use computers in the lessons as part of the teaching and learning process. Fundamentally, there is little difference between the syllabus taught in the Smart School and the extant National Curriculum. The Smart School Curriculum follows the objectives of the National Curriculum and KBSM (Kurrikulum Bersepadu Sekolah Menengah) Curriculum. The emphasis in the Smart School curriculum is on the cognitive development of students and the integration of knowledge, skills and values for the Information Age. The curriculum intends to cater to all level of students with different learning abilities and to encourage self-paced learning using computers. The curriculum is also designed to cater to the students' needs both in their current education and for their future through the integration of skills, knowledge and attitudes in a learning environment, which focuses on the students as individuals for overall and balanced development. In general, the teaching and learning conceptual framework is intended to provide for a more holistic development of the students as people. Table 4 is a summary of the Smart School Teaching and Learning Conceptual Framework.

Field	Characteristic
Curriculum	<ul style="list-style-type: none"> - Design to help students achieve overall and balanced development. - Integration of knowledge, skills, values and correct use of language across the curriculum - Intended learning outcome explicitly stated for different levels of abilities, self-pace learning. - Multidisciplinary, thematic, and continuous across learning areas. - Integration knowledge, skills and attitudes suitable for the Information Age. (p.27)
Pedagogy	<ul style="list-style-type: none"> - Use appropriate mix of learning strategies. - Accommodate different learning styles. - Foster a classroom atmosphere that is compatible with different teaching-learning strategies. - Use of technology at school and elicit strong parental and community support. (p.39)
Assessment	<ul style="list-style-type: none"> - Holistic - Element-based and criterion-referenced. - Learner-centred - Online assessment items - Flexible and learner-friendly - On going - Using multiple approaches and instruments (p.48)
Teaching-learning materials	<ul style="list-style-type: none"> - Inter-linked national and local databases and resources centres - Cognitively challenging, attractive, motivates students to learn, and encourages active participants. - Combines the best of network-based, teacher-based and courseware materials. (p.58)

Table 4: Smart School Teaching and Learning Conceptual Framework (M. o. E. Malaysia, 1997)

4.6.4 The training

The MoE organizes training for teachers, administrators, supervisors, technologists and support staff. The objective of the training is to help teachers to integrate computers into their teaching by helping them to develop teaching materials that favor such integration, and to prepare teachers with the computer skills in application programs such as word processing packages, spreadsheet software, database technology and Internet software.

Another aspect of the training is focusing on changing the teachers' mindset to understand the philosophy of the Smart School idea and to change their teaching approaches from the traditional approach to teaching to a more self-paced, self-directed and self-accessed learning style. Other training is provided for the required technical aspects; aspects such as basic use of computers for the purposes of presentations and teaching, and more fundamental programs to train teachers on the use of teaching and learning software applications.

Participant	Description of Task
Teachers	Use information technology Integrate technology into classroom to enhance thinking and creativity among the students Facilitate and encourage students in autonomous learning Use and develop teaching materials Use and apply programs such as word processing, spreadsheet, database and Internet
Principal	Manage the new facilities, technology and teaching methodology Manage the school Work with information Build on ideas collaboratively
Support Staff	Support teachers and principals in deploying multimedia and other technologies for gathering information, instruction, managing and communicating. Maintain and upgrade IT facilities communicate using IT and keep records

Table 5: The Computer Competency Framework For Smart School Teachers (M. o. E. Malaysia, 1997)

4.7 Summary

This chapter has described the education system in Malaysia and focused on the concept of Smart Schools. Education in Malaysia keeps changing and developing, and is constantly creating and adapting suitable pedagogy for teaching and learning.

A new view of education, one that approaches education as a package intended to equip the student for life, necessarily reorients the education system towards a more holistic approach to teaching and learning. With technology being integrated into the class, pathways are broadened for the improvement and development of new approaches to education. The Smart School System represents a significant innovation by MoE in its ongoing quest to meet and anticipate the new needs in education in both the local and global contexts.

CHAPTER 5

Methodology

5.0 Introduction

Having established in the preceding chapters the pertinent background information that shapes this study, this chapter elaborates the methodology used to collect and analyse the data upon which this study is based. The aim of this study is to investigate the use of computers in teaching English as a second language in a secondary school in Malaysia. To fulfil this aim I examined the activities used by teachers to encourage the use of English in the classroom context. In order to understand how English was used in the class, classroom interactions were also analysed. In addition, this study investigated the teachers' and learners' attitudes towards using computers in the class. This study was based on a natural classroom setting. I employed a qualitative case study approach, which combined several data collection methods to examine the following research objectives:

1. How computers are used by the teachers and students in the English classes as observed;
2. What language opportunities were there for students to use English in computer-based environments?
3. How is English language teaching practiced in computer-based learning environments?
4. What are the teacher and students' attitudes towards using computers in the classroom?

5.1 A case study

The qualitative case study approach has been widely used by researchers in the field of education. The concept of case study itself comes under the umbrella of qualitative investigations that help researchers to understand how things happened, or how a number of elements work together to form a situation in the context of the real world (Meriam, 1998). Meriam (1998) defines a case study as “an intensive, holistic description and analysis of a single instance, phenomenon, or social unit.” Yin (1989) defines a case study research method as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; an in which multiple sources of evidence are used” (p. 23). Yin stresses that a case study deals with contemporary situations when posing the questions “how” and “why” are likely to favour the exploration of the researcher’s research objectives.

Both definitions give some background to the idea of the case study as a concept. A case study differs from other research methods, such as empirical research, because of the flexibility of the data collection variables. Following Yin’s definition, a case study can have multiple ways of collecting evidence and this flexibility makes the case study a more useful method for many researchers.

The case study method allows researchers to study a bounded phenomenon, such as a person, a program, a group, a community or a specific policy, using intensive, holistic description and analysis. It can be limited to one person or can encompass a whole community, such as a group of students. The case study model is not strictly focused on a particular method, as is the case with other quantitative or experimental research methods. A case study allows researchers to use different methods, either in isolation or in combination with other methods to collect and analyze data. Meriam (1998) indicates that the method applied depends only on the interests of and aims of the researchers. Most significantly the purpose of undertaking a case study is to understand related phenomena in a real-life setting.

However, it is important to acknowledge that there may be some weaknesses in a qualitative study. For example, it may bias due to researchers' opinions and other prejudices that might affect the data. However, Bogdan and Bilken (1998) firmly state that the accuracy of any data is measured by detailed and descriptive field notes which include reflections on their own subjectivity. Taking their own subjectivity into account many researchers advocate the use of triangulation or multimodal strategies to collect data (Denzin, 1978 in Robinson, 1994). Triangulation refers to the use of multiple data collection methods in order to give validity and consistency to the data. Using multiple methods of data collection to analyse the same information, not only reduces biases but also strengthens the design of the study (Patton, 1990a). Denzin (1970 in van Lier, 1988) stresses that "the greater the triangulation, the greater the confidence in the observed findings"(p.13). Moreover, it increases the credibility and validity of the data collected (Gay & Airasian, 2000; Goldman-Segall, 1995; Robinson, 1994). Looking at data from multiple sources provides researchers with a more comprehensive understanding of the data. The combination of observation and interviews, or interviews and relevant documentation increases the validity and credibility of the data collected far more than relying on one single method, which due to its comparatively isolated perspective is more susceptible to errors.

This study aims to develop a greater understanding of participants' behaviours in activities in the classroom such as lessons, group interaction, and language use that naturally occur in a classroom setting. This setting also includes interactions between student and teacher, and student and student during the lesson. Because a case study is not a rigid format and does not have specific methods of collecting and analysing data, this study used a combination of methods for data collection that were suited to the classroom environment. The primary data collection methods were observations and interviews. The secondary data was collected from video and audio recordings, learner diaries and other relevant documentation.

5.2 The selection of school

This section discusses the selection of participants in this study. There were many steps taken in the process of selecting the participating educational institutions. As the aim of this study is to investigate and understand how the teaching and learning of English as a second language is being practiced in a secondary school and how computers are integrated into this process, I collected my data from one established Smart School in Malaysia. Although there are about 87 Smart Schools in Malaysia, this particular school was selected because it conformed most closely to the criteria set for participating institutions in this study.

Below is the table defining the criteria for the selection of subjects for this study.

Participants	Criteria
School	The school must be equipped with computers. Teachers and students in the classroom use computers. The school follows curriculum from the Ministry of Education.
Teachers	They are able to use computers in teaching. They are English teachers and have taken computer trainings either provided by the Ministry of Education or in house training. Besides, they understand the concept of the Smart School.
Students	The students are able to use computers with no help or less help from the teacher. They are able to understand simple English instructions. The ethnic background and gender are not important in this study.
Class	No examination classes: The classes involved are not sitting / preparing for public examinations The class uses computers for teaching and learning purposes.
Subject	The subject is English as a Second Language that follows the Ministry of Education curriculum and syllabus.

Table 6 : Selection criteria for the school use in the study.

The fieldwork and data collection took me four months to complete. The process of selecting a suitable school took some time and I had to go through many procedural stages. Firstly, before going into a school to carry out the fieldwork, I had to get a research permit from several government departments. Before sending an application form for a research permit, I selected a few schools and checked them against my established criteria. Three schools fitted the criteria outlined in Table 1. However, only one of these three schools participated in this study. The permission to undertake fieldwork at school was granted two months after the application form was submitted. After receiving permission from the MoE, I had to get permission to enter the school and start the research. Below is the process I went through before the selection of a school was made.

School 1 This was the first choice because I had experience in this school, and it would be easy for me to “get used” to the environment and the culture. Unfortunately, the school Principal was not very keen to have me there. Support of the Principal is essential, without it the research would not be able to proceed smoothly. Furthermore, the teachers were not keen to use computers. Therefore, despite my enthusiasm I decided to eliminate this school from consideration.

School 2 This school has an equal academic standard to school 1. The Principle was very cooperative and helpful, but unfortunately the school had just moved to a new building in a new district. When I arrived they were in the middle of moving in. Though the teachers and students were using computers in their classes, at time the computers were not installed and connected to the main Smart School System. The Principal presumed it would take a month or so to get everything functioning again. Because of time constraints, I was forced to consult the next school on my list.

School 3 This school fulfilled the criteria of my research. Both the Deputy Principal and the Head of the English Department in which I wanted to undertake research were very cooperative. Permission was given immediately, and

arrangements were made quickly and smoothly. This was the school I used in my study.

5.2.1 The participants – Teachers

For the purpose of collecting rich and informative data seven teachers were involved in this study. However, I followed two teachers closely throughout the study, whilst the other five teachers were secondary information providers. These secondary information providers provided information useful for the study about the school, the use of computers in class and other general information related to the study. Below are the descriptions of the teachers involved in this study.

Teacher 1 (T1): T1 teaches Form 1 and Form 2 English subjects and she has 3 years of teaching experience. Alongside this experience she has undergone the 14 weeks of training to prepare her for the requirements of the Smart School environment. She has a degree in TESL and she uses computers in her teaching. She is the major informant in this study.

Teacher 2 (T2): She is an English teacher teaching Form 1 and Form 2. She has 3 years of teaching experience. She attended in-house training for the Smart School program, including the use of computers in class. She uses computers in her teaching. She is the second major informant.

Teacher 3 (T3): She is the Head of the English Department. She teaches English for Form 5 and English for Technology for Form 4. She handles the English language activities and organizes the in-house training on the Smart School system and curriculum for the teachers. I interviewed her once to get information about the English department, English teaching and learning in the Smart School context, and also on the future plans of the Department.

Teacher 4(T4): He is a physics teacher, the head of the school curriculum department and one of the Smart School committee members. He was interviewed once to get specific information regarding the school and the activities in the school that are related to the study.

Teacher 5(T5): She is a Bahasa Malaysia teacher and the head of the Resource Centre (Library). She keeps records and handles all the CD ROMs bought by the school. She was briefly interviewed to obtain information on the use of computers in the library, the multimedia room and the software used in the school context.

Teacher 6(T6): He is the IT coordinator. He is responsible for managing and maintaining the computer system. He helps teachers with their computer skills. Alongside that responsibility, he reports any faults in the SSMS programs to the Education Technology Department in the MoE. He is a teacher and not a system analyst. The definition of the position of the IT coordinator is a teacher who knows how to operate computers and handles in-house training. He attended training for the SSMS system and he is able to handle the network, the whole computing system and simple trouble-shooting. He was interviewed once for the purpose of gaining information on the computer system in the school.

5.2.2 The Participants - Students

The students involved in this study were 2 classes of Form 2 students. These students were not involved in public examinations, so their learning situation was more relaxed and flexible compared to that of the examination classes. There were 35 students in each class. They were studying in their second year of secondary school. All students were 14 years old. These students were placed in this class according to their Form 1 end-of-year assessment. They were computer literate and able to use computer applications with little help or no help from the teacher. Their English language proficiency was varied, however, they were competent in understanding the teacher's instructions and were confident using English during

class activities. They came from a variety of social backgrounds. Those from a Chinese background made up the largest numbers in this class, followed by Malay students and those of Indian background. All students taking part in the study were female.

5.3 Data Collection Method

As mentioned above, the primary data collected in this study consisted of observations and interviews. This data was supported by secondary data: field notes, documents, learners' learning diaries and audio video recordings. Diagram 1 shows the data collection method.

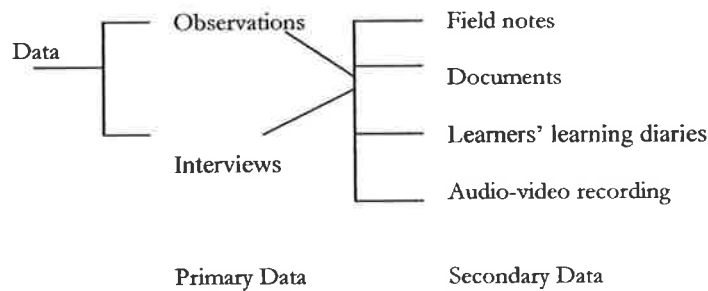


Diagram 1: Data collection method

5.3.1 Observations

Observations, especially classroom observations, are important sources of information in classroom based qualitative studies. Hammersley and Atkinson (1995) state that the data collected through observation provides personal insights into events. Wenden (1998) points out that researchers can get data on students' learning processes by observing the many learning activities undertaken in classrooms. Observations are also useful for obtaining information about and for

understanding social events in classroom environments (Nunan, 1992). Furthermore, observations can lead to a deeper understanding of a situation because the data collected provides information resulting from the external observation of events that participants may not be aware of, or they are not willing to discuss (Patton, 1990b). Meriam (1998) adds that the information gathered from observations can be used as points of reference to clarify phenomena in ensuing interviews.

There are two types of observations: participant observation and non-participant observation. In undertaking social studies, participant observation has been widely used. According to Hammersley and Atkinson (1983 in Atkinson & Hammersley, 1998): if we want to study the social world we have to be a part of it. They emphasize the need to explore the nature of a particular society and to take into account the interpretation of meanings and function of human actions within that society in order to understand situations as they emerge in that social context. By being a part of society, we are able to both experience the culture and to understand in-depth the context. As a means of collecting data, participant observations provide a means for researchers to be close to the group members being studied and not to disturb the natural flow of activity in the group itself (Meriam, 1998).

Spradley (1980) indicates that there are two key elements of being a participant observer. The first is to engage with the activities as a member of the community. The second is to observe the activities, people and physical aspects of the situation (p.54) from a participant perspective. Spradley categorizes the type of observation and distinguishes the observations from one another based on the degree of participation within the activities they are there to observe.

Non-participation observation does not involve interaction or involvement with activities or people studied, as she or he wants to avoid compromising the data integrity through bias. In other words, the participants or the people involved in the

research do not know the observer because there is no interaction or communication between them.

This study used both non-participation observation and participation observation. In the first stage of observation, non-participation observation was used and later in the study, both non-participant and participation observation were used. Initially observations were general in nature. This was done for the purpose of getting to know the site. However, observations gradually moved from general overview to a more focused and specific task. I used this type of gradually moving observation because according to Jorgensen (1989):

It is important at the outset of inquiry to remain open to the unexpected, even if you have previous experience (and knowledge) in the setting... (because they) may be inappropriate ... or simply incorrect.(p82) Once you are more familiar with the setting, it is appropriate to begin focusing observational attention on matters of specific interest .. that should be derived from the emerging problem and issue of study. (p83-84)

(Jorgensen, 1989, p.83-84)

Critiques of the observation method note the weaknesses of conducting observations as methods of collecting data. Abdullah (2000/2001) has argued that the presence of an outsider in a classroom affects normal classroom interactions. This presence often alters the behaviour of the participants and this can change the situation being observed. However, these problems can be reduced over time. Being with the participants helps to generate informal relationships between the observer and the participants (Cohan & Manion, 1989; Wragg, 2001) and the participants will return to normal behaviour when they get use to the researcher's presence.

Furthermore, participant observation has also been criticized for the biases and subjectivity of the information collected. Patton (1990b) has stressed that in order to increase the reliability of observations as data for analysis, the researcher needs to learn to be a skilled observer. Becoming a skilled observer includes "learning how to write descriptively; practicing the disciplined recording of field notes, knowing how

to separate detail from trivia and using rigorous methods to validate observations” (p. 201). According to Patton, observers need to train themselves in observation techniques and skills before starting their fieldwork in order to optimise the usefulness of their data.

5.3.2 Interviews

Another method of data collection used in this study is interviews. Interviews are an effective way to understand, discover and explore individual attitudes, interests, feelings and concerns (Gay & Airasian, 2000; Rubin & Rubin, 1995). Interviews complement observation data because “a great deal more about language learners may be discovered by consulting learners directly” (Naiman, 1978, p.100 in Embi, 2000). Indeed as Rogers and Bouey (1996) point out: “Without a doubt, the most utilized data collection method in qualitative research studies is the interview” (p.52).

Yumuk (2002) uses interviews to discern changes in learners’ perceptions of their learning processes and also to discover students’ attitudes towards autonomy in learning and within the classroom. Murray (1999) uses in-depth interviews to reveal how students perceive language learning outcomes using technology in order to understand learner autonomy. Furthermore, in-depth interviews may lead to the discovery of new topics and exploration of more information. This new information can help researchers in explaining and analysing data from other sources (Gay & Airasian, 2000).

Gay and Airasian (2000) state that there are two types of interviews, single interviews and multiple interviews. They suggest that in order to get in-depth data multiple interviews should be used. Indeed whilst single interviews are efficient they may not provide the detail needed and multiple interviews provide a broader scope of data and perspectives. For this reason, I used multiple interviews with the two

teachers and the students used as primary sources. With all other participants I used only single interviews.

Interviews are different from ordinary conversations. Rubin and Rubin (1995) identify three key differences between qualitative interviews and ordinary conversations. Firstly, an interview is a research tool that is use to learn about people's feelings, thoughts and experiences. Secondly, an interview takes place between strangers as well as between acquaintances. Thirdly, it is guided by the researchers' questions (p.2). The questions guide and encourage both the interview and interviewees to explore the subject in-depth. The researcher should interact with the subject by encouraging, guiding and questioning to ensure clarification of the subject's answers (W.-I. Lee & Shih, 2001).

There are three types of interviews. They are structured interviews, unstructured interviews and semi-structured interviews. After examining the purpose of interviews in this study, I decided to use semi-structured interviews. A semi-structured interview is flexible and it allows the researcher to produce new questions whenever the interviewees raise interesting topics. In addition, due to their flexibility semi-structured interviews are widely used in qualitative research (Flick, 1999).

However, the limitations of interviews as data collection methods need to be addressed. Gay and Airasian (2000) state that the idea of interviews appears to be uncomplicated. However, the process of interviewing can be difficult and complex when the culture and social context of the participant and the interviewer are quite dissimilar. Furthermore they add that the interviewer needs to know his or her role during the interviews because the clear definition of role within the interview is important for the accuracy of the responses provided by the participant. Furthermore, the success of the interview also depends on the language used by the interviewee and interviewer. The language needs to be of the same level in order to get an accurate understanding of the topic explored. To overcome this problem, I

had different interview questions for each category of informants. In addition, I used English and/or Bahasa Malaysia as necessary.

5.3.3 Secondary data collection methods

Secondary data collected included field-notes, documents, audio-video recording, and students' learning diaries. The role of this data once collected was to support the findings that emerged from analysis of the primary data.

5.3.3.1 Field Notes

Field-notes are another way to get first hand data. Field notes consist of relatively concrete descriptions of social processes and their contexts (Hammersley & Atkinson, 1995). They usually contain descriptions and reflections (Gay & Airasian, 2000) on aspects of classroom activities and interactions that a researcher wants to explore in-depth. Field notes are created throughout the whole observation period in order to get detailed descriptions of not only activities and interactions in the classroom during the lessons but also the classroom environment and atmosphere. My field notes included pictures, diagrams and other forms of recording manually relevant information.

Notes are taken consistently throughout the observations to provide contextual information concerning classroom activities. Notes from the observations are written down in expanded form immediately after the class to retain immediacy and accuracy. Loftland and Loftland (1984) have suggested that jotting down notes during the field trip acts as a memory aid when the researcher later constructs the full field notes. In this study observational field notes are analysed to provide description and general understanding of the setting and the participants.

5.3.3.2 *Documents*

Relevant documents also provide important information. Documents are helpful in increasing the researcher's understanding of the broader environment that informs the research (Marshall & Rossman, 1995). In his study, Hoepfl (1994 in Hoepfl, 1997) analysed documents to supplement data from interviews. Hansen (1995) has also used written documents in addition to interviews in his study of the training of technology teachers. Both researchers found the use of documents supported a greater understanding of the situation and of the culture and provided much needed background information for the study.

This study uses documents to supplement and support data collected from other sources. Documentation used included the Smart School English syllabus and curriculum, students' work, teachers' timetables and other government publications and teaching and learning materials from the classroom. One example of such material that I have used in my study is students' learning diaries.

5.3.3.3 *Learning Diaries*

Learning diaries provide learners' thoughts of their learning experiences and processes that might be unseen or unattainable through observations and interviews (Bailey & Ochsner, 1983; Leung, 2002). According to Bailey (1990) a learning diary "is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events" (p.215).

Many researchers (Bailey, 1990; Bailey & Ochsner, 1983; F. R. Jones, 1994; Leung, 2002) use learning diaries to study individual learning processes and experiences that cannot be accessed by the researcher in other ways. For example, Leung (2002) uses diary entries to investigate the impact of extensive reading on adults' self-study of Japanese. She focuses on situations such as challenges in learning faced by learners

and examines the steps taken by them to overcome the challenges using the diaries as primary sources. Shaw (1999) uses teachers' and students' diary entries alongside other ethnographic methods to study the impact of introducing content-based instruction as a curricular model. Although learning diaries have limitations, they function well to present aspects of first-person language learning that are unable to be observed, such as "learner anxiety, learning strategies, ...self-study, and vocabulary development."(Leung, 2002, p.2).

This study used learning diaries that focused on certain aspects of the language learning process. Learning diaries were written based on a learning diary model designed to elicit students' ideas about what they thought they learned and how they went about learning it.

5.3.3.4 *Audio and video recording*

Audio-taping and video-recording can be used to get a clear and permanent record of data during observations (Hammersley & Atkinson, 1995). The purpose of undertaking recording is similar to the principle of writing field notes; that is, to record student behaviours. One advantage of recording the situation or event is that any situation or event recorded can be frozen and replayed, and thus can be examined and re-examined as required (Murphy & Dingwall, 2003). However, when undertaking video recording, the researcher needs to decide what to capture and what to ignore because recording can only focus on single events. Nevertheless, data emergent from recording can help researchers to understand situations and events more closely, and from a more detached perspective because the recorded data can be played and re-played (Murphy & Dingwall, 2003).

5.4 Data Collection Procedures

The data for the study was collected through observations, interviews, field-notes, documents and audio-video recordings. The details of the reality of these data collection procedures are discussed in this section.

5.4.1 Fieldwork

The data was collected in two stages. The first stage of data collection was conducted during the first 2 weeks of the study. The purpose of this first data collection fieldwork was to get to know the setting and the participants better before further observations were conducted. Meriam (1998) suggests that researchers should familiarize themselves with the setting and participants in order to gain insight into what to observe before starting a serious data collection. Furthermore, all information relating to the situation and setting may be beneficial references for the formulation of interview questions. In this early stage the observations conducted were mostly non-participation observations. Informal interviews were also conducted during this period. I also took field notes and collected relevant documents. This was valuable preparation before entering the second stage of the study. However, the field notes and documents were continuously written throughout Stage 2 until the end of the fieldwork.

In Stage 2, both participant and non-participant observations were undertaken. For example, observations were undertaken in the main classroom, the library, in the corridor and other places. In addition, formal and informal interviews were conducted during this stage. Interviews in Stage 1 were undertaken to get information on the general background on the school whereas interviews in Stage 2 were focussed on a more specific topic related to teaching and learning using computers in the school and in the classroom. The data collection procedures are summarized in Diagram 2 (below).

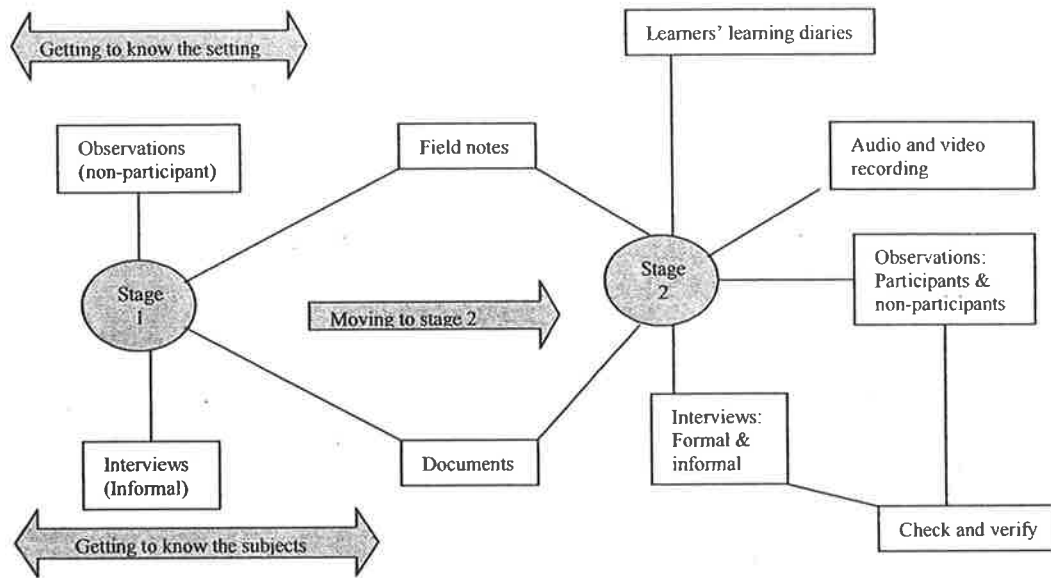


Diagram 2: Data collection procedures

5.4.2 Classroom Observations

Classroom observations are one of the two primary sources of data collection in this study. Before I started to collect my data in this school, I had to obtain permission from the Deputy Principal. Because I was going to use the school for the study it was important for them to understand my requirements. I explained clearly to the people involved in this study the objective of the research and stated the duration of time required for the fieldwork during the first meeting with her.

Originally, I wanted to work with the upper secondary students, Forms 4 and 5 in my study. I made a request for the upper secondary, but my request was rejected. The Form 5 students were sitting for the national examinations at the end of the year and these examinations were most important for determining their careers and tertiary education opportunities. This being the case, the teachers did not want to be interrupted. Moreover, they said that they were teaching and preparing students for

the examinations and therefore would be able to provide minimal material of use to my study. The Form 4 classes were not available because most of the English teachers were attending courses and their classes were left with no teaching for the few weeks during my visits. The Deputy Principal suggested a few teachers for me to work with, and two of those suggested teachers volunteered to participate in my research.

A meeting with both teachers was arranged. During the meeting, many things were discussed. Topics included explanations of the research requirements, observation timetables, interview timetables, the number of students for interviews and writing learner diaries, and other matters related to the study. Getting permission from the teachers was not as easy as I expected. This was particularly difficult because their cooperation throughout my fieldwork was essential.

During the second meeting with the two teachers, we decided and agreed on an observation schedule. They made it clear that it was important for them to know the observation times in advance so they could prepare lessons. However, three of the scheduled observations could not be conducted because the teachers had to attend to urgent matters. In order to achieve a better understanding with, and cooperation from, the teachers, I had a meeting with each teacher before the class I was to observe. During the pre-class meetings the teachers explained the type of activities they planned to do in the class. Later, after the class, they allowed me some time to ask them questions about the class situation.

We also discussed video recording the class to record the whole spectrum of classroom activities. At first, the teachers were reluctant to let me record their classes. Eventually, only four lessons were recorded. The lessons were two group discussions and two student presentation activity classes. The video recorder was placed in front of the class to capture the activities from a teacher's perspective. The camera was later shifted to record group work activities. Sometimes, it was difficult

to record students' discussions because they tended to talk at the same time and the situation was very noisy. All recording was undertaken with no technical assistance.

When video recording was impossible, I audio-recorded the lessons. Initially, the recorder was placed at the back of the class, but when I was transcribing after the lesson, I found that the voice was not very clear and it was difficult to differentiate the teacher's voice from the students' voices. The recorder was then put on the teacher's desk to record the student-teacher interactions and other aspects of classroom interactions. Although there were still difficulties when transcribing the dialogue, it was a significant improvement on the initial recordings.

Throughout the observations, I positioned myself either at the back or in the front (to one side) of the class. During the first few days, I noticed that students were uncomfortable with my presence because I was an outsider in their classroom. Thus in the early stages of my observation the students acted very cautiously. However, after a while they became used to my presence and carried on with their work. Whilst observing, I took field-notes. I recorded the activities chronologically in my notebook, noting information such as time, activities, students' use of computers and other English language activities. I also wrote down questions about the activities in the class that needed clarification or explanation. At certain times, I interviewed the students informally during their discussions. I realised that students were able to answer my questions better when I asked them during the activity instead of during a formal interview after the activity was over. Planning these after-class interviews I had assumed that the memory was fresh as they had just finished participating in the activities and they would be able to talk about it easily.

Overall, I observed twelve English lessons. Observations were made both in classrooms and in the computer laboratory. Both teachers conducted four lessons in the computer laboratory, and all other lessons were in the classroom. However, there were mixed lessons and in these lessons students worked both with computers and without computers.

Deciding what to observe was difficult at first. Meriam (1998) points out that the choice of what to observe is determined by many factors and depends primarily on the conceptual framework of the study, the problem examined and the question of interest. Since observation as a data-gathering technique is very subjective, what to observe has to be selective. Looking back at the research questions and having a brief list of things to observe helped me to focus on the elements of the observed situation most appropriate to proving my study outcomes. Elements such as the physical setting, the participants, activities and interactions, and conversation provide good starting points for observation.

5.4.3 *Semi-structured Interviews*

As mentioned above, the people interviewed for this study were the Smart School Coordinator, the Head of Department, the Head of the Resource Centre and the IT Coordinator. These people were interviewed once for the purpose of acquiring background information on the school. The other people interviewed were the English teachers whose classes I observed and fifteen students from the two classes. The two teachers were interviewed twice formally and at other times informally. The fifteen students were interviewed twice, once at the beginning and the again at the end of the fieldwork. The interviews were conducted twice for the purpose of getting more information in detail, and for clarifying vague answers given in the first interviews. Students were more relaxed during the second interview and they could express themselves better than in the initial interview situation. I assumed that there was less tension on the students' side because they were getting familiar with me and accepted my presence in the class.

Different sets of questions were prepared for different groups of people. The original questions were elaborated when necessary as this type of interview gave me some space to ask further questions in order to gain more detailed information. The interview questions I set earlier were used as guidelines and represented focused

instruments to which I referred. Each interview was done in the teachers' respective offices during their free time.

One of the reasons I interviewed students twice was because I believed that students were not able to express themselves unless they were familiar with the interviewer. Most of the students in this study were shy and intimidated during the first interview. In fact, one student was near to tears during the first interview but she was confident and relaxed in the second. They were also afraid that their teacher would know what they said and this would affect their relationship with that teacher. However, they relaxed after I had convinced them that all interviews were confidential and used for research purposes only. A second interview was necessary in order to clarify vague meanings or phrases from the students' first interviews. The first interview was undertaken in the second and third weeks of the fieldwork. The second interview was conducted two weeks before the fieldwork ended. The time in between the interviews was used to get familiar with the students. The familiarity between students and myself did make a noticeable difference during the second interviews. For example, the students gave longer explanations of certain issues and they were noticeably more willing to be interviewed when compared with the first interview. Each interview lasted for 20 to 30 minutes.

The formal interviews with teachers were conducted either in the staffroom, the library or in the Self Access Centre (SAC). The interview locations were chosen based on convenience and sound proofing factors. Each interview lasted for an average of an hour. Casual interviews in the form of conversations were conducted either during lunch hours, or before and after classes. Like the students, the teachers were also more relaxed during the second interview, most probably because they were familiar with me and no longer regarded me as an outsider. As a result, they were at ease and confident with what they said.

All formal interviews were audio-recorded, although teachers were reluctant to be recorded at first. However, students were willing to be tape-recorded and they were

excited to listen to their voice when the tape was replayed after the interview. The interviews were transcribed in Microsoft Word as soon as possible. I read and tried to understand the interview texts before I proceeded with the second interview. While reading the interview texts, all unclear answers from both the teachers and students were highlighted for further explanation from them. I could not audiotape the conversations during casual interviews as they were done spontaneously but I jotted down important points immediately in my notebook to provide permanent data to which I could later refer. After I had transcribed the interview data, I gave the transcriptions to the teachers and students to read and verify their answers. One student did not agree with the transcription because she could not remember what she had said and therefore she disagreed with the transcript, accordingly that section was deleted from the interview text. The rest of the students and the teachers were satisfied with the transcriptions.

I realised that to have a clear focus whilst conducting interviews was essential. I was not focussed during the first few interviews and I failed to notice a few important points mentioned by the participants. I was focussing on the expected answers I had generated before I asked the questions. I realised that my personal expectations had influenced the questions asked and therewith shaped participants' answers. I was more alert to these problems in all subsequent interviews.

5.4.4 *Field notes*

Field notes were taken continuously throughout the study. I recorded my observations and other information in short notes and later that day I transcribed and elaborated those notes using full and complete descriptions. The transcription was done on the same day because there might be some important facts in the notes that might be left unseen or forgotten if the notes were kept longer in the notebook. When the transcription is done immediately, the picture of the situation is still fresh in your mind, and these pictures may fade if they are left for few days before returning to transcribe events (Lofland & Lofland, 1984). Another reason for quick

processing of notes is to allow for the use the information from the field notes as the foundation for the next observation or interview. For example, I was able use my notes to identify and later obtain clarification of unclear behaviours in the class from both the teacher and students. So during transcription of the field notes, I tried to remember the key elements of conversations with the help of my notes and then wrote them down immediately as much as I could remember. However, there may be some points that I missed.

The field-notes were taken in the classrooms during the lessons, in the staff room, in the library, in the canteen and along the corridors. Basically they contained information about the school situation, the facilities and the student teacher relationships. In the classroom, the field-notes taken consisted of descriptions of the setting, the people and the activities within the classroom context. These notes also contain direct quotations from interactions and comments, and sketches of the plans and layouts. These sketches contribute to a clearer description of the research site.

5.4.5 Documents

Documents such as the curriculum, the school schedule, students' work and other documents related to the school were collected. I received documents such as the weekly and daily lesson plans, students' work, and other documents related to the teaching and learning from the two teachers.

Documents regarding the concept and realisation of a Smart School in general were gathered from the Education Technology Department in the MoE. I received the Smart School Flagship Application – A conceptual Blueprint and Implementation Plan from the MoE personnel. I used those documents to understand the Smart School concept and the school environment before undertaking fieldwork.

5.4.6 *Learning Diaries*

The same fifteen students interviewed were asked to keep learning diaries. These students were from different classes. At the beginning of the study, there were an equal number of students from each class, but one student dropped out from diary writing after a week. So there were eight students from one class and seven from the other. The same students participated in both interview and learning diary writing in order to understand the situation better and to get a better picture of their experiences with computer-based activities they participated in the class. Students wrote about their learning experiences and described their feelings towards the English lessons and activities in particular as well as language learning in general.

It was difficult to ask these students to participate in writing learning diaries. They gave a number of reasons not participate, such as too much work, not enough time and lack of English knowledge. I gathered the students after school hours to explain the purpose of the diary and to give them guidelines that I needed them to follow when writing. Students could choose to write their experiences either in English or Bahasa Malaysia.

The students were supposed to write three times every week for each English lesson they had. The diary entries were descriptive and useful at the outset of the exercise, however effort and detail became lacking towards the end. As a result, at the conclusion of my fieldwork, five of the diaries were not up to date, and other diaries were missing entries. At the end of the fieldwork, I realised that I should have monitored and reminded the students frequently about writing their learning dairies. Furthermore, despite my explanations the students did not see the purpose of writing the learning diary. Moreover, because they were not familiar with learning diary writing, they might not have understood how and what to write, even though I had given them what I considered to be a clear explanation. Another possibility is because the students did not see any benefit for themselves in writing a learning diary. Questions like “Why should we write it?” and “Are we going to get extra

marks?" were heard from the students complaining of lack of time. Such feedback demonstrates that students were reluctant to participate and as the result, the learning diaries were for the most part unsatisfactory.

5.4.7 *Audio and video recording*

Classroom activities were recorded using both audio and video recordings. The purpose of recording was to examine the teachers' and students' behaviours and interactions in the classroom during the English language activities.

My first intention was to audio and video record class activities throughout the observation period. However, I was not able to record everything I had wanted to due to the limited permission given by the teachers. Only four recordings were done throughout the study, twice with each teacher. Each recording took 40 minutes to 60 minutes depending on the length of activities and class period.

However, as discussed above, I encountered problems when recording group discussion activities. When listening to recorded activities during transcription, it was difficult to understand some conversations because there was too much background noise. The students were very excited to complete the task, and they talked simultaneously in loud voices. One group was asked to move away from the rest of the class so I could record the discussion without too much background noise. Unfortunately, the discussion did not go smoothly because the environment was different and there was no teacher and other students to whom these isolated students could refer to during the activity. This discussion was interrupted a number of times when students went back to the class to seek for clarification or explanation from the teacher.

5.5 Analysis Procedure

The data collected in this study is analysed using two approaches.

Firstly, in order to understand the different uses of computers in an ESL class, a framework by Jarvis (2004) was adopted. Using this framework helped me to understand the broader used of computers in language learning and teaching in the ESL class as well as to conceptualize the use of computers in language classroom. All computer activities taking place during the observations were studied.

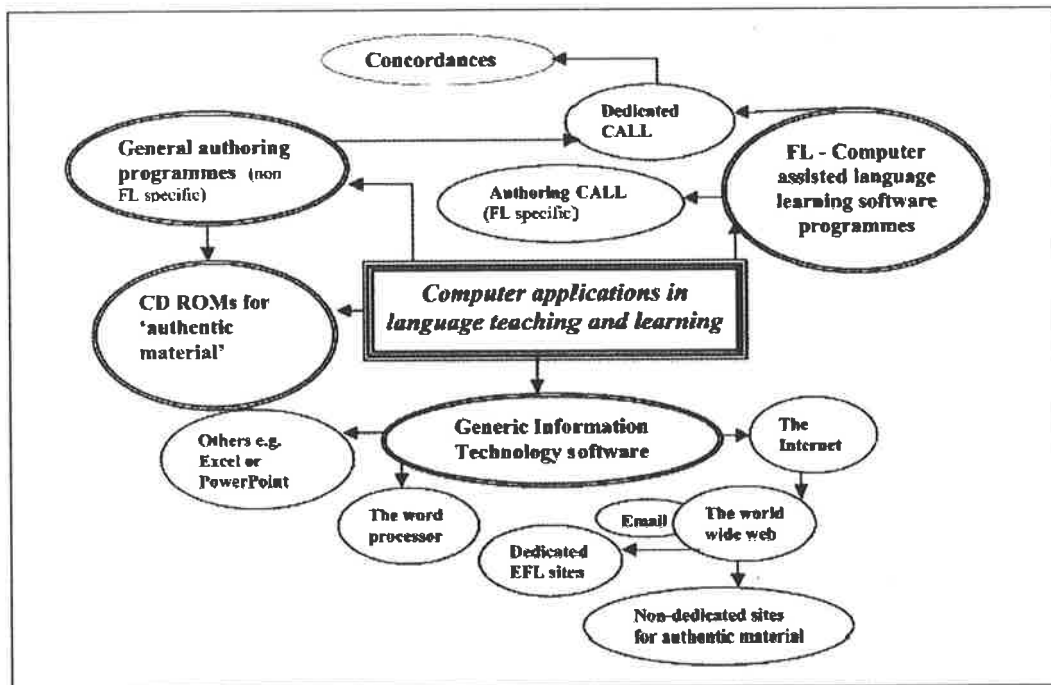


Diagram 3: A framework for investigating computers in language teaching and learning
(Jarvis, 2004, 117)

Secondly, the data was analysed using themes. Boyatzis (1998) stated that “thematic analysis enables scholars, observers, or practitioner to use a wide variety of types of information in a systematic manner that increases their accuracy or sensitivity in

understanding and interpreting observations about people, events, situations, and organizations” (p.5). Following Boyatzis (1998) there are four ways of developing thematic analysis. These methods are sensing the theme, “doing it reliably, developing codes, and interpreting the information and themes in the context of a theory or conceptual framework” (p.11). Thematic analysis involves reading and rereading the transcriptions until patterns or themes emerge. The themes are identified through a systematic and objective process that requires the researcher to carefully review, code and recode, compare, contrast and categorize themes that emerge from within the data (Hodge, Tannehill, & Kluge, 2003).

Researchers such as Crisp, (2000), Kenny (2002), Anderson & Carta-Falsa (2002) and Hodge (2003) use thematic analysis in presenting their data. In order to show the usefulness of thematic data analysis, these studies and their use of thematic analysis will be briefly explained. Crisp analysed and interpreted respondents’ perceptions concerning their interaction with health and rehabilitation professionals by classifying responses into four broad categories. He interviewed 35 people using non- and semi- structured interview formats. Kenny studied her students’ on-line learning experiences using two main research techniques. Those techniques are individual interviews and group interviews. She later analysed the interviews transcriptions using thematic analysis and came out with four major themes that reflect the students experiences. Hodge *et al.* (2003) examined the students’ self-reflexive journals to study the students’ experiences *in practicum*. By using thematic analysis they develop 11 themes that reflect the meaning of teaching practice as experienced by the students.

In order to analyse interaction in the classroom during classroom activities and classroom instructions, I applied classroom discourse analysis (Christie, 2002) and conversation analysis (Christie, 2002; Eggins & Slade, 1997; Hutchby & Wooffitt, 1998) to my data. The purpose of using these two methods is to understand the practical tasks and the organization of normal social structure within the classroom environment.

5.5.1 *Stages of analysis*

I analysed my data based on the research questions, which I used as guides. During the data analysis process I was confused about direction and I found it difficult to create a focus within the huge amount of information I had collected. In order to undertake a focused analysis I constantly referred to my research questions. I developed a flow chart of the stages of analysis that prevented me from moving away from the aim of the study. The data was analysed in different stages. The following diagram (Diagram 4) shows the different stages that I went through when analysing the data:

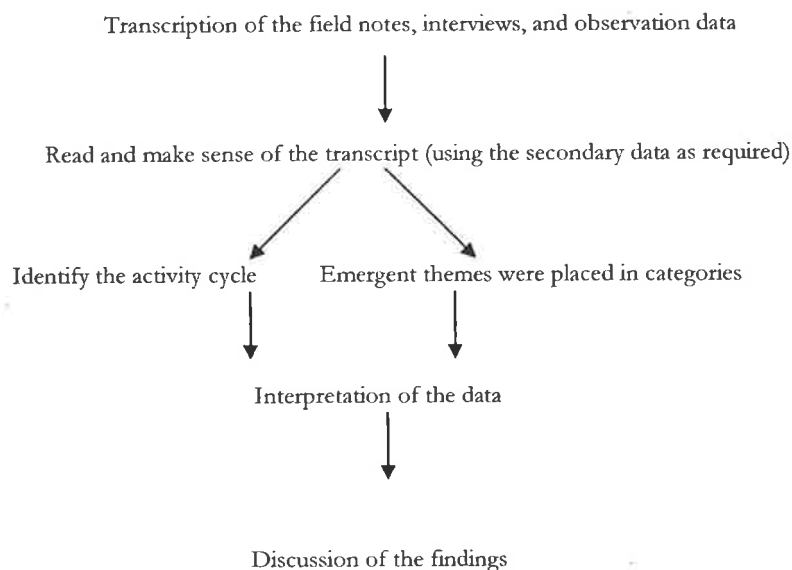


Diagram 4: The stages of analysis

During the first phase, the data (audio and video recording) from observations, field notes and interviews was transcribed. As discussed above, the transcriptions were done during the fieldtrip. The interview data was transcribed and recorded using Microsoft word processing software. Later, the interview texts were categorised using themes that I identified as emerging from the texts as I analysed

them. The next step was transferring the coded interview texts to an excel sheet for the purpose of cut and pasting the texts to prepare them for the next step of analysis. Using Excel I was able to make space for the inclusion of analysis and elaborations of the text within the document. Below is the system of categorisation used to sort interview texts:

Student's interview categorization:

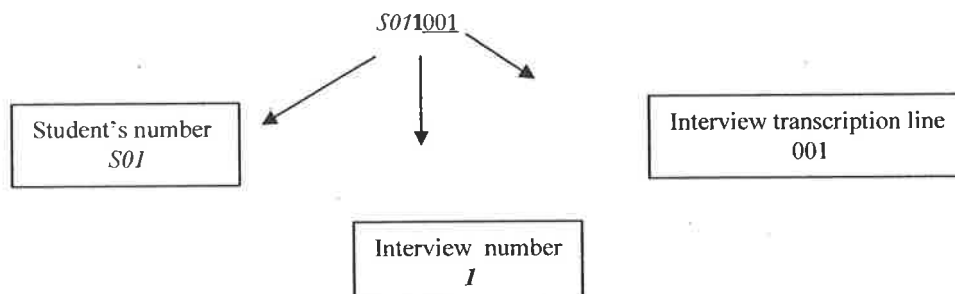


Diagram 5: Example of category 1

The second major step was to read, to understand and to make sense of the interview texts. In order to make sense of patterns that emerged from the data, I had to re-examine the data many times and make notes of relevant and points that I had used to sort interviews into categories.

FIRST theme/patterns: Student's interview

(L2)	A001	LIKE ENGLISH SUBJECT
(L3)	A002	LEARN ENGLISH LANGUAGE
(L4)	A003	FEELING ABOUT LEARNING WITH COMPUTERS
(L5)	A004	TEACHER VS COMPUTER
(L6)	A005	SSMS
(L7)	A006	TYPES OF COMPUTER EXERCISES
(L8)	A007	ACTIVITIES LIKED MOST
(L9)	A008	ACTIVITIES USING COMPUTER
(L10)	A009	LIMITATION OF USING COMPUTERS
(L11)	A010	OBJECTIVE OF STUDYING
(L12)	A011	AUTONOMY
(L13)	A012	ADVANTAGES OF USING COMPUTERS
(L14)	A013	BEST ASPECT OF USING COMPUTERS
(L15)	A014	HOW DO YOU LEARN TO USE COMPUTER? (COMPUTER BACKGROUND)
(L16)	A015	SUGGESTIONS
(L17)	A016	UNDERSTANDING OF THE USE OF COMPUTER IN THE CLASSROOM

Text 1: Example of themes for interview

During the categorisation stage, I put my reflective remarks concerning the interviewees' answers beside each column. The questions of "what", "how" and "why" things worked were my guidelines when thematising the data. These questions helped me to understand the data and to explore my research objectives whilst strengthening my findings. These reflections helped me to construct my understanding of the data and I used this same technique whilst analysing my observation data and field notes.

Observation data was a primary source of information in this study. Observation was performed for two main purposes, namely, to study both school and classroom activities during English lessons. In order to do that, I analysed the lessons and tried to seek activity patterns. I reviewed the data and studied the notes and the documents at the same time. I triangulated the data in order to gain a clearer understanding of the situation. Triangulation may lead to an understanding of a situation from more than one standpoint. This was done throughout the analysis process.

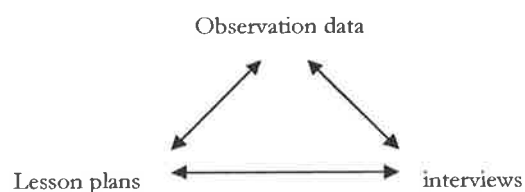


Diagram 6: Example of triangulation

Two lessons were chosen for analysis in order to investigate how students used English for making-meaning to construct and to complete tasks. The analysis also investigated what learning opportunities exist for students. To achieve this, teacher-student and student-student interactions during computer-based activities were examined.

5.6 Summary

This chapter explained how I approached the study. The next chapter discusses the school involved in the study before discussing the analysis in the following chapters.

CHAPTER 6

The Context: The School For The Study

6.0 Introduction

This section discusses the school involved in this study. The description of the school is intended to give a background understanding of the research site and an actual picture of a Smart School. Data referred to in this chapter was printed documents, interviews and observations.

6.1 Background

The school, which was the focus of this study, is situated in Kuala Lumpur. It is a grade A level of Smart School, and is recognized as a showcase school. This school is a fully government school and has one school session, which starts from 7.30 a.m. and finishes at 1.50 p.m. Other public schools have two school sessions, session one from 7.30 a.m. to 1.10 p.m. and session two from 1.10 p.m. to 6.30 p.m.

In 2003, there were 72 teachers, 66 graduates and 6 non-graduates, and 18 non-academic staff. There were 1177 students enrolled in 2003, in 36 classes with an average of 35 students per class. This school was previously a girls' school, and in 2003 the school started to accept boys into the school for Form 1 classes. The students are multiracial, consisting of Malays, Chinese and Indians and come from many levels of society.

The school's academic performance is excellent. It attained a 100% pass rate for PMR and SPM in 2002. The students excel in co-curricular activities: they are the current champions in the inter-district Choral Speaking competition and are known for their "Cheer Leading" team. However, the school places great emphasis on academic performance. The mode of communication among the teachers and students is mostly in either Bahasa Malaysia or English. However, other languages like Chinese and Tamil are used for social purposes among the different ethnic members of students and teachers.

6.2 The Computer Facilities

This school is equipped with level A technology facilities. The facilities consist of one server room and six servers that include an application server, a database server and a communication server and 370 individual terminals. All terminals are linked to the Local Area Network (LAN) that provides access to the school database, and Wide Area Network (WAN). The 370 terminals are distributed throughout the school, including in the main office, the computer rooms, the library- multimedia room, the classrooms, the staff rooms and the science laboratories. There are three types of server in the school.

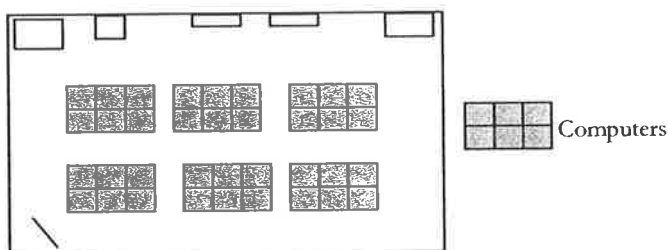
Each staff room, which is occupied by five to six teachers, has two computers that link to the Internet and one stand-alone. In addition, each staffroom is provided with a printer that is connected to computers in classrooms in the same corridor for students to print out their work. Although the students are allowed to print their work here, they have to get permission from the teacher and, furthermore, the printed materials must be related to their schoolwork.

There are 2 computer laboratories in this school. These laboratories are generally used by students to work individually with the SSMS software or on a task provided by the teacher. The laboratories are not restricted for use only by English language classes but they are used for the other Smart School subjects; Bahasa Malaysia,

Mathematics and Sciences. Each laboratory has 35 computers linked to the school server and the Internet. The laboratory can accommodate a whole class (35 students) for a lesson and is equipped with a printer, television and LCD projector for presentations.

The school uses a booking system for the computer laboratory because there are many classes running at the same time that want to use the laboratory. It can only accommodate two classes at the same time. The laboratory has to be booked in advance. The reservation has to be made a few days before the actual lesson. Most of the time, the laboratory is booked for a whole class activity and not for individual students. For safety reasons, students are not allowed to use the laboratory without a teacher. Because priority is given to classes and there are only a limited number of computer laboratories that can be used at one time individual students do not have the chance to work unsupervised. In other words, the computers in the laboratory are for class lessons organised by the teacher and students are not allowed to go in on their own after their class period.

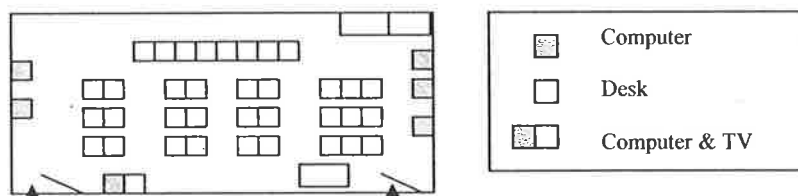
The computer laboratory is arranged as shown below:



Picture 1: The layout of the computer laboratory

The classrooms are also equipped with computers. Each classroom is equipped with five to six computers that are Internet connected. The computers in the classrooms are arranged against the wall and one computer is connected to the television (see Picture 2). The television is placed on the wall and it is used as a projector for *PowerPoint* presentations. A printer, which is located in the teachers' room, is

connected to all the computers in the room. The purpose of having computers in the classroom is for students to use during their lessons, to search information, to do their presentations and to work on their class projects. The students share computers. The computers can be used only in the presence of a teacher and with permission from the teacher.



Picture 2: Layout of the classroom

However, students are free to use the computers in the Multimedia Room, which is located in the library. There are 15 computers with Internet access in the Multimedia Room. Students are free to search the Internet for research purposes, to complete their homework, check emails and perform other tasks. In addition, there are 10 stand-alone computers in the library. Students are free to use these computers to do individual work using learning software borrowed from the library. Students have to ask permission from the librarian to use these facilities after school or during recess, and they need to get a permission slip from their teachers if they use the computers during school hours. Some students stay back after school to use the computers to search for information from the Internet and to complete their tasks. Most of these students do not have computers at home or they have computers with no Internet access.

6.3 The Software

The MoE provides the teaching and learning software for the school. This software is installed in the system, SSMS. The software is only for the four Smart School subjects. For the other subjects the resource centre will supply the software but only

for individual use. The four subjects are English, Bahasa Malaysia, Mathematics and Science. The school is not allowed to install any new software or program on the system or upgrade the system without MoE permission. The teachers, however, can use the school teaching and learning software, but are not allowed to install it on the main server. The learning software is produced by a team in the MoE that consists of teachers of the subjects working with computer programmers.

The learning software provided by the MoE is installed in on the SSMS via a LAN is different from the lessons on CDs. The purpose of MoE programs is for further exploration of the subjects taught in the class. According to the Head of the English department, the teaching and learning software for English is based on the curriculum and syllabus. The learning skills in the software are designed to enforce the four key learning skills; speaking, listening, reading and writing. The lessons are directly related to individual topics in the syllabus. The four skills are integrated into one lesson. Although there are levels for each topic given, the levels are not complete and each skill has only one level. For example:

Topic 1	Level 1	Level 2	Level 3
Speaking	√		
Listening		√	
Reading			√
Writing		√	

In the interview, the Head of the English Department indicated that besides having the software given by the MoE, the English department has bought 65 programs, however this software is for the Form 1s only. All software bought is used for independent practice and learning, and students' progress is not recorded in the students' file because the programs are not connected to SSMS.

The school resource centre (library) bought the software suggested by the Head of Department for each subject using school funding. This software is usually used for

stand-alone independent learning. The head of the resource centre is in charge of buying and keeping the software. The software is used only in the library and students are not allowed to borrow it overnight.

Below is the number of CDs in the resource centre collection.

Subjects	Number of CDs
Science subjects (General science, Physics, Biology, Chemistry)	20
Malay Language	6
Mathematics	9
English	6 (F 1: 4; F 2: 1; F 4: 1)
Malay literature	1
Religious studies (Islam)	3
General Knowledge	8
Exam simulation	2 sets for all SPM subjects
Dictionary	1
Others	8

Table 7: Number of CDs in the resource center collections

6.4 Training

The school provides teachers with training throughout the year. The training is designed to update the teachers with new technical and pedagogical knowledge for teaching and learning, as well as administrative work. All teachers are expected to know and learn computer skills and to maximize the integration of computer use in the classroom. Teachers are selected from different subjects for the training given by the MoE and these teachers give the same training to other teachers in the school.

The training is given to the teachers throughout the year or as necessary. A small number of teachers, especially the Head of Department and selected teachers, attend the training done outside the school. The training is done using a cascade

model. The rest of the teachers get in-house training from the teachers that have attended the external training. The MoE has been organizing computer training stage by stage since the implementation of the Smart School concept. The aim of the training is to introduce teachers to computer literacy by training them in basic computer skills and knowledge that they can then use in their teaching. The training exposes them to different kinds of useful and informative Internet sites to assist in their teaching. An example is <http://myschoolnet.ppk.kpm.my/indexi.htm>. This site is organized by MoE and covers different topics for students, teachers and administrators. Another website is <http://www.cikgu.net.my/>. Teachers can use this site for discussion with their peers and to get more teaching and learning information from papers published on the Internet.

According to the Smart School Coordinator, teachers are sent to learn programs like “AuthorWare” in the private sector. During the course, teachers are taught to create teaching modules and how to teach a certain topics using computers as a part of their approach. However, at the time of the interview, none of the teachers were producing the teaching modules in the way that have been trained, but they had produced exercises in examination format for their classes.

The teachers had attended the following training courses, both externally and in-house:

- Computer skills – to learn basic use of the computer.
- *PowerPoint* presentation – for their teaching
- Word processing – for their teaching
- Filing systems – for the administrative work
- “INTEL” training – for lesson planning, to produce modules for teaching and learning
- SSMS – to input the data on students, teachers and others in the system

The school also provides computer classes for students, and the main emphasis of these classes is on developing basic computer skills for the Form 1 students. It is important for Form 1s to have computer skills and a basic knowledge of computers from early in the lower secondary level. The students are exposed to computer skills

while they are using computers in the classroom, and computer lessons are conducted outside school hours, once a week. It is compulsory for students to attend these classes. In these lessons, a computer teacher teaches the students how to use computers. The basic computer skills taught are how to login and logout of to the SSMS system, how to print, how to use a word processor, how to use *PowerPoint* for presentations, how to search the Internet, and other relevant skills. Students are given their own username and password to login to the system, and a school email address.

6.5 English Language Teaching in the School

The school uses the Smart School English syllabus. As mentioned above, the syllabus is an extract from the KBSM English Curriculum and the National Curriculum. The teachers follow the objectives of the curriculum closely. Before the first semester begins each teacher is given a scheme of work for the whole year. Each Form has a different scheme of work because they each have different learning areas and different learning outcomes. The English Department organizes the scheme of work, and the scheme is based on the English syllabus. The scheme of work is set out according to the week, learning area, grammar, intended learning outcome, generic skills and resources. (See Appendix 2 for a scheme of work). One of the generic skills included is the IT skill but the teachers are not expected to teach these to the students.

Teachers choose learning outcomes according to students' categorized proficiency levels. The intended learning outcomes are specified in the syllabus, which are listening, speaking, reading and writing, and are divided into 3 levels. However, teachers are able to carry out any activities that suit their students and the learning areas they have to address. The four language skills are integrated in one activity and not taught in isolation. The teachers have to complete the scheme of work before the commencement of the annual examination period.

Referring directly to the weekly scheme of work, the teachers write their own daily lesson plans – detailing what they intend to teach for that day. The teachers choose what they think appropriate and suitable for their students based on the students' level of English proficiency. Therefore, the teachers have different daily lesson plans for each class with different learning outcomes, pedagogical strategies and activities, but the learning area and the topic for the week / day is the same.

The time allowed for English is 200 minutes per week, that is 40 minutes for each of five periods. The English lessons are arranged in 2 double periods and 1 single period per week. The teachers prefer to teach grammar and English Literature in the single periods, and teach writing, presentation, group work, and computer-based learning in the double periods.

Students are assessed in four different stages; monthly test, mid-term examinations (twice a year), end of the first semester examination and end of year examination (final exam). The purpose of the examinations, excepting the final examination, is to evaluate the students' progress, whereas the final examination is used to assess the students' progress and for the purpose of streaming students in the following year. The final examination is considered the most important by the students and parents because it determines the students' future educational prospects.

6.6 English Language Activities

The English Department organizes many activities for the students throughout the year. The purpose is to give students the opportunity to use the language in different contexts. Some of the activities involve all students directly, for example inter-class "choral speaking" and others involve only certain students such as those involved in English drama competitions and debates. In March, the English Department organizes a Language Month to make the students aware of the English language and to encourage them use the language. In July, students who need help with their English can go to the English Clinic where they can obtain language help.

However, activity stops in August because after that is the examination month. During this time, most teachers and the students are involved with revisions and trial examinations for the PMR and SPM and there is little time for other activities.

6.7 The English Language Teachers

In 2003, there were a total of 72 teachers teaching in this school. Out of that number, there were 13 English teachers from various ethnic groups: Malays, Chinese and Indians, and they were all non-native English speakers. All of them were graduate teachers with Teaching English as a Second Language (TESL) backgrounds either overseas or locally. One of the teachers had a Masters degree and two teachers were pursuing their Masters degrees part-time. The senior teachers, in terms of number of years of teaching experience, were teaching the upper secondary classes and the junior teachers were teaching the lower secondary. They taught an average of 24 periods in a week of 2 different Forms such as 2 classes of Form 2 and 2 classes of Form 1. Apart from English language, the teachers teach other subjects like Physical Education and Art Education, and hold other co-curriculum posts such as the advisor for the English Club, the advisor for the Debate Club or other club responsibilities.

6.8 Summary

This chapter has given a brief description of the Smart School in which this study was conducted. The description shows that this school is equipped with computers and the way in which their use is governed by the MoE, the school, the teachers and the restrictions and capabilities of the LAN. The following chapter reports the analysis of computer-based activities in two classrooms.

CHAPTER 7

The English Language Activities In A Computer-Based ESL Classroom

7.0 Introduction

This chapter reports the analysis of data including observational notes, interviews and documents. The purpose of this analysis was to identify and to explore the following research objectives:

- Examine how computers were used by the teacher and the students in the English classes
- Examine how English language teaching is practised in a computer-based learning environment.
- Identify what opportunities were available for students to use English.

The core focus of this chapter is to identify the types of activities related to the use of computers in the English language classrooms by answering these questions:

- a. What activities / events were carried out in the computer-based classroom?
- b. How was the English language used in the computer-based environment?

The analysis focuses on the observational data obtained from 2 classrooms and interviews with 2 English teachers and 15 Form 2 students. The first section of this chapter describes, in general, the computer-based activities in the classroom. In order to do this I used Jarvis' (2004) framework of categorising computer-based activities and Means' (1994) categories for analysing computer function to study the activities and gain an understanding the variety of computer use in the ESL

classroom. The second part of this chapter will further discuss the types of activities involved in the teaching of English.

7.1 The Teaching of English – The Lessons Observed

In order to gain a picture of how computers were used in the classroom, the types of classroom activities were documented and categorised. Other documents such as the teachers' lesson plans, the Form 2 English syllabus (2003) and students' work were also analysed. The data collected was triangulated and used as part of this analysis.

7.1.1 The Computer Activities in ESL Classrooms: General

This section discusses computer activities in general in order to give an overall picture of the activities themselves. The following section contains a more detailed discussion of classroom activities. The activities that were carried out in the class involved students working both with computers and without computers. Within the computer activities, the teacher planned more group work than individual work. Class activities involved both individual work and group work including searching the Internet, *PowerPoint* presentations, word processing and use of SSMS programs. Most of the time students used computers for word processing especially for completing the end-product of their project work carried out both individually or in groups. After word processing, the next most frequent activity was Internet searching. Students searched the Internet for authentic reading texts as references for their project work. Students also used computers, especially *PowerPoint* Software, as a tool for the presentation of their work. Instances of students working individually with computers were few. Indeed students only worked individually twice during the entire semester using the SSMS program. To summarize, for the majority of time in the class students were involved in group work activities. Table 8 (below) shows the activities done in the class

Activities	Frequency		
	Lessons	Situations	Activities
Working with computers	8		
Group work		6	
▪ Internet			6
▪ PowerPoint presentation			4
▪ Writing (notes form & essays)			6
Individual work		2	
▪ SSMS			2
▪ Writing			
▪ Internet			
Working without computers	4		
Group work		2	
▪ Presentation – role play			2
Individual work		2	
▪ Revision			2

Table 8: The activities

For this part of the study, 12 lessons were observed. Table 8 illustrates the frequency and the types of activities involving students working with and without computers. In the 12 lessons observed, 8 lessons involved activities with computers; 6 lessons involved students working in groups and 2 lessons involved students working without computers. Searching for information using the Internet was used in all lessons when students were working in groups (6 out of 6 times). Writing was the main component in every activity undertaken (6 times). Most of the activities involved students producing a text at the conclusion of the task.

The types of activities in class were varied according to the teacher's planned learning outcomes. Activities carried out in the classes were closely related to desired learning outcomes taken directly from the curriculum and the syllabus. Most activities in the class engaged students to use the English language interactively, as is reflected in the high proportion of group work undertaken.

The curriculum emphasises a shift from students being totally dependent learners to being independent or autonomous learners. In the observations, it was noted that the activities carried out in the class involved three different classroom environments. These environments engaged students by using different teaching

approaches, changing from a teacher-centred class environment to a student-centred class environment. The teachers varied the ways in which computers were used to complement the various activities and environments.

Table 9 summarizes the nature of computer-based activities in the class that were observed.

	Venue/ Location	Environment / situation	Use of computers
Teacher	Classroom	Traditional teacher-centred classroom	The computer is used as a demonstrative instructional tool.
Group work	Classroom	Student-centred classroom.	Information searches using the Internet.
Students	Classroom	Student-centred classroom	The computer is used as part of the students' group presentations: Computers used for data / information transmission
Individual work	Computer laboratory	Student-centred classroom	The computer is used as a practical learning device.
Group work	Computer laboratory	Student-centred classroom	Computers are used for word processing and creative layout of computer tasks.

Table 9: The functions of computers in the classroom.

Table 9 shows two different contexts and three different environments involving the pedagogical use of computers. Means (1994) categorised four types of functions performed by the use of computers in the classroom. According to Means, computers are used as tutorial aids, as exploratory devices, as tools and as means of communication. In general, computers in this study were used as tutorial aids, as exploratory devices and as tools in the learning process. Computers were not used for the purposes of online communication such as emails, messenger boards, group discussions and chat rooms.

There are four classifications of classroom environment, which are designed to increase the level of student control in the learning process and to decrease the teacher's control over learning in the classes stated in the Smart School Flagship Application (1997). They are

1. Teacher-centred
2. Teacher as mentor and model
3. Teacher as coach or facilitator
4. Student-centred

These four classroom classifications used in this study are taken from the Smart School Flagship Application (1997). The teacher-centred classroom situation is classified as a situation in which the teacher is controlling the activities in the classroom. This situation is typified by one-way interaction, for example the teacher gives lectures and explanations of the lesson at the beginning of the class. The term student-centred classroom refers to situations in which students take control of their learning and activities, for example students are engaged in individual or group work or doing a presentation. There are, however, few situations observed in this study that are either totally teacher-centred or student-centred.

The remaining two situations mentioned above are Teacher as Mentor and Model, and Teacher as Coach or Facilitator (M. o. E. Malaysia, 1997). Teachers in both of these situations maintain control over students' learning. The role of teachers acting as mentors involves the ability to give some space for students to get involved in the class, but at the same time remain in control of the situation in terms of defining learning goals and objectives. The teacher acting as coach aims to provide more scope for students to get involved with the learning situation. In the teachers as coach situation, the teacher and students set the learning goals together. However, the teacher's role change is dependent on the classroom environment and the changes must be made to fit the teaching model, requirements of the curriculum and the learning situation. In this study, a combination of these four types of classroom environment could be observed. The move from a teacher-centred

environment to a more student-centred learning space increased when the teacher allowed the students to work in independent groups. One of the curriculum objectives guiding the placement of computers in schools is the intention to guide students towards being autonomous learners. However, throughout the activities observed the teacher still controlled the situation, in terms of time allocated for the activities, the objectives and the outcomes of the activities.

7.1.2 Computer Related Activities in ESL Classrooms: Specific

Before going further, it is important to understand the terms and conditions of the lessons observed. Table 3 is a sample summary of the lessons observed for this study.

Learning Area (Taken from the teacher's record book) (TOPIC)	Intended Learning Outcome (Taken from the teacher's record book)	Activities (Observed)	Teaching and learning tools (Observed)
Vehicle	<ul style="list-style-type: none"> -To ask questions to obtain information and clarification -To give explanation -To use variety of appropriate registers (formal/informal) 	<p>Reporter: Role Play</p> <ul style="list-style-type: none"> -This activity was done in groups (5-6 students) -The teacher explained the activities at the beginning of the lesson using <i>PowerPoint</i> -Students played the role of reporter reporting an incident. -It was performed as a live TV telecast. <p>Time allocated: two periods Venue: Classroom</p>	<ul style="list-style-type: none"> -Internet -Newspapers -“Mahjung” paper -Word processor

Table 10: Sample summary of the lessons observed

The learning area and intended learning outcome lists and categories in the table above were taken from the teacher's record book. The detailed requirements of each English lesson were taken from the Curriculum Specification provided by the MoE. As discussed above, the content of the English syllabus comes from the Curriculum Specification provided by the MoE but it has been simplified to fulfil certain objectives and to meet needs of particular groups of students. The lesson

specification in the syllabus is very detailed and refers to topics to be covered weekly. The English Syllabus is designed for teachers to use as a guideline for their teaching and informs them about which learning areas need to be covered within the school year. Universal guidelines are essential because the examinations are based on the syllabus which dictates the lessons covered throughout the year. The importance of adhering to the syllabus is evident in the interviews conducted with both teachers, in which they stressed the need for them to finish teaching the syllabus before students' examinations.

T12024: We have to finish the syllabus

T21021: Exam ... we have to follow the syllabus... sometimes we need to make sure that our class finish the syllabus before the exam...

Whilst the teachers planned the lessons weekly in their record books based on the syllabus, the activities undertaken to implement the syllabus learning objectives were flexible. There was no specific activity in relation to the learning area stated in the syllabus. The teachers chose suitable activities for each lesson planned.

7.1.3 *How were Activities Organized?*

This section examines how the teachers organized classroom activities. Whilst dictating the learning objectives, the English curriculum and syllabus does not prescribe activities. Most of the time teachers chose the activities based on the Intended Learning Outcome enshrined in the curriculum. T1 indicated that she planned the activities by adjusting to the needs and the English level of the students.

T11032: ...I will look at my students ability, and if I'm teaching in good classes, I will change my approach... if I'm teaching in lower classes then I will be more spoon fed...

The students were not given the chance to get involved with the planning of the lessons and the activities. However, they were involved in negotiating other aspects of the activities, such as the duration, the content and the layout of the activities.

Student involvement was observed in the class when students negotiated an extension for the time allocated for activities after they concluded that they would not have enough time to complete the task. Although the teacher usually fixed specific times for completion of activities, the students also had the opportunity to negotiate change in activities that they did not find interesting. T1 indicated that:

T11039: ... I asked them to find for information about Air Asia, KTM. So they find it not challenging, they want something else, so I have to be flexible...

Whilst students were given some opportunities to negotiate changes in activities, few negotiations were observed. According to T1 any negotiation was dependant on the topic and the students' level of English. According to T1, the students who were more proficient in English negotiated with the teacher more frequently when compared with the less proficient students. Most of the time T1 followed the content of the syllabus then discussed the activities related to the syllabus with the students. From T2's perspective completing the syllabus was her main priority so that students could do well in examinations.

Occasionally the students contributed to the planning of the weekly lessons. At certain times T1 discussed with the students the learning area and the activities that they would prefer... *"I got the ideas from the students, if they want it that way well of course if it is good for them it's ok."* (T11040). Although some activities for the lessons were negotiable, the teacher still played an important role in the classroom. Both teachers controlled the flow of activity most of the time because the classroom environment needed some structure in order for the students to complete the activity on time. For example, T1 controlled the time (class period) the students had for each activity. Furthermore, she also controlled the intended outcome and direction of the activity because she had to cover the requirement of the syllabus.

All computer-based activities were constructed within the context of the syllabus as shown in Table 9. The teachers followed the learning areas and desired outcomes from the syllabus very closely. Alongside making use of the syllabus as a guideline in

preparing the activities, the teachers considered students' level of English when planning the activities for each lesson. As T1 (T12001) said:

T1: ...but sometimes we didn't follow the lesson plan accordingly. So because there are sometimes where students are not ready for the activity may be the activity is difficult to them we have to change the lesson to be more affective.

T1 mentioned in the interview that the success of activities in the lessons was dependant on the students' proficiency level and their level of motivation. T1 (T12001) indicated that:

“... let say the students are a little bit **blur**, they are not motivated for the lesson, so may be the outcome maybe not motivated also. May be they will give us a boring presentation...”

The word “*blur*” used by T1 is employed to explain the students' level of understanding of the task as low, meaning that the students had difficulty in understanding the task. According to T1, if students are not clear as to what they are doing and do not understand the objective of the task, then this would negatively affect the end product or outcome of the task. T1 considered the students' English level and the understanding of the task to be interrelated and states that both may affect the students' level of motivation. It was observed that the teachers enable the students' understanding of the activities by providing them with instructional input through interrogative questions throughout the activities; especially at the beginning of the lesson. T1 considered that interaction encouraged by her questions and class discussions would enhance students' understanding of the subject or the task and would improve overall understanding and learning. This is because the discussions in which the task is outlined or questioned using different approaches may help the students to understand the subject better than explanation alone.

The time frame for each activity is also an important factor to be considered when planning activities. T1 added that the creativity of the students in completing the activity was also related to the time frame set. The teacher considered the time allocated for activities was important because the length of time needed to complete

the activities was fundamentally related to the students' proficiency level. It was observed that proficient students tended to spend less time in order to complete the activities compared with less proficient students. Although the teacher had to be firm concerning time, she also had to be flexible enough to allow more time for less proficient students. Furthermore, the importance of working within the time frame was stressed to the students because one aim of the lessons was to train the students to complete the necessary tasks within the time allocated for examinations.

The most regular activities in both classes involved students working in groups both with and without computers. In this environment, students had the opportunity to interact freely within the group when discussing the task without interruption from the teacher. The teachers' aim was to instil decision-making abilities in their students and to encourage them to work collaboratively. Furthermore, T2 indicated that by giving the students this chance to work independently from the teacher they would again improve their decision-making skills. Decision-making skills aside, T2 considered that this kind of activity created an authentic environment for students to use the English language. In terms of language learning, she stressed the importance of using the language freely because she believed that her students gained knowledge more rapidly by using the target language in an authentic or self-regulated situation. T2 (T21032) said:

T21032: Like presentation from there I believe that when they discuss they easily can remember that, because if let say you give everything to them they just copy down but they don't really remember.

S10 indicated that she learned on a number of different levels from the group work discussion:

S102058: ... If the teacher gives on pollution, then the other person gives the reasons why pollution, the cause of pollution and then we learn it from there what is the cause. Because we do refer to the books and Internet so by that we can learn about pollution at the same time.

Overall, the teachers organized the classroom activities based directly on the English syllabus, they also took into consideration students' learning needs. Besides this, the teachers would also consider students' level of English proficiency, and activities were adjusted to students' level while still following the specified objectives of the intended learning outcome from the syllabus.

7.2 Instructional Practices / Computer Practices

Jarvis' (2004) framework for investigating computer use in the language classroom was adapted as a guideline to define the type of activities involving computers for language teaching and language learning. Diagram 7 illustrates the use of computers both in the classroom and the computer laboratory as observed in this study:

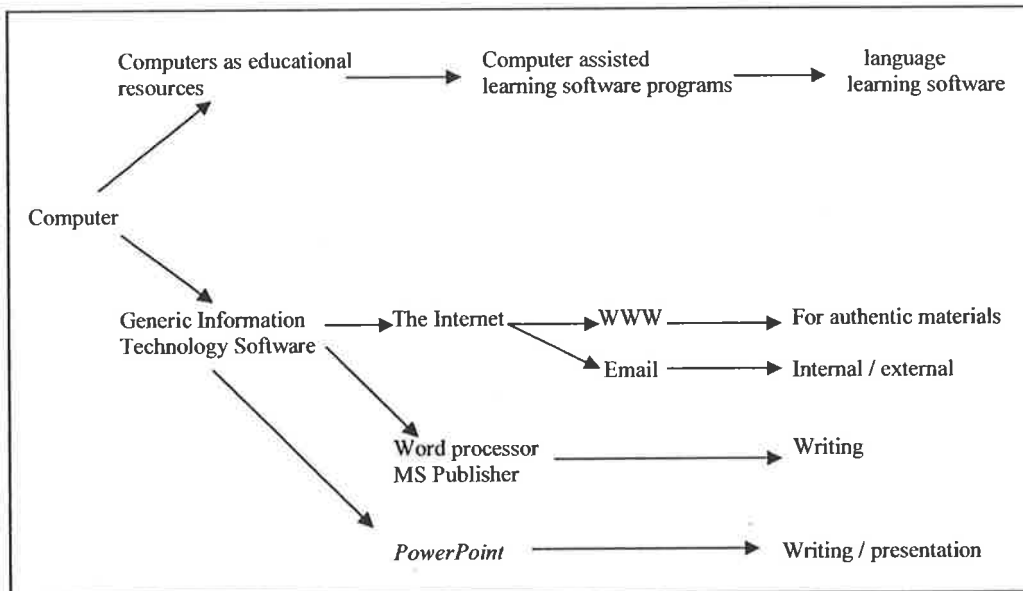


Table 11: Computer use in language classroom

As shown in Table 11, the use of computers in the English language class has two main purposes. Computers are used as educational resources (SSMS) and also to access Generic Information Technology Software. One function of the SSMS is to support teaching and learning needs by providing teachers with Educational Resources. According to the Smart School coordinator, learning software and

tutorial software provided by the MoE support the learning and teaching needs of students and teachers.

The next part of this section discusses the two different uses of computers in the classrooms. These uses are:

- a) As educational resources, SSMS programs which involves students working individually in the computer laboratory;
- b) As a means of accessing Generic Information Technology Software which is used for group work activities.

7.2.1 *Computers as Educational Resources: SSMS*

The educational resources in the SSMS system contain learning software and function as tutorials. The content of the English language software is based on the syllabus and is geared towards the expected standard of the students' English language proficiency, such as advanced, intermediate and beginner. The learning software was installed on the school main server and the program was accessible from terminals in the computer laboratory. During the period in which students worked with this software, students worked individually with computers in the computer laboratory. Before students could access the task intended for a particular lesson, the task was selected and programmed ahead of time from the teacher's management system that is linked to the school's database and servers. In the computer laboratory students logged into the system using their allocated username and password. Completed exercises and students' results were recorded automatically by the database and saved in the students' files. Students were expected to complete the entire task during the class period. Importantly, because the task was scheduled as a class lesson, students could not access the file outside the scheduled time without the teachers' permission.

In order to understand the flow of the lesson for the purposes of this study, the organization of one lesson was examined. In this lesson, T2 chose a task from the

topic of Vehicles from the SSMS program for students to work on individually in the computer laboratory. The topic was discussed earlier and several tasks related to the topic were done in the class prior to the lesson in the computer laboratory. The lessons in SSMS program on this topic were designed to integrate the four language skills specified in the syllabus into one lesson. T2 chose the advanced level of difficulty for her students because it was the only available lesson at that time. Students were therefore given no choice but to participate in the task at the advanced level. Despite the level, the teacher's intention in taking the students to the computer laboratory for this particular task was to engage in revision exercises.

The examined lesson was a double period and the venue was the computer laboratory. Unfortunately, three computers were not working which meant that some students had to share terminals. Sharing computers was not a new problem for the students because they had experienced this situation previously, however some problems occurred due to sharing. One of the obvious problems the students sharing computers faced was how to decide whose ID they should use to login to the system because the completed tasks would be recorded automatically in that student's personal file. The student sharing the computer whose ID was not used would have no record that they had also completed the task. Another problem occurred during the listening section of the task because students had to use headphones to listen. There was only one set of headphones per computer, therefore students had to take turns for the listening part of the task. The next obvious set of problems observed was in deciding who would control input through the keyboard and who would choose the answers for the exercises. I observed that most of the time the ID owner was in charge because these students were aware of the fact that the marks for the tasks were being recorded in their personal file. Lastly, the pace of working and understanding the task was not uniform among the students. The students who shared computers had to reach compromises due to different levels of understanding and this was reflected in the time taken to do the task.

The lesson (The Vehicle) was divided into 3 main sections: introduction, reading comprehension and writing. The lesson started with an explanation of the task. The first section introduced the topic and described the type of activities in the lesson. Since there was only one level of difficulty for this topic, whereas there were mixed levels of English proficiency in the class, some students found that they had to listen harder or repeat the listening section. Moreover, the pace of reading the instructions was difficult for some students to keep up with. S10 indicated that she had difficulty in understanding the instructions or the dialogue when listening to the speaker's voice in the listening section. She said:

S101026: ...we learning on the computer, it is **like difficult** because we...when someone is reading out...and normally if they **read too fast** and we have to **read back**...

The aim of SSMS programs is to give students opportunities to work independently (M. o. E. Malaysia, 1997). In doing the task, students are required to understand the instructions and complete the task without any assistance from the teacher or their peers. However, during the observation I found that some students were not totally independent. Some asked for assistance from their peers for clarification of the instructions. Students explained that it was necessary for them to make enquiries in order to complete the task. Since some students had difficulty understanding the spoken instructions, dealing with the pace of spoken language in the instructions was considered as important part of the exercise. The students indicated that the reading speed in the instructions section was too fast and that they needed time to understand and become accustomed to the voice. The same speaker's voice and the same pace were maintained for instructions in the task throughout the lesson.

The second section in this lesson was reading. Besides providing students with a text to read, this section gave students opportunities to practise their listening. Students could choose whether to read the instructions themselves or to listen to the speaker's voice and read along by clicking the speaker icon. For this section the students could listen to the instructions repeatedly before proceeding to the question and answer sections. S6 indicated that she enjoyed listening to the

speaker's reading more than reading the task herself and it was very helpful to have the speakers voice reading the text aloud, as she did not enjoy reading herself.

S06 1118 Because it helps me to be more interested. I like it. I like to hear than reading it because I get bored reading it.

This reading section of the program provided students with opportunity to learn new words. Words, which were considered to be difficult to understand, were highlighted in the reading text. Students could learn more about the words by clicking on the word whereby an explanation screen would pop up, using the annotation mode. In this reading text only 3 words were highlighted. One of the 3 words was "*dropped*". The meaning given with the text was based on the word in the context of the text and not presented in isolation. However, the explanation provided may have caused some confusion in certain students. Some students may not be familiar with a "Willow tree" and therefore might not be able to imagine the type of tree in the example. Although the focus is on "*dropped*", the understanding of the whole context is important. The extract reads as follows:

Drooped: hang down

Branches of the willow tree dropped over the river.

(Extract from the task)

In the reading section, students needed to finish reading the text and to understand the content before they could continue to the next section. After the reading section was completed they clicked the *Next* icon to continue to the next section of the lesson. The next section of the task was on making short notes. The aim of this section was to teach students how to make short notes from the reading exercises and also how to identify topic sentences and supporting sentences in the texts. An example of the activity that students were expected to perform is seen below in Table 12.

The text	Analysis
Children prefer the KNX <ul style="list-style-type: none"> • It is smaller • It is made from stronger material • It has become popular 	The first part of the notes: The topic sentence Reasons why the children prefer KNX.
<ul style="list-style-type: none"> • People who compete in races prefer super bike • It is lighter • It would help them to go faster 	The second topic sentence The reasons why people prefer KNX for races.

Table 12: The extract from SSMS lesson: Note taking

The introduction to this section provided students with explanations of key concepts used in the lesson i.e.: topic sentences and supporting sentences, and also guidelines on how to prepare a summary of the reading task. The reading section of the task reinforced the students' learning through the repetition of exercises, allowing the students to repeat the same exercises, until they were satisfied with their learning or had the correct answers. While doing the exercises the students obtained immediate feedback on their answers. A free-writing activity was not included in the writing section of the task because it was a structured writing exercise. The students were required to cut and paste the relevant information from the text to form their answers and no additional writing was required.

Similar to the second section, the third section began with an explanation of the task. Initially, students listened to the explanation of the task. The format introduced in this lesson was a basic essay-writing format, which states that an essay consists of three parts: the introduction, the body and the conclusion. Students learned how to construct these key parts of an essay using extant text example and recorded-voice explanations. This lesson presented no new concepts to the students as they had learned the standard essay format in previous lessons both in their ESL and Bahasa Malaysia classes. As a means of exemplifying and extending their previous learning, the students were also introduced to the concept of topic sentences and how to write notes or announcements for notice boards.

Students had to keep up with the speed determined by the computer program for this part of the lesson regardless of their language proficiency. Completing the exercises in the third section required students to cut and paste sections from the text to form their answers. However, unlike the previous activity, there was no feedback given for incorrect answers in this section.

The last teaching category of the learning software was a free writing section. This section required the students to write an essay on a set topic. Although the topic was set, the software offered the students a choice of writing format, writing either a notice for a noticeboard or an essay. However, the teacher instructed the students to write in essay format and not to write a notice. The students typed the work and printed their essays before submitting them to the teacher at the end of the lesson.

In general, the content of this lesson was “heavy” for one lesson. There were three different sections that needed to be covered by the students independently: reading, writing and understanding different texts, structures and language functions. Some students interviewed said they had difficulty understanding the task, in particular they had problems understanding the instructions and the speaker’s voice. This situation emerged most probably due to the advanced level of difficulty of the software. This software does not cater for all types or levels of student and students with lower levels of proficiency had no choice but to do the same task at the same level as the more advanced students.

Some students were positive about the SSMS English language software. They indicated that the lessons helped them to learn and use the language in many ways in which a regular class did not. Students indicated that when using the SSMS English language software they gained more understanding about certain topics that had not been previously covered in the class such as sentence structure and writing formats. Many students interviewed said that the computer-based lessons did assist them with their learning needs. For example one student said:

S011029: ...like question tag and they give you all the notes on question tag and then we have another thing called doctor ABC and that will show all spelling.. spelling .. A to Z.. ah ... A to Z...and they give you everything like words you know word which are not very clear, sometimes the words bothered normally and tell the definition ...

The inflexible level of difficulty is one of the most significant negative factors raised by the students during interviews regarding the usefulness of SSMS tutoring software. Some advanced students interviewed found the software less helpful for them than the students with a lower ESL proficiency, and some lessons were not challenging enough for higher proficiency students. Examples taken from the interviews included:

S031030: The questions that we learn, they are all **very basic**...

S031034: ... (I need) a more challenging one you know... but... something that is **suitable for us**..

S041032: ... it is **quite simple** actually. But I think it is of the **students who can't really cope** with the work in English...

S041034: ...For me I **need more challenging** exercises. Most of the exercises the answers are already there. It doesn't exactly ... it just ask you to find the answer in the text. It **doesn't really make you think**. It doesn't actually need the general knowledge because when they give the text all the answers are in there...

On the other hand, S11 was satisfied with the difficulty level of program and found the software beneficial for her learning. S11 indicated that through her use of the SSMS program she gained new knowledge of the English language:

S112004: Dapat ilmu baru, information, macam language kadang2 kita tak pernah gunakan ayat itu and then dapat tau jadi ohh macam ni ayat tu so dapat tau lah (*Get new knowledge, like language, sometimes I never used that sentence then I got to know... ohh.. that's how the sentence is, so I know..*) (Translated).

All students interviewed commented on the SSMS English language software. They frequently mentioned the level of difficulty of the software as being a problem because it did not suit them. Many students found the tasks in the English language

software very simple and not at all challenging. The MoE personnel from the software department explained that the English language software distributed to schools for SSMS was intended for the rural area schools where the level of English language proficiency is average to low. Schools in the city that have a comparatively high level of English language proficiency are encouraged to make their own software or use computers for more advanced computer-related activities to benefit their students. All teachers interviewed in this school, however, said that their computer skills were not advanced enough to enable them to produce their own software. In order to adapt to the requirements of their students they purchased learning software from commercial sources. However, due to copyright regulations this software could only be used on stand-alone computers and could not be shared in the school's computer networking. Neither of the teachers in this study used commercially produced software in their classes.

Another issue raised by the students interviewed about the SSMS software was the use of animated characters in the lesson presentation. For example, SSMS language exercises animation was considered as childish and therefore unsuitable by some students.

S101054: ...I think it is quite easy and then for me it should put real people instead of cartoons. I don't like cartoons.

S031038: I like the graphic, the interaction in the computer ... but somehow it doesn't really help much in my study...

However, there were also students who did not view this use of animation as a problem. These students considered the content and the level of difficulty more important than the presentation of the lesson.

The observation data in Table 8 (above) shows that the two teachers seldom used SSMS programs in their English lessons. Both teachers used the laboratory for SSMS English language programs only once in the time of study, and the rest of the time the lessons were conducted in the classroom or using the laboratory for

different purpose, such as group writing. The availability of the laboratory and the suitability of the software were the main reasons given by the teachers for not conducting more SSMS based lessons in computer laboratory. The teachers were also aware of students concerns with the software and they both agreed with the students' opinion regarding the English language level required by the software. T2 said:

T21017: Yes in the room (classroom) , because at lab we have to see... because... *not all the package we have* called Bestari School, *not is relevant to be used, based on our syllabus*. Not all we have the package, *we have to choose*...so... currently none of my class has been taken to the lab because I think arr ...I feel that the *topic is not suitable* because it is *too easy for them*

The teachers also indicated that the availability of the laboratory was one of the reasons that they seldom took the students to the laboratory to use SSMS tutorial programs. The teachers had to book the computer laboratory a week in advance because the school used a booking system of time allocation for their facilities. Since there were only two computer laboratories and thirty-six classes, availability of the laboratories was a matter of some competition. Both teachers took the students twice to the laboratory throughout the semester, whereas the rest of the lessons in the classroom and not the computer laboratory.

Table 13 is the summary of comments made by the students regarding the SSMS English language software:

Students	Comments from students' interviews	Analysis
S011037	Ya...it was quite simple...I think we should have a more challenging exercises.	Simple – need more challenging
S011073	It gives you definition ... kind of useful	Definition - useful
S021029	...I can know new words... can improve my computer skills...	New vocabulary Computer skills
S021033	Easy, because we just have to fill in the blanks	Easy – fill in the blanks
S031062	...we don't have any choice	Cannot choose the level
S031066	...learn some new words...learn how to pronounce...and new English rules	Benefit – linguistics
S061088	...there is a time limit and you have to finish it at that time	Time constraint
S101052	...it should put real people instead of cartoons...	Presentation – childish
S151032	...when we answer the questions, if we wrong the correct answer will come up	Immediate feedback

Table 13: SSMS : Summary of students' comments on the SSMS English language software

In general, this section of the thesis reveals the function of educational resources in the English language classroom. The effectiveness of educational resources is limited if it is restricted solely to the use of SSMS English language software installed by the MoE.

7.2.2 General use of computers: application in the classroom

The general use of computers beyond SSMS program applications is the focus of this section. Two major uses of computers in English lessons were observed. They are:

- a) use as search engines,
- b) use of computers for electronic presentations such as *PowerPoint*.

Most activities that involved this general use of computers were group work and the majority of activities were conducted in class. Using these two major uses above as guides, this section discusses the general use of computers in classes.

7.2.2.1 Computers as Search Engines

One use of computers in the classes observed was as a means of accessing external resources. The Smart School Flagship Application (Team, 1997), characterised external resources as “Comprehensive databases designed to help index all external resources useful for teaching-learning and management activities” (p. 74). The general aim of using external resources is to assist in the teaching and learning processes. In this study, computers were often used as a means of accessing external resources in the form of searching for extra information from the Internet for the purpose of completing activities in the classroom.

Most of the time the activities were carried out in groups. The students worked in groups of five to six students and they remained in the same group throughout the semester. Since the activities were always done in the class, each group shared a computer. During group work discussion, the group members divided the various responsibilities for the completion of work amongst themselves. A leader was chosen and she usually controlled and led the situation. Students who had good computer skills handled the computer related elements of the tasks, like searching the Internet and word processing and *PowerPoint*. The end products of this group work were presented to the class, usually on the same day as the task was assigned. Limited time was allocated for students to finish their work and the student were expected to complete the task within the time given. Most of the assigned tasks included searching the Internet for relevant information or reading materials. Students then had to read and understand the reading materials and select relevant information from the texts in order to complete the task and to produce the final presentation.

7.2.2.1.1 The Activity

In order to understand the flow of computer-based activity observed in this study, this section examines a single lesson concentrating on the use of the Internet for finding reading materials, constructing a presentation and language learning opportunities the students potentially experience in this activity.

The topic that the students discussed was “Pollution” and to complete the task the students were required to prepare and perform a short oral presentation on the topic. The teacher started the lesson by getting the students’ attention with an open discussion and by asking questions concerning the topic. The question and answer session lasted a few minutes. Students were given the opportunity to speak freely and to interact without being called upon by the teachers. The teacher’s intention was to test the students’ knowledge of that subject and for the students to use English orally. The open discussion focussed on both the content and the format of the oral presentation. After the open discussion, students continued the discussion in their groups.

In their groups the students’ task was to write, create and develop a short speech on pollution specific content suggested by the teacher, such as types of pollution, causes and effects of pollution, and potential solutions to the pollution problem. Since the assigned topic was very broad, the students had to focus on one specific aspect of the topic in order to complete their task. During the discussion, the students made their decision as to which area of pollution they would research, which Internet sites may be relevant, which reading materials to read, and what points to select from the readings. In the process of getting the relevant information, students browsed different topics quickly because the time was very limited. The technique that the students used to explore the Internet varied for each group.

In the process of finding relevant reading texts, the students read the title of texts briefly and if they felt that a title was relevant, they stored the text and continued to

search for other relevant reading texts. After they had found a few relevant articles they stopped searching, and read the articles thoroughly. Since the computer was shared between six students, there was not enough space around the computer for all of them to read at the same time. The students who were close to the computer read the articles while the others listened and wrote down the points mentioned by those reading the articles. The elements of the task were divided among the students, such as searching the Internet, reading the articles, selecting relevant points, writing the presentation and lastly presenting the task.

S122036: We give the jobs to each person differently. So we can finally after the work is finish we can compile it together and do the presentation.

However, there were students who did not participate in the discussion. They merely waited for others to do the work and they were not actively involved in their group discussions. This problem was recognised by both the teachers and other students:

S121068 : ... sometimes people don't cooperate...

T12029: ... sometimes there are in a group discussion there is only one student who is working, not everybody is working...

T21025: ... the problem is sometimes a few students they just like be ... kita tak mau (I don't care) let the others do because his is a group work. They just sit there and agree whatever their friends say.

The time given for the students to develop a finished speech was only twenty minutes. The teacher had to limit the time for group work discussion to allow time for the presentation at the end of the lesson. This activity illustrated that the use of computers was limited to the first part of the activity. The rest of the activity involved discussing the topic, composing the talk and presenting the speech. Due to the limited time, some students did not search for information from the Internet instead they used other sources such as the newspapers and magazines. In fact, one group did not

refer to any reading materials or search for any information when doing this task because they said that the topic was general, and they had already studied the same topic in their science class.

Both the teachers and the students acknowledged the importance of computers as a tool for searching for information and highlighted the benefits of using computers in terms of accessing authentic information resources quickly. T2 said that:

T21010: ...they can get a lot of information like let's say they search in the Internet...

T21010: ...and if you use the Internet, and type what we want and they will come out a list of that and you can choose which one you want...

However, the wide range of information available on the Internet caused difficulties for some students. These students encountered problems accessing specific information without proper training in Internet search techniques. Unfortunately, students were not taught how to search the Internet during the lesson and they indicated in their learning diaries and interviews that they had only learned basic computer skills in computer classes in primary school and that they learned more computer skills and searching skills from their friends during computer-related activities. The students mentioned often in the interviews that they were confronted with some problems in recognizing which articles would be relevant and enable them to complete the tasks. One student said in the interview:

S101058: It is depend on what we are doing anyway. Sometimes we go to the website and something different comes out.

Some students mentioned that they had difficulties in finding the right articles, whereas some students had difficulty with the standard of English language used in the articles. These issues were obvious when observing the students as they navigated the web. They struggled to choose suitable reading materials especially when the topic given was very broad. In addition, the time given to complete the task was very limited. The students indicated that:

S031022: ...eer...because the Internet is so big, and I don't know which web to go.
I'm not allowed too many hours on the net also

S061042: ...time limit but our teacher usually gives a time limit let say for 30 minutes,
so we have to finish it off

While searching for relevant information, students had to decide which search engine to use and the group had to come to an agreement on a topic before they started searching for information. As previously stated, Internet search techniques were not taught during the lesson because both teachers assumed that all students had learned Internet searching skills in their computer classes. Regarding her students' computer skills, T2 commented:

T21010: ... they are very knowledgeable because they have ... they know a lot about this thing, and I think they are better than the teacher, if let say you have one topic, they can just search and come up with different websites. Their skills are excellent.

Due to both the breadth of the topic and the lack of Internet searching skills, guidance from the teacher was needed by the students. The teacher did not specify which websites the students should visit to access and the students were relying solely on the topic given to direct their search for relevant information. Furthermore, students had to use the right word/s or keywords in order to retrieve relevant articles. The level of English language proficiency plays an important role at this point because in order for students to get useful search results, they need to be proficient enough to select appropriate keywords and to understand the text these keywords discloses. The less proficient students were found to have problems understanding the texts and summarizing the content of the text they read.

The activity was done in a group of 5 to 6 students sharing one computer. Therefore, the students' responsibilities were divided. The teacher indicated that some students had the attitude of abandoning the responsibility for the task, leaving it for more proficient and skilled students to handle.

T21025: ...sometimes a few students they just like be kita tak mau (we don't want) just let the others do because it is a group work. They just sit there and agree whatever their friends say..

One of the students said:

S081096: ...because sometimes like my group members they are very irresponsible, they don't want to do the work, so I have to do everything and they got the credit...

This was repeatedly observed during the students' work on the "pollution" task. This activity had an impact on the level of participation of some students. The standard of English language used in the Internet caused comprehension problems for some students which then directly impacted the involvement of these students in the task causing some students to depend on more advanced students in the group to read and understand the articles for them. These students were categorised by teachers as 'passive' students.

During the activity T2 walked around the class and checked on the students. Although the students were given the opportunity to find information from the Internet, this was conducted under supervision of the teacher. The teacher recognized the need to monitor the students at all times

T21014: ... I just cannot leave them there and pick whatever they want. I go one computer to another computer...[...] I will look into their passage that they have found and then I will say whether it is suitable or not...

The main function of computers in the context of this task was their use as searching tools to find information necessary to complete the task given. The lessons planned by the teachers encouraged the students to find and to read extra information on the assigned topic. Even though there were other ways to obtain relevant reading material, such as from the magazines or books from the library, the students preferred to use computer technology. T1 stressed that using the Internet

would expose her students to a variety of knowledge, such as English language texts written for native speakers on an infinite variety of topics, which were all accessible without leaving the classroom.

T21010: ...they can get a lot of information...() the magazine the resources are very limited compared to website...() the students will get more information rather than looking into the magazine...

Both teachers shared a common perception of the role of the Internet as the fastest way for both teachers and students to access authentic reading materials. T2 stated that the content of the reading materials could help the students to improve their English. The teachers assessed the end product of the students' tasks to discern if they had improved their use of English language. In order to this, T1 analysed the students' composition, presentation and communication skills at the conclusion of the task. The teachers said that asking questions, for example from the students' presentations or at the beginning of the lessons, were another method they used to evaluate the progress of students' knowledge and use of the English language. Both teachers perceived computers, especially when used as searching tool, as an unlimited information bank that could be retrieved anytime. T2 said

T21008: ... I would agree that if they use the computer they could get a lot of information

The students supported the teachers' statements:

S102058: ...we do learn what the teacher gives. If the teacher gives on pollution then the other person gives the reasons why pollution, the cause of pollution and the then *we learn it* from there what is the cause because *we do refer to the books and internet*. So by that we can learn about pollution at the same time.

S121022: ...it gives knowledge because there's a lot of knowledge there so when I read *it gives a lot of information*...

S121028: because there are a lot of words and new words, so when I learn new words I find the meaning so I can use it

S131036: Yes it does. It *helps improve my English* and because like you are getting

more information from the outer world and we know...I mean you have *to build your word power* by using different types of words and stuff you find there...

The students agreed that using computers helped them to improve their English language in key ways. They indicated that use of computers helped them to increase their vocabulary by reading articles from the Internet. The Internet gave students access to information outside the classroom, enabling them to gain additional knowledge from reading sources apart from those provided in school textbooks.

In conclusion, in directing the lesson the teacher gave a very broad topic to the students. This directly affected the information gathered by students as can be seen by looking at the information students found on Pollution and the issues discussed by the students during their presentations. Their information was very general and could have been gathered easily without searching the Internet. One group said that they did not use the articles from the Internet because in their opinion the topic was very simple and general and they did not need to find new information to fulfil the task effectively.

7.2.2.2 *Computer Aided Presentations*

The second most frequent use of computers in the classroom was as a means of data or information transmission in the form of electronic presentations. Both teachers and students used the *PowerPoint* program for their presentations. The teachers used the *PowerPoint* program in teacher-centred class situations for instructional purposes. The written texts used by T1 on *PowerPoint* were simple in linguistic form. The main purpose of using the *PowerPoint* was to give information and guidelines to students for the forthcoming tasks (See: Appendix 3).

T1 defined her students' computer skills in doing *PowerPoint* presentation as "advanced". The category "advanced" used by T1 in the interview indicated that the

students had the ability to create and layout their *PowerPoint* presentations, they could integrate music into the presentation and download pictures from the Internet to include in the finished product (See: Appendix 3). The majority of students did not turn to the teacher for help with their technology skills; but rather approached their peers. However, they consulted the teacher for language assistance and feedback on the content of their presentations. The teacher assumed that the students had learned computer skills and specifically *PowerPoint* presentation skills when they were in lower forms in computer classes organised by the school. T2 said it was not the subject teachers' responsibility to teach computer skills in the class; however, she was prepared to help the students when needed their assistance during computer-based classroom activities. T2 also presumed that her students' *PowerPoint* skills were advanced and that they knew how to proceed with the task without any technical help from her. As she said in the interview:

T21022: ...you say that you want them to do presentation using the computer, tell them what you want and they can come up with unique way and you don't have a problem there.

The desire to give the best presentation among the groups in the class was a challenge that motivated the students to learn more about computer skills. The students not only wanted their group to be the best group but also they wanted to be demonstratively more knowledgeable than their peers in the area of IT skills. One student (S6) indicated that:

S061076: Yes, it motivates me to learn
S061078: It... like my friends who are good in it, they can do their presentations it inspires me lah. They can do, why can't I. So, I must learn from them.

The students indicated that they not only learned to use *PowerPoint* but they also used English actively during the discussions and the presentations. Before the students completed the *PowerPoint* presentations for their task they needed to search the Internet for information and pictures. During the search the students went through several steps. The stages were:

- 1) Discussing the presentations;
- 2) Reading and understanding the text they used for information before they could present the information in a *PowerPoint* form;
- 3) Presenting the final product to the class.

The students usually used simple text in the form of short notes for their *PowerPoint* presentations. They were continuously required to use English skills in the process of completing the *PowerPoint* presentation. Knowledge of English was required specifically to understand the text, to identify the relevant points, and to write up notes for presentation in point form.

One example of a *PowerPoint* presentation observed in this study is taken from an English Literature lesson. T2 asked the students to come up with a *PowerPoint* presentation explaining the characteristics of selected characters from an English language text studied in the English literature class. The title of the book was *The Phantom of the Opera* and the story was discussed in previous English literature classes. The book had 10 chapters and the students had to read 6 chapters before the mid-year examination. *The Phantom of the Opera* had been the subject of English Literature lessons for 10 weeks during a single period lesson each week. The *PowerPoint* presentation activity was carried out in groups. Each group was given one character from the story and they were instructed to explore the characteristics of the character, based on what they read in the text, and present their findings in *PowerPoint* form. In order to complete the presentation, the students had to understand the content of the text before they could prepare the notes. This activity was done in groups of 5 to 6 students. There were no guidelines given by the teacher with regard to the format of the presentation. The students had the freedom to choose any form of presentation. However, there were certain aspects of the characters upon which students were instructed to focus. Students whom the teacher categorised as having advanced computer skills, added pictures and music to their presentations. One of the characters in the story that the students were instructed to explore was the character of Raoul. The actual samples of the

PowerPoint notes of Raoul's profile from the English literature class are attached as appendixes (See: Appendix 3). Sample 1 and Sample 2 (below) are examples taken from the presentation

Name: Vicomte Raoul de Chagny
Known as: Vicomte de Chagny, Raoul
Age: 21 years old
Place of birth: Paris, France
Physical: Blue eyes, short black hair, charming smile, good looking, young, tall, well built, average weight
Personality: Youngest son of a very influential, old and a high society family, rich, impatient, impulsive at the spur of the moment, loyal, caring, foolish at times.
Like/dislike: likes: Christine
Dislikes: Erik
Last seen at: in a secret house on the lake below the Paris Opera House

Sample 1: Form 2C

Name: Raoul
Known as: The Vicomte de Chagny
Age: 21
Place of birth: Paris
Physical: Blue eyes, black hair, wonderful smile, young handsome
Personality: Rich, brave, impatient, caring
Last seen at: Erik's house, the torch room.
When: Erik asked Christine Daae to take him away

Sample 2: Form 2C

The teacher used the activity to test the students' knowledge of the content and to determine their understanding of the reading text. The text on the presentation was written in note form with the students using adjectives in the presentation to describe the characters. The example below (Text 2) is taken from 2 different groups, Group 1 and Group 2, describing the same character "Raoul". They used different terms to describe the same character:

Group 1

Short black hair
Charming smile
Good looking, young,
Tall, well built, average weight

Group 2

Black hair
Wonderful smile
Handsome, young

Text 2: Notes for presentation

Group 1 used more descriptive words in comparison to Group 2. The second group described the character as *handsome* without giving any other descriptors. Group 1, on the other hand, described the man as being good-looking, tall, well-built and average weight to indicate the same meaning as *handsome*. In general, the students' presentation showed that they were familiar with a variety of descriptive words because different groups had a different concept and understanding of the character. However, when looking at the students' writing, it became evident that they were unclear about the meaning of certain words. For example, the word *personality*, which was one of the terms that student needed to explore, refers to the personal characteristics and traits of an individual. Students may find the meaning of the word vague, unclear or confusing because they categorise *rich*, *old* and *high* as the character's personality. The teacher's feedback would have been important at this stage to enable students to understand the meaning and proper usage of the word, however, no such feedback was offered.

Another aspect of language with which the students were involved was the use of new terminology and new information. One example of new terminology and new information use was taken from a learning area in the syllabus on the title *Vehicle*. In this learning area, the task was to describe a vehicle for the purpose of advertising it. Students were asked to promote a new car to the class and had a few days for preparation; and as usual, the activity was performed in groups. Students were required to find information on a vehicle of their choice to promote this vehicle. Information could be taken from any resource, such as the Internet, leaflets or newspapers. Presentations could be either electronic, i.e. *PowerPoint* presentations, or in poster form. In the presentation, students had to promote the chosen vehicle by

describing it in detail to give potential customers a complete picture of the vehicle's attributes and features. The students' promotions were presented orally. The electronic presentation notes (Text 3 and see also Appendix 3) show that the students used computers to search for information and to download pictures. The information gathered by the students gave them insight into the vehicles and provided them with new terminology to use when describing a car. For example:

i) How the device works

"The clutch disconnects the engine from the gearbox while the driver changes gear",

"The transmission system transmits the power from the engine to the wheels that drives the car."

(Presentation 1: CARS)

ii) The car accessories

rain sensor – detects rain to control wind screen wipers depending on the rain- fall intensity

(DSC) 'dynamic stability control' – detects any indication of skidding at an early on as to stabilize the vehicle within milliseconds"

(Presentation 2: BMW 3 series)

Text 3: Presentation Notes

Some automotive terms used in the presentation were new to the students because they were not familiar with some of the devices being described. This became evident when they asked questions about some of the terms that were used to describe the vehicles. The students used technical terminology such as "*transmission system*", "*clutch*", "*accelerator*", "*steering wheels*" and "*rain sensor*" for the description of their chosen vehicle.

The activity provided benefits for the students regarding language use and new knowledge. In addition, reading articles about vehicles exposed them to different uses of English, such as the language used in advertisements. Although some

students may have taken some words directly from the resources they used, at least they were exposed to new terminologies or terms. T2 indicated that the purpose of this activity was to use the language in a different context and she emphasised that her students learned the English language faster when they were involved in English language activities that challenged the students to engage with the language in different contexts.

7.3 Discussion

Analysis of data in this chapter reveals that use of computers in the classroom and the practice of the English language in a computer-based learning environment were key factors determining the type of activities that were prepared by the teachers. The lessons also closely followed the school syllabus and curriculum. Jaber (1997, in Muir-Herzig, 2004) states that with the help of computers in the classroom students are able to work collaboratively, to use critical thinking skills, and to find alternative solutions to problems. Within the classroom observation framework of this study, elements of Jaber's findings are confirmed. The elements of Jaber's findings that were confirmed by the observations undertaken as part of this case study are the students' use of computers to facilitate collaborative endeavour and to solve problems. However, it was also observed that the success of a particular computer-based activity depends greatly on the type of activity and on the objectives of the activity.

The general use of computers in the classroom was limited to word processing, search engine use and to presentations. Although, the Smart School specification of computers is very wide as discussed in Chapter 4 (M. o. E. Malaysia, 1997), the usage in this study was limited to typing and searching. Furthermore, some of the activities that were carried out could have been done without computers. According to Ruthven, Hennessy and Brindley (2004), the choice of tasks and topics for computer-based activity should be chosen carefully in order for students to gain new learning experiences. One example of the learning experiences the students benefited was the

task on the topic *Vehicle* where the students needed to search the Internet to find information. They went through several processes, such as interacting in English during discussions, reading, scanning and summarising during searches for information, and during composing the task for an end product. Having observed a number of lessons, it is my opinion classroom activity should challenge the students' level of critical thinking in order to motivate them to participate actively. This can be done by providing students with new and interesting topics to discuss and excluding topics that are very familiar to them.

This study found that teachers and students used computers for searching for information because it is one of the fastest ways to get authentic English reading materials (Vogel, 2001). The Internet provides access to a huge range of authentic materials very quickly. As such, the Internet is a far faster and more effective source of materials on unlimited subjects than conventional paper sources such as newspapers or magazines, which are limited both in space and topics covered. Students found understanding and selecting relevant content from reading material was very challenging. In order to find this material students needed certain reading skills, such as the ability to scan for content (K.-w. Lee, 2000b) in order to utilise the reading materials effectively. Students who were not proficient in the English language found the activity more difficult particularly when the text (information) was online, as it involved both computer and language skills. When searching for information, the students not only needed to be proficient in the English language to use the appropriate keywords to find and to understand the relevant reading material but they also needed to be proficient in computer skills to be able to manipulate the technology to perform the search. This study found students were not taught how to use appropriate keywords to conduct the search. Instead, they had to teach themselves these skills while doing the tasks. Therefore, in order for students to search for information effectively, they should be directed by giving them useful and practical guidelines on how to search for, and subsequently evaluate, reading materials (J. Jones, 2001)

In addition, this study's findings indicate that time restrictions can also be an important factor determining the effectiveness of class activities (Becker, 2000; Egbert & Jessup, 1996; Loveless, Williams, & Kutnick, 2000). The findings reveal that during the activity, students had to organize their time, not only for the searching process, but also for reading, selecting, summarising and composing the task outcome. While doing this, students adopted different roles depending on their abilities as described by Kynigos and Theodossopoulou (1999). These roles can be broadly categorised as follows:

1. The keyboard controller (the computer expert);
2. The record keeper (the language expert who keeps the notes and most probably who writes the essay);
3. The activity controller (the person who ensure the flow of the activity).

The time for each activity was very limited and the teachers were under pressure to complete the curriculum before the up-coming examinations. In both classes observed, students struggled to complete tasks on time. Due to the time constraints imposed by the syllabus, the teachers controlled the time allocated for each activity. The class time was divided accordingly to allow for the teachers' presentation / explanation of the task, students working with the computer to find information, working in groups to compose the presentation, and the students' presentations and teachers' feedback. Classroom activities that require students to search for information from the Internet and later present the information should be given more time than tasks requiring less preparation, as there are many different processes that students need to go through to complete the task. This type of activity can provide many opportunities for students to use and to improve their knowledge of English language independently, provided sufficient time is allocated. However, within the current education environment where the syllabus must be followed exactly and time is of the essence concerning examination preparation this study does acknowledge that the teachers are left with few alternatives to allocate time in different ways.

Becker (2000) also stresses that the constraints of time may cause unsatisfactory learning activity. The data collected in this study shows that what was important to the students during the activity was to complete the work on time and to compete to create the best presentation amongst the groups. Because of these objectives, students tended to divide job responsibility among the group members according to their abilities and the way in which these abilities suited key areas of the task to be undertaken. Students who were more proficient in English participated actively in the activities that involved the language directly, however, students less proficient in English performed tasks which involved less English language use such as making the props for the presentations, or typing the finished work. It was my observation that those students who were already more confident in English language use were more often than not assigned the role of presenting the work orally in front of the class.

This analysis and my own observations confirmed Becker's assertion (2000) that the need to complete the syllabus before the examination often prevented the teachers from taking full advantage of the benefit of using computers in their lessons. The time allocated for English classes was only 200 minutes a week, and this time was divided into two double periods (80 minutes each) and one single period (40 minutes). Because of their role of examinations in determining so much of a student's future, the responsibility to complete the syllabus was given high priority by the teachers; and the mere 5 periods time allocated for English lessons were not enough for the teachers to incorporate more computer-based activities (which students perceive are more collaborative and less examination oriented [see Chapter 9]) in their lessons.

7.4 Summary

The analysis shows that computers were used in the classroom for various purposes but that they mainly were used as tools to practice using the language and to help students in accomplishing tasks and learning objectives set by the teachers. The teachers' main priority was to complete the syllabus, and therefore the use of

computers was restricted to activities directly related to the objectives of the syllabus. When computers were used as tools to encourage students to use English language in different contexts, the activities in the classroom also played an important role. Table 13 (below) is a summary of the activities that involved student computer use in the classroom.

Students working

... individually without computer (classroom)	revision, exercises grammar, homework	
... individually with computer	SSMS	revision, follow up (computer room)
... in small groups without computer	discussions	group project (classroom)
... in small groups with computer	discussion	group project (classroom – most of the time) (computer room)

Table 14: Summary of computer related activities

The next chapter discusses the nature of classroom activities by examining classroom interactions. The purpose of this next chapter is to understand how students use English to accomplish tasks in a computer-based environment.

CHAPTER 8

The Nature Of Classroom Activities (Interaction) Created In A Computer-Based Environment

8.0 Introduction

In order to understand what English language learning opportunities are available to students, how teachers create these opportunities and how they help students to shape their understanding of the English language, there is a need to investigate how everyday classroom events or activities are constructed (Prentiss, 1995). This chapter will look into how language used by students in constructing their understanding of tasks and what English learning opportunities students gained from these activities. In first part of this chapter, I examine the activities using an “activity cycle and structure” (Gibbons, 1994), to see the pattern of activities during the observations. Secondly, I will investigate the nature and the quality of teacher-student and student-student oral interaction during the activities done whilst using computers in the classroom. I analysed two lessons I had observed. The first lesson directly involved students using computers, whereas the second lesson involved students using computers only in certain parts of the lesson. The analysis discusses and compares the classroom conversational data with the social interaction context in a computer-based classroom environment. Using the social constructive perspective elaborated in Chapter 4, the lessons observed are analysed and categorised in order to understand the flow of activities and to understand the language learning opportunities for the students in the classroom.

This chapter explores the following core research objective

- What language opportunities were there for students to use English in a computer-based environment?

In order to explore this research objective, this chapter examines teacher-student interaction, and student-student interaction during the performance of tasks using computers. This is to study and understand how language is used in different modes of teaching and learning by analysing two lessons in-depth. Both lessons consist of group work. The first lesson has students working in groups directly with computers and the second lesson has students working in groups using computers as searching tools. The analysis follows the pattern of the Activity Flow Chart Model (Chart 1). The interaction analysis will focus only on dialogue in the class.

8.1 The Activities

This section analysed the classroom activity by using Gibbon's (1994) cycle and activity structure framework as a guide to investigate and to understand the social and linguistic events in the classroom. Adapting this framework helped me to analyse the flow of the activities and to understand the linguistics used in the process of teaching and learning English. Using Gibbon's framework, I produced an "Activity Flow Chart" for this study.

The "Activity Flow Chart" (Chart 1) illustrates the stages of activity in the lessons observed. The analysis gives an overview of the flow of activities in the lesson. The importance of understanding the teaching and learning activities has been mentioned by Christie (2002). The purpose of the chart is to understand how the target language is used in a social context during the lessons. The activities give opportunities for students to practice using the language in different situation. The research objectives explored functions as a guideline when analysing the interaction data.

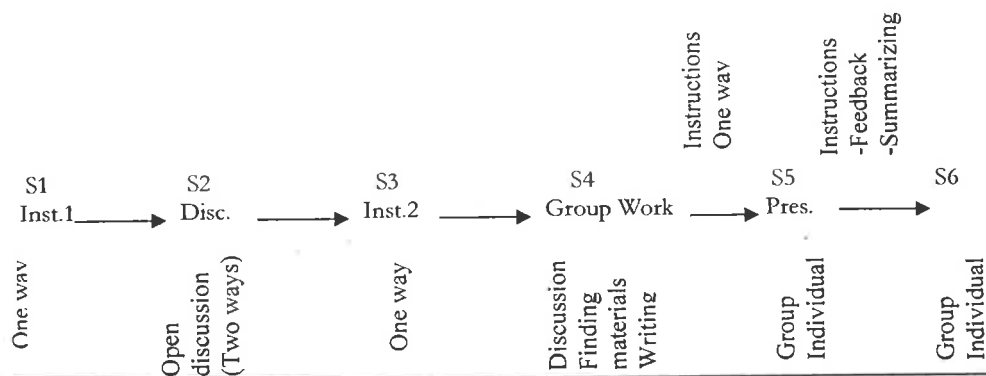


Chart 1 The Activity Flow Chart

The six different stages identified above illustrate different realities of language use in the classroom that each provides language learning opportunities for students in the class. The stages were identified by examining classroom activities using observation data and classroom activities recorded. Each stage is briefly outlined below but will be discussed in greater detail in Section 8.3.

Stage 1 is the opening of the lesson. It is identified as the Instructional stage. This stage is a one-way communication activity, where the teacher gives instructions and the students are expected to listen, understand and follow the instructions before the teacher can proceed to the next stage. The next stage is Stage 2. Throughout this stage, the teacher invites students into the discussion, and this is when teacher-student interaction occurs, where negotiation and clarification of tasks take place as a whole group in open discussion. The discussion ends in Stage 3. Stage 3 is another Instructional stage that functions in similar way to S1. Stage 4 is group work discussion where the students are expected to work independently in a small group to complete a task. The teacher usually allocates a specific time for the students to complete their work. Stage 5 is for presenting the output completed in Stage 4. The output presented consists of the end task assigned by the teacher in S1. The end task is usually presented orally or as group writing. The final stage is Stage 6, which is a take-home task. However, this stage is optional, in certain cases, and depends on the type of tasks done in the class. The students are required to do the homework

when the teacher assigns them to write a take-home task in their exercise books after the task was defined orally by the teacher in class.

Analysis of these stages shows the socialization process taking place in the classroom. Classroom socialization is organized in different kinds of activities that provide students with opportunities to explore and to contribute to the content of the lesson, and to construct and understand the target language. From my observations, these activities provided the students with the opportunities to use English language in an authentic context.

8.2 The Nature of Classroom Talk and Activities

The activity flow chart model categorises different learning stages of socialization in the class. Each stage has a specific purpose in ensuring that the social activity in the classroom flows according to the completion of the task. These social interactions according to Huang (2004) “provide students with the opportunity to contribute to and explore content, meaning construction, and processes involved in the action of using a social language” (p.109).

The lesson was analysed using classroom discourse analysis, conversation analysis (Hutchby & Wooffitt, 1998), along with Prentiss (1995) and Gibbon’s (1994) model for the investigation of classroom activities. Conversation analysis is “the study of the talk produce by everyday situations of human interaction: talk-in-interaction” (Hutchby & Wooffitt, 1998, p.13). The language used in conversation is studied as “products or objects, which are designed and used in terms of the activities being negotiated in the talk” (p.14) in the “interactional organization of social activities” (p.14). The purpose of using this method of analysis is to investigate students’ understanding of the context and situation existing between and among the speakers in the interaction.

8.3 Lesson 1

Wedding card - Congratulation

The first lesson I evaluated was a writing class, which was conducted in a computer laboratory for a double (80 minutes) session. Originally the lessons were planned for the students to work in pairs, however, when the class started, the students requested to work in pairs or threes as the computer laboratory was arranged in rows of threes (see Picture 1, page 110). The students composed a congratulation card directly on the computers. The students had until the end of the lesson to complete the task. The focus of this lesson was on socializing skills as identified in the syllabus. The intended learning area was writing: A14 – Produce simple coherent non-chronological writing: greeting cards. The intended grammar lesson was the language form and function: To congratulate someone. The aim of this lesson was to teach grammar and writing simultaneously.

8.3.1 Stage 1

In this class during S1 the teacher greeted the students. The teacher was using English as the primary language of instruction.

Extract 1

- 001 Ss: Good morning Cik M
002 T: Good morning class. Please take your seat girls. I'm going to start the lesson now.

The teacher responded to the greeting and continued with the instructions. In line C001, the teacher gets the class' attention by directing the students to settle down as the lesson was about to start. This was the first language instruction and performs the function of managing the class. The opening salutation is usually structured to focus the students' attention, and no reply is expected from them. There was no verbal response from the students but they obeyed the teacher as they made themselves ready for the lesson; they sat down and kept quiet while waiting for further instructions from the teacher. At early this stage the teacher's instructions

provide students with information that signals the beginning of a lesson. The teacher's use of language increases her authority within the teacher-student relationship, as she takes the dominant role at the beginning of the lesson. It is clear that the teacher expects the students to follow her instructions.

8.3.2 Stage 2

During this stage, the teacher was trying to establish the curriculum goal for the whole lesson. This is what Christie (2002) identified as "Curriculum Orientation" (p. 131). The teacher started to engage the students using questions and answers. Here the teacher tried to get all the students involved with the topic by getting the students' attention. She was trying to frame the students' thinking which then led to engagement with the topic she needed to teach, through involving the students in social interaction. Students were free to respond without waiting for the teacher to call their names.

Extract 2

- C001 T: Welcome back girls. How was your holiday?
 C002 Ss: haa.. not enough teacher.
 C003 Ss: We want more
 C004 Ss: Ya teacher too short } A
 C005 T: Really? I need more too.. but anyway...ok, what did you do during the holidays.
 C006 Ss: Nothing... stayed at home
 C007 Ss: I went to my grandparents' house
 C008 Ss: I balik kampung to see my grandparents } B
 C009 T: Good... what else did you do?
 C010 Ss: I ate a lot teacher
 C011 T: Why?
 C012 Ss: There were a lot of weddings
 C013 Ss: Yes teacher **kenduri kawin** every week. See teacher I gained weight (pointing to her tummy. The class laughed)

After the class had settled down, the teacher started her lesson by asking the students to revisit a past event in their experiences (C001). Since this was the first day of school after two weeks school holidays, the past invoked by the teacher was how the students had spent their time during the school holidays. The purpose of the teacher asking about past events was to get students' feedback about their

experiences during the holidays and to make them speak about this before continuing on with the main topic of the lesson. Throughout Stage 2 the teacher used open-ended questions to invite students to participate in the discussion. The discussion was informal and gave the students the opportunity to use the language verbally.

From the beginning of the lesson the teacher took the initiative to have the students use English. The learning situation created by the teacher opened opportunities for students to use the English language in a wider context. In addition, the principle of social constructivism suggests that learning develops through social interaction and according to Brown (1987), learning happens in an active situations. In this study, the teacher encouraged students to participate in social interaction by questioning them and having “no turn taking” approach in answering the questions. The situation directed the teacher to regulate participation in the discussion. Furthermore, the students were able to participate in social interaction and at the same time they had an opportunity to construct their understanding of the subject in an authentic and non-structured situation.

Open discussion with the teacher was usually undertaken at the beginning of most lessons. The students were able to express themselves freely, they were excited by the activity and they interacted simultaneously (see sections A and B highlighted in Extract 2, above). The teacher captured the students’ interest when she involved herself personally in the discussion of past events (C005). She then directed her students to the intended learning area. This allowed the students to think about past events in order to respond to the questions and to prepare themselves for the activity planned.

The teacher encouraged students to speak by giving them freedom to participate in the discussion without any restrictions. However, when she did not receive the answer she required (until line C012), she repeated the questions (C009) before a student gave an indication of the answer the teacher wanted (C010). The word “ate”

gave her the chance to proceed with questions that led to the topic of the lesson. The teacher showed her interest in the student's answers by asking for clarification (C011). However, whilst that particular student did not answer the question, other students who had a similar experiences during the holidays responded (C012 – C013).

Code-switching is noticeable during the discussions, in both whole class discussion and group discussion. Code-switching can take the role of “micro-function inside the classroom for effective classroom management and content transmission.” (Canagarajah, 1995, p.189) or to “(a) fill a linguistic/conceptual gap or (b) for other multiple communicative purpose” (Gysels, 1992 cited in Duran, 1994). For this class, code-switching is practiced more to achieve content transmission from students to the whole class, and from student to student during small group discussions. The lack of English vocabulary may be the reason for code-switching in this group. However, using code-switching, a lack of vocabulary does not discourage the students participation in the class. Two students responded to the teacher's question; Ss in line C012 gave the answer in English language whereas Ss in line C008 and C013 code-switched and used Bahasa Malaysia (*balik kampung* and *kenduri kawin*). These students intention was to fill up the linguistic gap for the purpose of communication. However, this student (line C013) shows her understanding of the word when she responds, “Yes teacher” as she pointed to her stomach to indicate the effect of the experience she had. She was motivated and tried to communicate in English although having difficulty and she code switched for the purpose of filling the linguistic gap in the conversation.

The teacher, on the other hand, did not correct the students or give further explanation of the vocabulary because the answers and the reactions given by the student (S013) showed that they understood the meaning and might have had the same experience as other students. T1 believed that if mistakes made by students during the discussion or presentation were pointed out or corrected every time to students directly and immediately, the interruption may lower the students' self-

esteem and thus influence their self-confidence in interacting and because of this may lower students learning opportunities. T1 was of the opinion that feeling confident about him/herself when interacting in English is essential for the students to participate actively in class. Both teachers regarded uninhibited communication or interaction as an important way to learn the English language.

Extract 3

- C014 T: Hmm... weddings.. did you go to Cik Marniza's wedding. She just got married, now is no more Cik but Puan Marniza
C015 S: Yeah Pn Marniza (giggle)
C016 Ss: No teacher.. too far, did you go?
C017 T: Yes, I did. And she was beautiful. **Ok what do you say when someone get married?**

In line C014, the teacher directed the students towards the main topic by giving an example of a teacher who was just married during the school holidays. In this sentence further information was included. The teacher felt it was important for her to inform the students that there was a change in title for women after marriage. The female title changes from "*Cik*" that is "Miss" to "*Puan*" that is "Mrs". There was no further explanation from the teacher regarding the word as she assumed that the students understood the change of title when the students giggled and repeated what she said. The conversation continued and the aim of the discussion was directed towards narrowing a broad topic to the aim of the lesson, although the discussion did veer off topic in lines C016-C017. However, the teacher brought the conversation back to the goal of the lesson (C017), and she did not discuss the other teacher's wedding any further. She shifted the topic as she directed the students' attention to the main focus of the lesson:(C017) "... Ok, what do you say when someone get married?" The move from one topic to another happens when the teacher starts focusing the students' attention towards the intended learning outcome.

Extract 4

- C018 S: Say?
C019 T: hmm... What do we always wish if our friends get married?
- C020 S: Happy married
C021 S: Congratulations
C022 S: Congratulations on your wedding day
- A }
- C023 T: Good, we say congratulations to them, right? Ok how do we wish them?
C024 (The class were quiet)
C025 T: What do we say? Students do you have any idea?
C026 S: Just wish them happy wedding day and long live
C027 S: Congratulations and I hope you will have children. (The class laughed) B }
- C028 T: No, you shouldn't say that, that is wrong and not polite. There is another way to say it, can anyone give me another way of saying it?
C029 S: Teacher, why can't we say that?
C030 T: It is just not polite wishing her to have children. Ok any other way?
C031 S: Many many congratulations
C032 S: I hope you will have a happy marriage
C033 T: Ok.. good. What else?
C034 S: Teacher when are you getting married?
C035 S: Yeah teacher when? We want to come.
C036 T: Soon, don't worry I'll invite all of you. Ok now back to the lesson. What are other ways?
C037 S: I wish you to have a happy family
C038 S: *****
C039 T: Ok, there are many ways to congratulate.. good. Now I want you to make a congratulation card to congratulate your friend on her wedding day.

As mentioned earlier, the teacher got the students' attention by asking another question that led to the objective of the lesson. However, the students were confused with the teacher's question and so they did not know how to respond to it. Instead, one student responded by seeking clarification in line C018. The teacher then rephrased her question (C019) when she interpreted the student's response: "Say?". Instead of repeating her use of the word "say" the teacher changed it to "wish". At this point, the teacher's questions were heading to the learning outcome that she had planned. Examples of this change in direction can be seen in lines C019, C023, C025 and C028 before she proceeded to the task in line C039.

From line C019 to line C039, the teacher was trying to test her students' understanding of the topic instead of teaching them the language form and

function: "To wish someone". This process was undertaken by continuously asking students related questions to the topic. The students' understanding was then tested again when the teacher asked for clarification from the students. Significant examples can be seen in line C028, C030 and C033, when the teacher repeatedly asked the students to give different ways to wish and to convey congratulations.

The teacher scaffolded the students' leaning by involving students with the discussions. Questions from the teacher such as, "...do you have any idea"(C025) and "What else?"(C033) show that the discussion is open to unlimited answers, in which no answers were considered right or wrong, as long as the students participated in the discussion. The way the teacher was asking questions gave the students opportunities to participate in English language.

As I observed the students' activities, I found that the students were relaxed because they were able to laugh at their friend's answer (line C027). Furthermore, the students could make jokes with the teacher; for example, when one student teased the teacher in line C034 followed by other student in line C035, the teacher took it positively. The students were also given space to ask the teacher questions and seek clarification concerning the teacher's answer in line C029. The students showed their disagreement and wanted clarification about the teacher's response to the answer given by a student (C028). The answer given by the student was considered inappropriate by the teacher, however the students challenged the teacher about the reasons for her negative response to their suggestion. This situation gave the students the opportunity to use the target language interrogatively. The teacher responded but later she brought the discussion to an end.

Throughout the discussion, the teacher remained in control of the situation, for example when the discussion was beginning to move away from the main topic the teacher pulled the students' attention back to the topic immediately by saying "Ok, now back to the lesson."(C036). Furthermore, some aspects of moral values were inserted indirectly during the discussion, as in line C028 and C030.

Extract 5

C039 T: Ok, there are many ways to congratulate... good. Now I want you to make a congratulation card to congratulate your friend on her wedding day.

Extract 6

C040 S: teacher we are still young, we don't have friend to get married

C041 T: you just imagine, or your cousin. I want you to do using Microsoft Publisher.

C042 S: Can we search Internet?

C043 T: Why?

C044 S: To download pictures

C045 T: For pictures ok but don't copy

C046 S: yes...

C047 T: Please do it in pairs

C048 S: But teacher can we do in threes, because we are sitting in three please

C049 T: Alright, girls those who want to do in pairs you can and in threes also can. But I want only one card from the group. You do it together not individual, understand?

The opening discussion on the language function and content of the card was brought to an end when the teacher acknowledged the students' understanding of the topic (C039) by assuming that they had understood different ways to greet. The teacher's acknowledgement was followed by her elaboration of the main objective of the lesson. She gives the students an opportunity to be creative and responsible for their work, using the phrase "... there are many ways to congratulate...". This statement gives students a chance to do work independently but within the framework of the syllabus and remain focussed on the intended learning outcome. The teacher still has the authority, although it is important to acknowledge that this is a silent power.

The teacher's statement also acted as a direction for students (in line C039), but it was not taken seriously by the students in the beginning (C040). The teacher took it as a challenge to her teaching and instruction and she controlled the situation by changing the task into an imaginative situation that the students had to create. There was no further class discussion about the task. The conversation that was going on after that shows the students knew the function of using computers in their work. This also indicates that downloading pictures and getting information from the Internet had been done before in other activities, because there was no teaching or

explanation from the teacher on the technical aspects of computer use. The students asked permission to search the Internet and to download pictures even though the teacher wanted them to use Microsoft Publisher (C041). There were teacher-student negotiations from line C042 to line C049. The student was expected to give reasons for her intended action so the teacher could evaluate the request before she could make a decision (C045). Even though the decision was made, it was made with some conditions that students were expected to follow (C045).

During this stage (S2), the teacher is in control of the spoken interaction. She leads the discussion, calls for contributions from the whole class as well as from individuals. The discussion focussed on the topic of the lesson and therewith the intended learning area, which constructs learning opportunities for the students. The teacher allowed the students to negotiate the task but she controlled and led the discussion. She set a boundary for the subject to be discussed by the students for the following activity. The following activities usually took the form of small group discussion. The negotiation in S2 is done in an open, full class discussion. In other words, the teacher gave the students the opportunity to participate in the discussion freely because the students were expected to participate in the discussion activity in order to understand the main idea of the lesson and the task requirements. The teacher also used this stage of the lesson to give information and provide a framework to the students for use in the next stage of the activity.

The sequence of interactions above shows that the teacher interacts socially with the students and opens up opportunities for the students to learn English. From a social constructivist perspective, students learn through social interactions. Learning is scaffolded through the interactions. The teacher triggers the students' thinking by asking questions openly to the whole class and opens the responses to discussion. However, the participation is limited to talkative and more proficient students. As I have observed, if the students are talkative it does not necessarily mean they are more proficient in English. Indeed, the less proficient students code switched when

they found it difficult to express themselves in English but wanted to participate in the discussion.

Throughout Stage 2 the conversation is casual as the students did not use scripts to define what they meant while involved in discussion activities. This type of conversation is considered authentic (van Lier, 1997). In the discussion, each of the students had the intention of communicating. Most of them used the opportunity opened by the discussion to contribute and share their ideas. It is important that each member of the class group understands the others' intention to communicate and that they all communicate according to their intention to complete the task. The students were trying to get the teacher's attention when participating in the discussion, and they felt satisfied. This was apparent from the students' facial expressions when the teacher acknowledged their answers.

8.3.3 Stage 3

Stage 3 is the Group Work stage of the lesson. The students were assigned to continue their discussion in a small group and later to present the outcome of the discussion to the class. Because the teacher had given the students permission to do their work either in twos or in threes, the students selected their group members and most students chose friends sitting next to them to be in their groups. The section below examines the students' spoken interaction in-group and their use of computers. The students' aim was to complete the task by the end of the lesson. The example discussed in this section was taken from one group that worked in a group of three.

The students became involved in talking about the task immediately after the separation into groups following the teacher's instructions. In general, before the group discussion went any further, there is usually one student who acts as a group leader. This leader leads the discussion, but decisions concerning the task were

made as a group. The role of the leader was flexible and it depended on the type of work the group had to handle. For example, if a student was leading the group during a computer task, she had to be good with computers and if language was concerned the person who was good at the target language would lead the work.

8.3.3.1 *The Computer Related Talk*

Extract 7

- W001 S2: Okay, what do you want to do?
W002 S1: Go to Microsoft Publisher...
W003 S3: Ya...ha... go to card...ya...
W004 S2: How do we want our card to be?

The task negotiation started from the beginning. Students were anxious to start with the task and to complete it within the time frame. They worked hard to complete their cards before the class ended. In the group I observed, S2 was controlling the keyboard because they were using her computer. She opened the discussion by directly bringing the others to the main aim of the task (W001, W003). She felt that she had responsibility for the group and needed to know the next step as she was at the keyboard. The group members did not select a leader in this group, but it seemed that the person who was handling the computer automatically lead the group. This situation was also observed in other groups and other activities. However, as the discussion went on the group leader changed when they discussed the content of the card. They took turns to take charge of the situations and the turns were based on the students' computer or English skills.

Although the teacher gave students the freedom to work independently, the students were still restricted by the boundaries of the task set by the teacher. Students had to follow the teacher's instructions from the start to the end of lesson. For example, for the purpose of the task, the teacher asked the students to use Microsoft Publisher software application to make a card. Students had to follow the teacher's instructions because she monitored their work of all times. The teacher did

mention in the interviews that she wanted the students to give her the kind of work she had planned when drawing up her lesson. However, she did not interfere with the students' work while they were doing the task. She only gave assistance to the students when they needed her help.

Extract 8

- W005 S1: No... **go more**... that one?
W006 S3: Okay... there are many... **go more**..
W007 S1: Click the first one again...ha... this one...
W008 S3: Wait...go one by one, see all first...
W009 S2: This one not bad... (*the third picture*)
W010 S1: Yea...hmm...but **go more**.. (*the students went from one picture to another*)
W011 S3: No...I think that one is better.. (*pointing to the picture*)
W012 S2: This one ... (*she click the third one*)
W013 S3: No...after that...(*click the fourth picture*) no lah... not that nice...
W014 S1: Ya...too flowery
W015 S2: aaa... messy...we want something simple...

The discussion that was going on in the first part of the group work (Extract 8) focussed on the technical layout of the card, the students were very interested in getting the appearance of their card complete. The utterances used in the interactions were simple and directed at what they wanted to accomplish for their work. For example S1, always wanted to explore more images in the program before making a decision. When she said “..go more” the group members understood that there was no agreement yet on the layout and further exploration of the layout pattern was needed. Finally S2 (W015) selected the defining criteria for the card image so the group could make a decision. The pronoun “we” implied that the decision for the criteria of the card were considered general, made not by one student but was agreed by all. Eventually, they came to the conclusion that they wanted a simple card but had not found a suitable layout yet.

Extract 9

- W033 S2: Sure...Okay...where do we want to go...
W034 S3: Go to Microsoft Publisher first ... get the pictures for the card...
W035 S1: Yea...if not good, then we search internet...don't waste time

The students had some choice of software to use. When they knew that they come to the conclusion that they could not find a suitable image for their card using Microsoft Publisher, S1 (W035) suggested another alternative. However, she reminded her group about the time. The group managed their time and prioritised their work. For example, when trying to find a suitable layout took up more time than expected, S1 noted the amount time they had left to complete the rest of the task “..yea.. if not good, then we search Internet...don’t waste time.” (W035) She realized that searching for information using Internet would take time and that was perhaps better used in other areas of the task. Also, the computer with which the group was working was not networked.

Besides learning time management, the students also learned computer skills from fellow group members while working with computer, for example in Extract 11:

Extract 10

W021 S3: This one...no...take your cursor to here...aaa...see...

....
....

W036 S2: Dila...how do you put this here? (*Using the cursor to point at what she meant.*)
W037 S3: Like this...(*Using the cursor to show the student.*) Go to here...click...no press the mouse, the left button...don’t let it go...haa...like this... then drag ...like this..

Extract 11

C044 S: to download pictures

...
...

C051 S: Can we **open** all computers?

C052 T: Yes you can **switch on** all computers but work as a group.

Extract 12

W019 S1: haa... I think we **switch on** all the computers first ... do the...find the pictures then we choose the best..

S3 gave instructions to S2 on how to copy a picture by dragging (Extract 10). Students used different discourses whilst carrying out the task. In Extracts 10, 11 and 12, the students' interactions were directly connected to using computers. Computer terminology, such as download, and cursor, were used and learned by the students. Furthermore, during the interaction the teacher corrected the students' choice of words, which meant they managed to use the word correctly later in the activity. For example in line C051 the word "open" was corrected to "switch on" and the student used it later correctly in line W019 during their group discussion. The teacher indirectly corrected the students' mistakes, as students were not directly and openly corrected during spoken interactions.

Extract 13

- W050 S2: Look at mine...what do you think?
W051 S1: not bad...but...eerr
W052 S3: this one...(*showed hers*)
W053 S1: Yea... OK too...aaa...all are nice...
W054 S2: Hey... choose one...this is nice but too flowery...this is ...eerr..
W055 S3: and crowded...and this?
W056 S2: This is ... like ...looks lively and simple ...
W057 S3: Lively?
W058 S1: But ... ok...we take this one...never mind...
W059 S2: Good...then lets think of what to say...

In extract 13 the students continued to search for a suitable layout for the card. The students negotiated which layout to use for the card. At this point, the students' use of language was more focused on expressing the different of choices of images for the layout. Besides finding suitable layout for the card, students had the opportunity to judge and express disagreement for the quality of their friends' layout ideas using the in English language.

It is interesting to note that the amount of questioning in students' discussion was greater than the amount of answering the questions. One possible reason for this was that the students understood each other and they assumed that an immediate answer to the questions was not important. I observed that sometimes the students

answered questions through non-verbal behaviour, such as pointing to the screen or by nodding their head.

8.3.3.2 *Task-related Talk*

After this point, the spoken interactions were mainly focused on the content of writing the message for the card. The students negotiated on different aspects of the composition process including the name of person to whom the card was addressed, the wording of the message, correct sentence structures and phrases, the typeset and many other aspects pertaining to the completion of the card. The students were able to respond to the disagreements in the group and to give the appropriate explanations to emphasise their points or positions (Extract 14). In other words, students were able to voice and defend their opinions through explanation using English.

Extract 14

- W066 S1: right! Then...who do we want to write to? Friend...cousin...sister..or.. (*she was interrupted by S3*)
W067 S3: Why don't we use cousin, I don't think any of us are getting married now, ha..ha..ha..
W068 S2: OK, right.. ya...don't use friend...we use cousin. So how do we start? Find a name first..
W069 S3: What about Izat?
W070 S1: OK, Dear Izat..
W071 S2: No... I want Faisal ...
W072 S3: why?
W073 S2: cos...he is our handsome science teacher...(laughed)
W074 S1: Wow! Ya... why not?
(the rest agreed) (The student typed Dear Faisal,)

The conversation in Extract 14 was casual. The students used argumentative and defensive expressions in their interactions to justify their points, and this made the discussion flow. The informal discussion made the environment more lively and comfortable, as the students were able to make jokes and to laugh at their friends' ideas or opinions (W073 S2).

Extract 15

- W098 S1: er.. we wish...err you like...
W099 S3: we hope you enjoy....
W100 S1: no, I think... we wish you..
W101 S2: ya... I wish you enjoy
W102 S3: I wish you enjoy, wait put will there will enjoy... ha..ok
W103 S1: Enjoy what?... enjoy your new family ...
W104 S3: wait, put something else there..
W105 S2: make it more nicer and ...
W106 S3: like...er.. your life
W107 S2: ok, put your life... what ha..?
W108 S1: wonderful...
W109 S3: no, not wonderful...something else..
W110 S2: ha... how about enjoy your new life with your wife...

While discussing the content of the card, one student was in charge of typing the text. The typing was continuously done as the group members discussed and dictated the content. From Extract 15, we are able to see that students constructed the composition jointly. The students scaffolded each other's talk and ideas as well as helping each other with English language expressions. This collaborative process was done throughout the composition of the card. The group members helped each other not only with the English language but also to understand the meaning of marriage and family (Extract 16).

Extract 16

- W111 S3: ok, but not with your wife only,
W112 S1: What do you mean?
W113 S2: ya, because his life is not with his wife, but with other family...
W114 S3: when you got married, you have a new family,...

The contribution of ideas is undertaken in an informal capacity (W113 S2, W113 S3). The students in Extract 16 explained that they discussed the concept of "marriage" in this group because the information was not discussed in the class by the teacher. This kind of peer contribution is considered valuable for the students because they were able to understand the nature of cultural realities of marriage on their own. Furthermore, by showing their ability to share information with group

members, the students also demonstrated their ability to work independently in their group using English language in their conversation.

In the following extract, the interaction is relatively informal but still closely related to the task. In some parts of the discussion, students performed self-correction. Student 2 (W020) corrected her own mistake. They code-switched when they lacked vocabulary but still wanted to participate in the discussion.

Extract 17

W020 S2: *Macam mana?* ...How?
W021 S3: This one...no...take your cursor to here...aaa...see...

Self-correction demonstrates that the student knew the English word but a possible reason for the code-switching was that the group understood Bahasa Malaysia, and she used the Malay term automatically. However, the group members paid less attention to her words and continued helping her with the problem at hand.

Extract 18

W085 S3: How to say ..*hari perkahwinan* in English
W086 S1: on your wedding day..

In Extract 18, the students translated difficult or unfamiliar words or terms from Bahasa Malaysia to English. I observed that students used their peers as a source for correct vocabulary instead of searching for the words in the dictionary. The teacher's help was secondary in this situation; one student said that she would only turn to the teacher for help if her friends could not assist her. It appears that a peer's help was more convenient for most students.

Extract 19

W141 T: Add few sentences... why do you write U instead of y o u?
W142 S2: *Tak pe lah* teacher..(never mind)..just our style..
W143 T: Don't do that in your exams... remember?

Students also code-switched with the teacher. However, the teacher did not react negatively towards the code-switched done by the students. She simply ignored the student's use of Bahasa Malaysia and no correction was offered to provide right words or phrases. In her interview, the teacher explained her belief that the students would build up their self-confidence in speaking in English if she allowed code-switching in her class.

The text below is the end product of the task (see the card in the Appendix 3). Students printed the end product of the task before submitting it to the teacher for assessment.

*Dear cousin Faisal,
We would like to congratulate U for your wedding!!
We hope U will enjoy your life with your new family.
Be a responsible husband and a family leader.
Forget us not. Hope U will live happily ever after!!!*

In terms of activities and languages used in group discussions, I found that Stage 3 provided students with an active talking environment, compared with Stage 2. Students used this opportunity to use English language through out the activity.

In general, the nature of peer interaction exemplified here shows the way in which students organized the process of composing a card using computers in groups. The main discussion was the negotiation about a layout for the card, the content and the technical features of the writing while composing a card were less contentious. The students collaborated to find solutions to the problems posed by the task, and they showed their willingness to exchange ideas and work collaboratively for the purpose of the task using the English language.

8.3.4 Stage 4

This stage concludes the lesson.

Extract 20

- W179 T: OK class...please be quick...you have about 15 more minutes...when you have finish, please print and save it in you file... write your name ...
- W180 SS: teacher...not enough time ... can we do at home?
- W181 T: no, finish it now... and print...

At this stage of the lesson, especially when the activity related to group work, the teacher always reminded the students of the time and the need to complete their work. The interactions between the teacher and the students were obviously focussed on negotiating outstanding aspects of the students' work. Since the time allocated for the task was very limited, there were some groups that had not completed their work and needed more time. These groups began negotiating in order to get more time in which to complete their task. As discussed above, the teacher always made the final decisions although the students were able to negotiate certain conditions. The students sometimes had no choice but to follow the teacher's directions. There were times when the teacher had to deal with specific computers, particularly when a computer was not working well. In these situations she had to come up with another alternative for the students to complete the task (W207 T) if completing the task in-class was not possible.

Extract 21

- W203 S3: not working... nothing came out... try again..
- W204 S3: no... teacher...the printer.. not working...
- W205 T: Save it in your file first... hah...
- W206 S3: nothing teacher...
- W207 T: wait then try again... if not print in the class and give me tomorrow...
- W208 S3: teacher it's working...
- W209 T: good...one at a time...you'll jam the printer...Ok class, it is time to go.

The interactions at the end of the class were informal; indeed most interactions in this class were informal. Evidence of this informality can be seen clearly in Extract 21. The students use short lexical to get their meaning across. The students' sentences are simple and concise, but comprehensible enough for listeners to understand. The communication focussed on the technical elements of the end product, for example, the problem they were having with the printer. There was only one printer in the computer laboratory and as many students were printing their work at the same time this caused printing to be significantly slower than usual. The class ended after the students submitted their final product of the task or made other arrangements (W207T).

8.4 Lesson 2

The news reporter

The second lesson that I evaluated was on the topic "Vehicle". For this topic the students did a role-play of a news report reporting on an accident. The focus of the activity was to produce a dialogue that was to be acted out in groups. The students knew each other very well at this stage, as they were grouped together early in the year and stayed in these groups until the end of the school year. The main objective of the activity was communication through group discussion and role-play.

In order to do this role-play, the students had to divide the role of broadcasters and eyewitnesses amongst themselves. They had to act out an accident scene. This lesson was conducted in the classroom for a double period (80 minutes). As usual this lesson started with the teacher's instructions. She explained the type of task she wanted the students to perform. For this lesson the teacher used *PowerPoint* as her teaching aid to give instructions to the students for the tasks. Usually the teacher writes the instructions in the form of short notes on the *PowerPoint*.

8.4.1 Stage 1

The teacher started the lesson by getting the students' attention. She interacted with the students by greeting them and later directing them to take their seats.

Extract 22

- 2C002T: Shhh... are you ready... girls...now.. Excuse me what are you doing?
Girls what are you doing? Any problem? I want you... to sit in your group and I want you to write dialogue for me between two people, which is the reporter at the scene and the other one is the newscaster in the studio. OK can you imagine that?
- 2C003T: OK, the report is about accident. It can be any accident, it can be a car accident, lorry ...
- 2C004T: Hopefully it is a true story. But I don't mine if you create one, but try to make it like a true story. I want you be in the group and discuss in your group. Imagine you are the reporter at the scene and report what's happening at the scene. Later you act it out, and your presentation is about 3 to 5 minutes.

In Extract 22, the teacher showed that she was serious about starting her lesson (2C002). Her seriousness to start the lesson is obvious when she repeatedly asks her students to settle down using questions. She expected no answers from the students. At that time the students were not settled yet, because they had just came back from the physical education class and therefore needed a longer time to settle down. The teacher gave instructions for the task while the students were taking their places. However, the teacher had to repeat her instructions after the students had settled down.

The aim of the activity was mentioned immediately "I want you to write a dialogue....". There was no teaching at this point as the teacher continued giving instructions to the students by listing out her expectations of the students' final work. The teacher expected her students to discuss in their groups, to write "a true story", to "Imagine", and to perform the presentation for "3 to 5 minutes". The students were to complete their work based on the teacher's expectations and in

accordance with the aim of the lesson. Later in the activity, I observed that the students referred to the newspapers and news from the Internet to get “the real story” information that the teacher wanted. Obviously, the time for the activity was restricted and controlled by the teacher as the teacher allocated only 20 minutes for the discussion.

The instruction part of the lesson was only one-way communication, the teacher talked and the students listened. The students were not expected to give any responses to the teacher, as the teacher wanted to focus the students’ attention on the lesson and the task.

8.4.2 Stage 2

Stage 2 is the open discussion stage of the lesson. The students were given the opportunity to participate freely using the language during this Stage. However, the teacher controlled the classroom interactions through the questions she raised that led to students achieving a specific goal that she wanted to accomplish. According to Edwards and Westgate (1994) the activities in Stage 2 are the precondition for the teachers to reach their teaching and educational objective.

Talking about the task

Extract 23

- 2C005 S: The newscaster should it be like international or local one?
2C006 T: Malay one, Malaysian.
2C007 S: Can we talk something like war or some like that?
2C008 T: Accident... (excitedly said to make it clear to the student)
2C009 S: Do we have the camera man and the other teacher?
2C010 T: No you don't have to give me the camera man...or the people along the scene... no I don't want that.
2C011 S: Eye witness..?
2C012 T: ohh.. you want to interview the eyewitness.. ok..if you want eyewitness no problem
2C013 S: Teacher.. can we make the scene overseas?

- 2C014 T: Overseas..? hmmm Noo.. Malaysia... we have to have arr...patriotism.
So..
it should be in Malaysia.
2C015 S: Where teacher?
2C016 T: We have a lot of interesting places. OK... it can be anything.. you can
discuss in your group.. OK I want you to start now.

In this interaction (Extract 24), there was no turn taking. Any student could ask and answer questions. The interactions basically focused on the layout of the presentation. For example the students wanted clarification from the teacher regarding the task before the teacher could give full explanation of the topic to the students, as it is obvious in Extract 23. The teacher, however, did not stop the students from asking for further explanation regarding the task. She responded to the students' questions one by one. The teacher gave the students the opportunity to speak in English freely within the context of the task. While the spoken language used by the students was not correctly structured, it was centered on the topic. Much of the interaction was negotiating and asking for clarification of the task. The students used the English language throughout the interactions. In Extract 24, the students clearly show their understanding of the situation and the task that they had to do. This is especially seen when they mentioned the type of people's roles involved such as "the newscaster", "the camera man", and "eyewitness". At this point the teacher had not talked about the characters mentioned by the students. Furthermore, the type of questions asked by the students also showed that they were interested in the idea in general and in performing the tasks (for example in line 2C005, 2C007, 2C009).

Extract 24

- 2C017 T: Ok, how are you going to write the dialogue?..
2C018 S: How ha? Dia kena formal. Mesti ada greeting.
2C019 T: Yes, you should be formal. Your language should be clear and easy to
understand.

Discussion about the task continued, but not about the detailed aspects of the task-dialogue. The teacher only gave a limited description of the dialogue / language format for this task (Extract 25) and the teacher expected the students to

understand and to do the task on their own. Most of the discussion was in English but there were instances of code-switching. This code-switching was not seen as a mistake that needed to be corrected by the teacher. As mentioned in the interviews the teacher ignored the students' code-switching because she wanted to build up the students' confidence in spoken communication. She also wanted the students to participate in the class and express themselves freely. One student (2C018) wanted to participate in the discussion and tried to use English, however she had difficulty in communicating using full English sentences. The teacher acknowledged the student's attempt to communicate in the target language by replying to her in English (2C019).

Extract 25

- 2C033 T: OK anymore questions?
2C034 S: Can we make similar changes? No, any changes?
2C035 T: Can, no problem..
2C036 S: Even if we write it in our composition book? Can we make changes?
2C037 T: Yes.
2C038 Ss: (clapping)
2C039 T: OK... I just want to give you big idea(she turns to the TV cum LCD)
OK can you see this?
2C040 S: Yes..

The interactions examined so far clearly show that there were no specific students who were asked questions, and there was no turn taking when they responded to the teacher's questions. The teacher's role at this point was to give explanations and lay out her expectations of the students' work. I noticed that the learning environment was not formal, as the students had the freedom to ask questions without putting up their hands or waiting for the teacher to call their names. Informal spoken interactions continued during the open discussion without any turn taking, and at times the students responded to the teacher's questions spontaneously. This kind of atmosphere continued throughout the lesson. In general, the discussion or spoken interactions involved different aspects of the task, such as the layout of the task (2C005, 2C007, 2C009), the time to submit it (2C020 : S: *Teacher, when to hand in?*), in what form to submit the task (2C034, 2C036) and the

format required (2C018). This type of interaction continued until the teacher stopped the discussion and put the class into small groups to continue the task discussion. I noticed that the students were curious to understand all the features of the end product, as their questions demonstrated. This was probably due to the competitive nature of the presentation, in terms of presenting the best work during the oral presentation or written elements.

The teacher then brought the students' attention to the content of the dialogue (Extract 27) using *PowerPoint*. The purpose of the *PowerPoint* presentation was to give further clarification of the task.

Extract 26

- 2C041 T: Sure? OK in your dialogue you should have a lot of questions right? So your questions should be like "WH" questions, correct, you should have a lot of WHY, WHEN, HOW, WHO...
- 2C042 SP: 6 WIVES...teacher.. (interrupts the teacher)
- 2C043 T: What!? (the teacher and the class laugh) ... OK for example who are these people, where are they..., why are they (*here*)..., (*what are they*) looking at? What do you think they are looking at? (She is showing a picture of an accident.)
- 2C044 S: Teacher not clear...can't see...
(The TV screen is shaking and the picture is not clear.)
- 2C045 T: OK what is happening here, who are these people, what are they doing...
- 2C046 S: Can not see..
- 2C047 T: Can not see... OK this is an accident... car accident...OK where is this place, who are these people, what are they doing, OK can you see
- 2C048 SP: Prostitute, isn't it?
- 2C049 S: Laugh
- 2C050 T: Apa ni...Paramedic not policeman (from the picture)
- 2C051 SP: Sorry... I can't see the picture clearly.
- 2C052 T: Finally. Do your dialogue and present it in front. I will give you...
- 2C053 S: 20 minutes...

The teacher's spoken interaction in Extract 26 focused on grammatical forms (WH questions) that she wanted the students to use when completing the task. These grammatical forms were not taught formally because the teacher assumed that the students knew the functions of various language forms. Indeed, the students had

learned the WH questions in the lower forms. The teacher's question in line 2C041, "... in your dialogue you should have a lot of questions, right?" is a tag question from which the teacher expected a positive answer from the students. She did not really expect the students to answer the questions, as she immediately gave the answer to her own question. However, the teacher's explanation was interrupted. One student interrupted the teacher's explanation in line 2C042 by making a joke "6 Wives" in which a connotation is used by the student to indicate her awareness of the six different types of WH questions (what, when, where, which, how and who). The use of connotation clearly indicated the students' high level of understanding concerning the language functions in question. The joke made the classroom noisy however the teacher quickly regained control of the situation and continued reading the examples from the *PowerPoint* (2C043).

The teacher's intention in using an electronic presentation was to help construct the students' contextual understanding of the task, through the questions asked and her respond to the pictures on the screen (2C043, 2C045, 2C050). However the students' responses were not what she expected, as they did not give what she considered to be the correct responses (2C044, 2C046, 2C048, 2C051). The shaking screen made it difficult for the students to see the pictures and to read the notes on the screen. Most of the time students responded: "Can not see..." indicating that a technical problem limited their participation in the class. However, a student tried to answer by guessing, in line 2C048, but the teacher was not satisfied with the answer and after getting the same answers from other students she stopped prompting the students with questions (line 2C052), and she resumed by saying "Finally" to conclude her explanation. The students were not surprised when the teacher wanted to mention the time allocated for the task (2C053). As it seemed that it was a standard time given by the teacher for the students to complete group work tasks. There was no negotiation on the time.

Two-way interaction was very limited during the teacher's *PowerPoint* presentation. Due to technical problems, the students could not answer most of the questions

asked. Thus making what was supposed to be a discussion a predominately one-way interaction. The teacher had no choice but to skip the question and answer section and immediately instruct the students to work in groups.

8.4.3 Stage 3

2C054 T: 20 minutes.. OK, class...now I want you to work in groups...() I want you to work this in groups. OK? And group leaders come in front. (all the group leaders go to the teacher's table to collect "mahjong" paper and maker pen.) You can do what ever you want from the paper.

In Stage 3, the intended two-way spoken interaction of Stage 2 ended when the teacher gave instructions to the students to start their work (2C054). The students went to their groups following further instructions from the teacher.

8.4.4 Group Work Discussion

The students carried on the activity in groups. The teacher, as usual, gave the students 20 minutes to do group discussion and to write a dialogue for their role-play. It seemed that the allocation of time was standard for group activities in this class as is evident by the students' reactions when they repeated the teacher's exact words (line 2C053). During the group discussion, the students worked in the same group they were assigned to early in the semester. The teacher wanted the students to work independently and to come out with a finished product within 20 minutes. The students had to perform several tasks before they could present their product. These tasks included creating a situation, making a dialogue, and acting out the situation.

I observed that most of the time students used English in the discussion, but once in a while I could hear they code-switched to Bahasa Malaysia. The students code-switched for unfamiliar words and to convey ideas or contribute to the group in ways they were unable to do in English. During the discussion, they were allowed to use the computer to search for information from the Internet, but most students

used articles from the newspaper that they brought to the class. When I asked about not using the Internet, they replied that the topic was general and they had no time to search for information from the Internet.

Although I recorded the whole group discussion of one group during the activity I could not transcribe the discussion because it took place in the classroom and there was too much background noise for the recorder to record the exact conversation in a useful way. It was difficult for me to hear the spoken interactions among the students in the group. However, I observed the flow of the discussion in my observations and the field notes I took. Because of this restriction I will only discuss the general activities in the group discussion and include some observations, and conversational transcript that was not distorted in the recording, to support the observations.

In the early stage of the discussion, one student acted as a leader who controlled the situation. The leader divided the roles amongst the group members for the dialogue (see Extract 27) The following dialogue was taken from a group that consisted of students from three races, Malay, Chinese and Indian:

Extract 27

- 2C001 S1: Why don't you be the You and you... (pointing at the 2 students sitting in front of her.)
2C002 S2: No.. no.. I want to act.. (another student who is not pointed.)
2C003 S3: Background, I draw the background
2C004 S4: no.. I want to become the newscaster.
2C004 S3: Jap! Jap!... let us list it first.. one newscaster right, the reporter, the witness.
2C005 S1: we have four of you... 2 witnesses.
2C006 S2: I want the reporter..
2C007 S1: no, you be the witness.. and she be the reporter
2C008 S2: but... ok but I want to act
2C009 S1: you be the eyewitness, a Mak Cik
2C010 S3: yes... you speak like Mak Cik, a kampung makcik
2C011 S4: you speak Malay and
2C012 S3: then the reporter needs to translate it
2C013 S2: that's going to be funny... Ok, I like it

- 2C014 S1: so you have to translate it and Mak Cik you don't understand English at all... So act blur when the reporter ask you question
2C015 S3: yup, then I will ask the question in Malay and you answer it in Malay and I report it in English
2C016 S2: how about a second eyewitness
2C017 S4: I be it... how about a doctor, a paramedic.. An Indian doctor
2C018 S1: you use an Indian dialect (all laugh) and you Malay language
2C019 S2,S3 ,S4: Good!!!!
2C020 S2: Settle You be the reporter and I be the newscaster

For example in Extract 27, we can see how a student (S1) takes control of the situation and takes on the role as the group leader. Firstly, S1 directed and divided her group members to take individual roles in the role-play (2C001, 2C007, 2C009). Secondly, she gave instructions on how to conduct the play (2C014), and finally she made the decision concerning the final content of the role-play (2C018).

Although there was negotiation (2C006, 2C008) and disagreement (2C002, 2C004) from group members S1 seemed to control the situation. She settled the disagreement by opening a discussion and giving other students opportunities to contribute their ideas (2C010, 2C011, 2C012) and later accepted these ideas (2C014, 2C018). Her actions showed that she knew what she was doing and was confident with her decision-making skills. The role played by S1 in Extract 27 illustrates the students' point made in the interviews regarding the benefit of having a group work activity. One of the benefits mentioned by the students was to train them to become leaders and build up their self-confidence as decision makers.

Generally, in the discussion, students used the English language most of the time and code-switched only occasionally. The code-switching happened because some group members were not very fluent in English but they wanted to participate and gave their opinion on the task in Bahasa Malaysia. I noticed that the code-switching also happened when the students wanted to express themselves. For example to show excitement or disagreement, they used Malay expressions. As is seen with the used of, "Alamak!" (oh, no!), "Jap!" (Wait!), and "Siap" (Finish). These expressions were used spontaneously, even though they were fluent in English. Despite this

code-switching, there was no serious communication breakdown. Whenever the students had problems expressing themselves in English, they would code switch to Malay. The flow of the communication continued until the teacher interrupted at the end of discussion time.

During the discussion, the students tried to solve their own problems regarding the language, grammar, the sentence structure and vocabulary within the group. The teacher played a lesser role in the group discussion; she came in when the group members could not solve the problems themselves. Examples of help asked by the students of teacher include (Extract 28):

Extract 28

2C066 S: Teacher, can we do this....
2C068 S: Teacher, is this right?
2C069 S: Teacher, how to close it teacher?

In Extract 28 (2C066, 2C068), the students were asking the teacher about the white paper given to them by the teacher at the beginning of the class. The teacher gave a brief explanation of the purpose of the white paper before they started the group discussion. This group was unsure of their task and asked for clarification from the teacher. Then one other student (2C069) from a different group asked the teacher about the format required for the conclusion. This was another aspect of the language involved in writing a newspaper report that was not taught in the class and that students were expected to learn by themselves. The teacher gave the explanation only to the groups that asked questions and not to the whole class. I observed that there was no interruption by the teacher during the discussion but she assisted the students when they asked for assistance. This gave the picture of independent learning that was mentioned many times by the teacher during the interview. Fundamentally, all discussion surrounding the topic given involved conversation on how to complete the task they had been assigned. The students were more interested in finishing the work and presenting it than they were in exploring the topic given by the teacher.

The discussion went on for twenty minutes, and the teacher monitored the time and frequently reminded the students about the time in order to make the students aware of time restrictions of the task and the necessity of completing their work on time. At the end of the twenty minutes given for the discussion the teacher took control of the situation:

Extract 29

- 2C073 T: Girls please, we can do only 4 presentation today. Please be quick. Class...OK.. Shhh..
- 2C074T: Time's up ladies. (*Still waiting for the class to settle down.*) Who is ready? (*Looking at the class.*) Who wants to be the first? (*still looking and waiting for any group to volunteer.*) Anybody? Girls please give me whatever you have now. Or else we don't have much time. We can have 3 to 4 presentations only today. (*nobody comes up, teacher is still waiting. Students are still doing their discussions, not looking at the teacher. Teacher looks around.*) Anybody? Anybody? Yes, thank you.
(The students clap hands)

At this stage of the discussion the purpose of the teacher controlling the class was to organize the situation for the next stage of the lesson, which was the presentation of the role-plays. The teacher had to manage the activity time so all groups could present their work. Unfortunately, the time given for the group work was not enough for the students to complete the task. The teacher had difficulty in getting volunteers to present their work, as many students were still working to complete their presentations. Because of this the students were reluctant to be the first group to present their work. The teacher had to threaten the students (line 2C074) before a group volunteered.

Overall, I see Stage 4 of this lesson as an active communicative stage in terms of students' involvement in the use of the English language in both spoken and written form. The students' active participation in this stage was considered greater when compared to their level of participation in other stages of the activity.

8.4.5 The Presentation

After the group discussion the students staged their presentations. This stage of the lesson is the presentation stage (Stage 5) where the students usually present the end product of the task performed in Stage 4. For this lesson the end product is role-play. The class managed only three presentations on the day of the lesson. The other two group presentations were done the next day. For the purpose of illustrating the content and style of the presentation I have examined one presentation in detail. The presentation was taken from the first group to perform their role-play for the class.

Extract 30

- P1001N: Good afternoon. An accident has just occurred at Kampung Pasir Berdegung in Kedah. (Students laugh). We have our live reporter Ainol on the scene. Hello. Hello Ainol, can you hear me?
- P1002R: The reporter: Is that Shiely?
- P1003N: Yes.. can you please tell us *what* is happening there?
- P1004R: well, arrr... well.. I am at ..arr... I am reporting live at Pasir Berdegung in Kedah.. Well...what's happening here is actually.. actually.. what happen is actually.. there is an accident between a car and a bicycle near a .. by the paddy field.. well actually and old man... just... **was** **hitted** by a car.. the car is drove by a young man..arr.. Ok..arr.. here is our witness..Pn Bell.. Puan can you please tell me *what* has happened?
- P1005E: *Gapo ni kamu cakap? Mak Cik dok paham.* (the class laugh because she is using a Kedah dialect; not understand English, because she is a villager.)
- P1006R: *Mak Cik boleh ceritakan apa yang terjadi tak?*
- P1007E: *Mak cik tengah kat sawah padi, Mak Cik nampak kereta laju sangat. Sedih Makcik tengok kena langgar.* (Cries) *Org tua tu lak mati kena langgar naik basikal.*
- P1008R: Can you please tell me how did it actually happen? *Macam mana ia berlaku?*
- P1009E: *Lah.. kamu tak dengar ke tadi, kena langgar. Pakcik tu bawa basikal...di langgar dari belakang*
- P1010R: Well, what Pn Bell tell me is actually the car went too fast and the old man too slow and that is what happen just now. Aah
- P1011N: So, *how's* the victim condition now?
- P1012R: So sorry I didn't hear you..
- P1013N: So, *how's* the victim condition now?
- P1014R: Well, actually he is **very injured**, he is unconscious now, **full of blood** and he is bleeding and the paramedics are trying to Arr... arr.. stop he.. stop he from being..ohh.. bleeding (trying to find the correct word) okay and there is a policeman and a few of aaa... crime investigator to investigate how does it happen and then the ... are here.. are now carrying up the old man, and the paramedics are ready to help

the victim. And then... well.. I like to make an interview with one of the paramedic here...Aar.. good morning, sir.

P1015E2: Yes

P1016R: You are..

P1017E2: I'm Dr. Karim from the hospital Pasir Berdegung.

P1018R: Tell me about the victim.

P1019E2: arr.. quite critical...but then...errr... not... err..only 20% for..err...err.. the old man to ..eerr.. survive. So it is very pity. And I think the the the young man also quite... he is okey. Nothing much.. because he is in the car.

P1020R: *How* is his life?

P1021E2: Good

P1022R: Okay, thank you very much. OK what is going to happen next is the paramedics, doctor are trying hard to help the victims and after the Because of the old man is unconscious, the paramedics are trying to make him conscious. After he is going to send the victims to the hospital Pasir Gua Putih. Ok... that's all live news from Kg. Pasir Berdegung.

P1023N: Ok thank you Ainol, that's all for now, we see you again next news... stay tune.

The end of the presentation

Extract 30 is a transcript from Group 1's presentation. Four students participated in this role-play: taking the role of the newscaster, reporter, eyewitness 1 and eyewitness 2. There was no written script for the students to read. The dialogue was structured orally during the group discussion without a full written script was produced. The students played their roles using impromptu dialogue aided by a story line that the students discussed earlier. In this situation, students had the opportunity to use the English language freely within the framework and the context set by the teacher.

Group 1 set up a scene in which a newscaster was in the studio and a reporter was at the scene reporting the accident. The newscaster opened the news by greeting the audience, and went straight to the news (P1001). The reporter near the accident scene responded to questions from the Newscaster (P1002). The reporter gave a summary of the accident before she interviewed the eyewitness.

The dialogue used two languages: Bahasa Malaysia and English. Bahasa Malaysia was used in the interview section by eyewitness 1 (P1004). In the eyewitness interview section the student playing the reporter showed her ability to translate

Bahasa Malaysia to English and to change the information she received from active statements into reporting statements (P1010). The first eyewitness was an old lady who did not understand English language. The scene acted by the students is typical of many rural areas in Malaysia where many old people do not understand the English language. By creating the context of a television news broadcast the students fulfilled the teachers imposed requirement of authenticity.

Students were also able to use the WH questions raised in the interviews. They showed their understanding of the potential application of WH questions through the dialogue they presented. For example, in lines P1004, P1011, P1013 and P1020. The students also used other language functions, such as description (P1004, P1014, P1019).

In general, I observed that most students enjoyed doing the presentation because they had control of the situation and had no interruption from the teacher. They were able to enact scenarios and to be themselves in front of the class. The teacher did not correct any language mistakes made during the presentation (P1004, P1014). Instead, she allowed students to use English freely. The impromptu dialogue gave students the opportunity to construct sentences in a different situation, which may potentially help students to use the language in an authentic environment. Students used many different accents to represent different races, because there are three main races in Malaysia and they have their own accent when speaking in English. Accent differences typically reflect cultural, regional, and ethnic differences. By using these accents in role-play, students represented the variety of dialects and cultures present in Malaysia.

8.4.6 *Concluding the lesson*

Before the class ended, the teacher gave a general and overall comment on the presentations:

Extract 31

- 2C085 T: OK people and keep what you have now... and sit down... sit down.... OK how was the presentation?
- 2C086 S: Good... very good.
- 2C087 T: You are not quite serious here. OK tell me your opinion are all the newscasters here good?
- 2C088 S: Good
- 2C089 T: How about the scene reporter?
- 2C090 S: Good.
- 2C091 T: Good and crazy. The witness?
- 2C092 S: Very crazy.
- 2C093 T: since I told you that we are in Malaysia so, we have given me a lot of scenario, a lot of accent, Malaysian English, we have MakCik, Mr Fong... we have different dialogue. So hopefully next time... next time, I want you to give me proper English. So any questions. Don't forget to give me your composition, OK. Write your dialogue in your composition book.

The teacher asked students' opinions regarding the presentations before she gave her own opinion. The students responded simply by saying "Good". This is a typical way in which Malaysian students give their opinion. It is possible that the teacher had not given them the chance to respond critically because they were running out of time. The teacher immediately gave her concluding remarks on the presentations (2C093).

From the statement in line 2C093, it is clear that the students constructed the language used in the role-play themselves. They used their own experiences one being that the English language spoken in Malaysia has many accents used by different races, but there is also a "proper English" that is used in the classroom. "Proper English" is standard formal English used in the schools. Whereas the English used by students in the presentation was informal English. The "proper English" defined by the teacher is one in which correct grammar, sentence structure and pronunciation are important. Since the class consisted of many different ethnic groups, a variety of Englishes can be identified. The use of accents in the role-play shows students recognition of this fact. In this situation, it may be seen that the student's opinion of the purpose of "proper English" is definitely only for examinations. Using "proper English" in exams is essential because it is one of the requirements for the oral test at the end of the semester. Although the syllabus and

the School-Based Oral Assessment booklet do not stress the type of English to be used in the oral exam, pronunciation is one of the assessment criteria that carries the same marks as the other components; grammar and vocabulary, fluency and rhythm.

8.5 The Summary of the Activity Chart

In general, there are five stages directed by the teacher that students went through in a complete lesson.

Stage 1: An important stage before the class starts. The students' attention is crucial and the teacher's authority is required to control the situation and to initiate the lesson.

Stage 2: S2 is the input or the instruction stage. The learning input is absorbed by students through the medium of an open discussion section of the class. The question and answer section gave students the opportunities to use English and to understand the requirements and the goal of the task. By asking questions, the teacher triggered the students' thinking and tested the students' knowledge of the topic. In fact, when the students participated in the class using English language, it increased opportunities for the students to construct their understanding of the lesson and to use English. However, the opening questions from the teacher were important in structuring the discussion, and later this understanding becomes the guide used by the students in their own group discussions (King, 2002).

Furthermore, in Stage 2, the students' knowledge was tested through question and recall interactions that forced the students to think seriously about the topic and to relate their prior knowledge in order to answer the questions. King (2002) considers this situation to represent a complex level of learning.

At the end of Stage 2, the teacher instructed the students to move to another stage of the activity after the students had built up their understanding of the task during the discussion. It was important for the teacher to test the level of students' understanding using question and answer before she proceeded to the next stage. If students lack understanding of the activity, they may have difficulty accomplishing the task. It is important that students fully understand instructions related to the task so that they do not have to ask for help from the teacher or their peers during the task.

Stage 3: This is the group discussion stage. During this stage, the students are left to work independently in their small groups in order to complete the task. Observing this stage I constructed a diagram that illustrates the type of activities and interactions taking place during the group discussion (Chart 2). The chart below summarizes the flow of activities in group work activity involving computers:

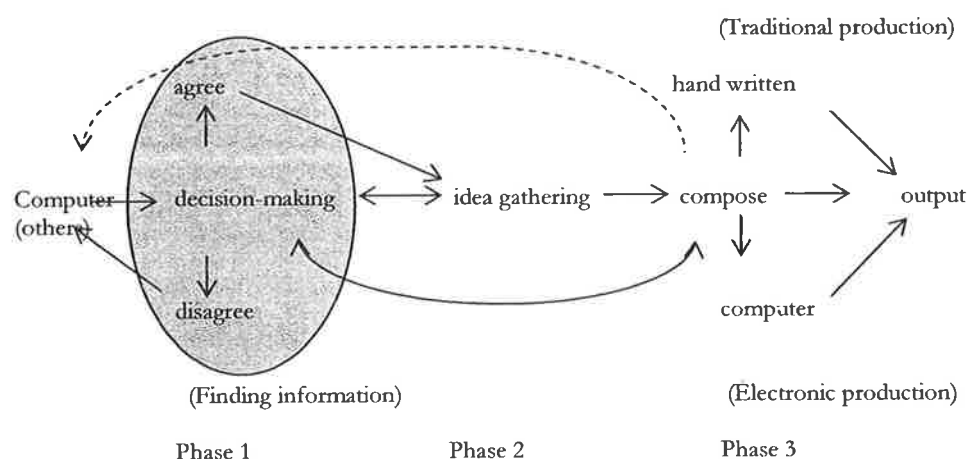


Chart 2 The flow of group work activity using computers

Chart 2 illustrates the general flow of group work activities related to computer use in group discussions. Most of the time computers were used as tools to search and download information, and for word processing. In order to clearly define the

different activities and their roles, I divided the activities into three different phases. From the three phases, Phase 1 is considered the important phase because the students make all significant decisions and establish the solutions to the problems of the task in this phase. During Phase 1, the students spoke in English when constructing their arguments and when responding to the arguments of others in their group. The discussions were usually task related.

The activities in Phase 1 are as follows:

- Discussion of the topic for the project
- Discussion of suitable texts to select from the Internet
- Discussion of the layout of the task
- Discussion of the content of the task / texts.

In Phase 1, students actively participated in the group to understand the task they had been set and to decide on a way to accomplish the task. The students were required to come up with a decision about the task, method of accomplishing the task requirements and any solutions to the problems that the task may present before they were able to proceed to the next phase. Because of the fundamental decisions made and facts established in Phase 1, the students returned to Phase 1 whenever they had problems to solve, even when they were in Phase 3.

In Phase 2, students gathered information based on the decisions made in Phase 1. The information was gathered from the Internet, other sources and also through discussions. While gathering information students jotted down directional information they discussed in Phase 1. Most of the activity taking place in Phase 2 consists of jotting down points gathered from the Internet and from discussions in order to prepare for Phase 3. In Phase 3 the students write up the information they gathered in Phase 2. When composing, the students always worked in a group. The form of the end product of the task, whether written or oral, was pre-determined by the teacher at the outset of the lesson.

In my observations, I found that students used computers as tools to search for reading texts at the beginning of the discussion, and for producing the end product of the task. Stage 3 opens opportunities for the students to use the language both orally and in written form. They participated in social activities that led to the use of English language in authentic situations. I noticed that all students in the group would try to participate in the discussion despite their limited language skills. Students helped each other with the language, and this gave the students the opportunity to learn. Some students understood the task but were unable to express this understanding using English often code-switching was used by the group to help these students to express their thoughts. The choice to code-switch allows the students to fill the linguistic gap created by poor English language skills, so the interactions will continue and the students maintained the negotiation (Gysels, 1992). As such, in this situation code-switching is considered a useful communication strategy (Corder, 1981).

Stage 4: This is the presentation stage of the lesson. The students present their work orally. The students once again control the situation because the teacher takes the role of the audience. The students' language ability and their understanding of the lesson is tested in this stage.

8.6 Discussion

Wells(1999) argues that the main purpose of accomplishing activities is to increase one's knowledge. According to Wells, the knowledge that is gained by students can be presented in the form of artifacts that are developed with purpose. In this study it is observed that students presented their knowledge in both written and oral work. The activities in which students were involved helped them to build up their knowledge in certain aspects of learning, such as English language, computer skills and interaction skills (this was confirmed by students in their interviews). In all of

these contexts the students used computers as tools to present and search for new information.

The findings from this chapter show that students constructed their understanding of the task through discussion and by bringing in their past experiences to the discussion (Pear & Crone-Todd, 2002; Reusser, 2003). These experiences were shared with other students through interaction, the exchange of information, and through arguing and compromising. The teacher framed the students understanding of the context by asking them questions and giving appropriate feedback (Veermans & Cesareni, 2005).

Furthermore, writing activities in which computers are used give students opportunities both to construct their knowledge of English and to build up their computer skills. For example, in group work activities when the students had to go through the process of finishing the task the students combined computer skills and English language skills. The knowledge was first exchanged and shared within the group and later shared with the whole class during the group presentation.

According to the constructivist position, learners construct their understanding of new material based on the knowledge they bring to the classroom from prior experiences (Brooks & Brooks, 1993). Thus in order to build up their understanding to make meaning in and of the new learning material the teacher should “give them [the students] the opportunity to reflect individually on what they already know and to communicate it with others.” (Wells, 2002, p.12). In Stage 1 of the activity cycle, examined above (see: Chart 1, Section 8.1, above), the teacher presented the task to the students by asking the students to recall their past experiences using questions.

The recalled activity initiated the students to initially think and later share their experiences and knowledge with other students. Example experiences included the wedding experiences that many students experienced during the school holidays. The information gathered in this stage helped students to build up their conceptual

the framework for the task. Some of the information or the experiences mentioned by the students may not be relevant to the topic discussed, however, the students initiative to use English language to communicate gave them opportunities to take part in an authentic situation (Egbert & Jessup, 1996; R. S. A. Samad, 1997; Wells, 1999). The learning environment created by the teacher did not develop any structured discussion, and the students were allowed to freely discuss any event related to the topic. This freedom and openness may allow students to feel at more ease during these discussions than they would in a more structured environment.

The activities in which students participated, such as debating and negotiating ideas during accomplishing the task, created opportunities for them to understand the problem on their own (Brophy, 2002; Egbert & Jessup, 1996). The students searched for information from reading resources such as the Internet, the Newspapers and the Magazines as ways for them to gather the information independently. In the activity cycle, students went through several steps before they found the solution to the task. Searching for information required students to read either individually or in groups. Whilst reading, students had to understand the content of the text before they could choose relevant points they could use for the completion of the task. Students participated actively when they felt confident in their ability to use English. The use of “standard” English language was not a problem that restricted students ability to participate in the discussion. Those who were less proficient in English used this opportunity to construct their understanding and to gain new knowledge through scaffolding (Lipscomb, Swanson, & West, 2004; Vygotsky, 1978).

Help from the teacher and more advanced peers gave students opportunities to gain better understanding of the task and topic (Pear & Crone-Todd, 2002). The data shows that giving help was practiced by students during group discussions. Students received help from more advanced students with their English language and content. Students supported each other in understanding the task through providing

clarification and justification concerning the subject as required. The teachers' help was directed to the whole class, whereas peer's help was more personal in nature.

However, in these situations there is a significant possibility that students may not realise that there is learning taking place, because they have conceptualised learning as synonymous with examinations (see: Chapter 9). When there is no structured content, such as grammar or writing being taught in the lessons, the students may assume that there is no learning. In fact, in the interview a student indicated that all she wanted to do were activities related to examinations. This attitude is exemplified when a student inquires if the lesson content would be in the examinations.

8.7 Summary

The analysis in this chapter reveals that there were many opportunities for the students to practice English in the classroom both with and without computers. Situations such as open discussions and small group discussions gave students different environments in which to use the target language. Both working with computers and without computers, I can conclude that the opportunity for the students to use the English language is based on the type of activity provided by the teacher.

The following chapter discusses the teachers' and students' attitudes towards learning English in the specific context of a computer-based learning environment.

CHAPTER 9

Teachers' And Students' Attitudes Towards English Language Teaching And Learning In A Computer-Based Learning Environment

9.0 Introduction

This chapter is divided into two parts: the teachers' attitudes and the students' attitudes towards computer-based learning situations. The first part discusses the teachers' attitudes to teaching and learning English language in general, and later discusses their attitudes towards using computers in the class. The second part of this chapter analyses the students' attitudes towards teaching and learning English in general and the second part discusses their attitudes towards computer-based activities in the class. The discussion is based on interviews and informal conversations with the teachers and the students and is supported by other data.

9.1 Teachers

This section discusses the teachers' attitudes towards the use of computers in teaching English language. Firstly, the teachers' perspectives on teaching English in general are discussed for the purpose of providing a background to their ideas of teaching and learning English. The following sections discuss the teachers' attitudes towards integrating computers into their English language lessons.

9.1.1 *Teaching English in general*

Both teachers pointed out the main objective of their teaching was to complete the syllabus and to prepare students for the examinations. An example of the reality of this objective was observed before the mid-term examinations, when the teachers and the students worked on English language literature in order to finish the syllabus before the examinations. Indeed, for two weeks the teacher and the students discussed topics that might arise in the examinations. The head of the department also stressed that it was essential for the teachers to focus on the syllabus and the examination needs when teaching. In fact, the two teachers emphasized the importance of finishing the syllabus on time and it was mentioned repeatedly throughout the interviews. Teacher one (T1) said “Number one, of course. The exam.”(T12022) when I asked about her teaching priority.

The examinations for the English paper consisted of three parts: Paper 1 (with multiple choice questions: elements of grammar and reading comprehension), Paper 2 (writing and comprehension) and Oral. According to the head of the English Department, the teachers need to complete teaching the students the intended learning areas stated in the syllabus before the assessment, because the content or the focus of the examinations follows the syllabus closely.

Both teachers also pointed out that the school’s academic goal was to maintain good examination results in all the national examinations. T2 said:

- T21021: ...we need to make sure that our classes finish the syllabus before the exam
...
we are afraid if the students cannot answer the questions, because let say you don't finish what you are suppose to teach them...
- T22007: ... I don't want to see any failure...
- T11053: The topic in the syllabus We have to follow the scheme of work...
- T12022 ...we have to maintain or upgrade the percentage of As...I will discuss the exam paper...

The need for the teachers to complete the syllabus was high. T2 said, “*we are afraid if the students cannot answer the questions.*” and “*...don't want to see any failure...*”. From the

interview, T2 feels that she holds the responsibility for the passes and failures of the students in her class. Both teachers said that they might be blamed if students did not do well in the examinations, particularly if the syllabus was not completed before the examinations. Furthermore, the students and the parents considered academic performance an essential part of the school life and would stop at little to have the students excel academically, such as send their students to a tuition centre or obtain private tuition.

T1 stressed that “to teach them towards exams” (T12013) and “to maintain or upgrade the percentage of As... so it is a challenge for the teachers...”(T12022) are her fundamental priorities when preparing the lessons. These words were used to describe the examination preparation by T1:

- | | |
|------------------------------|----------------------|
| “...sample of questions...” | – kind of activity |
| “...for the whole week...” | – the time allocated |
| “...how to locate answer...” | – the purpose |
| “...demand from students...” | – students’ needs |

For example in the writing lesson, T1 fixed the timeframe for the students to work on one composition. She expressed that working within a timeframe, particularly the exam time, would help discipline and prepare the students for the examinations. Having a tightly defined timeframe also kept her on track with the syllabus.

Both teachers referred to the communicative approach when I posed questions regarding pedagogy. On the objective of the curriculum that stresses conversation in social interaction, in general both teachers had the same viewpoint on how their students learned best. They indicated that their students learned best when they were able to use the language actively in a situation, such as in the small group discussions, open discussions and presentations. Students constructed their understanding of the subject during interactions in the activities and through the questions asked by the teachers during the in-class discussion.

T12028: Through discussion, because that is where they can interact with their friends ... so they will get more input

T121032: ...our point to argue backso they get the benefit to know more about it

T11003: ... why they like the song and why they don't like the song. So I encourage them in speaking.. communication

T1 pointed out that the guidance and encouragement of fellow students to participate in the interaction in the class activities were essential, especially for the quiet students who might need more attention. However, in reality, a quiet student may not be a less proficient student and an active student may not be a proficient student. Under certain circumstances, T1 called on the students who did not participate and asked questions directly to them individually. For students to construct their understanding from questions asked, the teacher mixed the level of difficulty of the questions depending on the students' proficiency level. In other words, modification and simplification of the questions was used encourage the students and to cater for the level of the students' proficiency and understanding of the subject.

T2 also stressed the importance of the speaking component when planning her lesson. For her, speaking is a way for her students to be proficient in English. She said "*I want them to speak because by speaking we can know whether they can really do or not.*" (T22017). Even though the learning outcome is primarily written, her teaching approach was first on speaking and then writing because she said that "*if they can speak, I would say they could write.*" (T22017).

Besides speaking, T2 also said that students learned language through reading, especially reading materials from the Internet, because reading may lead her students to learn more new vocabulary and sentence structures that were not taught in the class. Through reading, students were also able to increase their general knowledge and information in English. T2 approached reading activities by integrating them with writing activities. T2 stated that the students learned through

an interactive activity such as a group problem-solving activity when the students were required to search, to read, to understand and to pick out important points from the reading material in order to complete the task. She pointed out that the results or the new information gathered from discussions were used as guidelines for the students to write essays, and the process required students to construct their understanding not only of the content but also of the English language within the context of the subject chosen.

With regard to the teaching of grammar, the teachers reported that teaching grammar was important, as it was a part of the syllabus and examination. There is a grammar section in Paper 1 and a percentage of marks given for grammar in Paper 2 (writing). Grammar is also evaluated in the oral test. The teachers used different approaches to teaching grammar. T2 explained that she preferred to use the traditional way of teaching grammar where the teacher is the informer and the students are the receivers.

T22009: I give them grammar rules, and then I explain and I give examples... I give notes... do exercises...

T2 felt that it was essential for students to understand the basic concepts of grammar before she continued with the rest of the grammar-related activities. However, T1 had a different approach. She integrated the grammar with activities. Such as doing role-plays in order to achieve the syllabus objectives of “language forms and functions” in which her students acted out scenarios based on the language functions given by the teacher. T1 stated, “... when I do role play I will teach them the grammar ...” (T12003). She stressed that grammar should not be taught in isolation because English would be better understood if the students actively participated in it, whereas T1 preferred to have grammar lessons and teach the students in a traditional approach. She gave notes on the white board during explanation then followed with her explanations with exercises for the students to complete.

In relation to teaching and learning, T1 emphasized that the way a subject is approached and conveyed by a teacher to students can make a difference to students' learning. T1 said that it was essential for students to feel confident and have high self-esteem and be self-motivated in order to learn. According to her, learning happened when students used the language, thus it was important to build up or to increase the students' self-esteem in order for them to use the language. In order for this to happen, she was flexible in her teaching, especially with the English language used by the students. She was certain that the students' feeling of confidence would increase when they were comfortable with the situation and environment in her classroom. For example, she created a situation that was relaxed and allowed the students to code switch; no correction was done while the students were interacting and she gave her students opportunities to express their ideas and thoughts even though they did not communicate in full English sentences.

T1 said:

T11005: ...they don't want to interact and to participate, they don't know how to speak... and may be they don't have the confident...

T11007: ... I don't mind if they refer to the text or come up with their own ideas, speak Malay language also I don't mind.

Both teachers talked about their teaching approach several times. Their approaches changed depending on the intended learning outcome, but they said that it was also dependent on the students' proficiency level. For the less proficient students (usually in the lower academic class), a "spoon-feeding" approach was applied, whereas with the more proficient students, T2 preferred let them to work on their own. Generally, both teachers preferred to carry out small group discussions. Both teachers talked about group work discussions as:

- They do it together
- I do group work... they learned from there
- However, the aim is to complete the syllabus.

Furthermore, students in this school had few problems when learning and communicating in English. According to both teachers, they had fewer problems with students in this school because the students were self-motivated. The teachers said that their students learned English by reading English storybooks during their free time and speaking in English with teachers and peers.

T21003: ... we don't have that kind of problems... when they have free time, and no teaching in class you can see either they do their homework or read their story book...

9.1.2 Learner Autonomy – From the teachers' eyes

In connection with learner autonomy, the teachers claimed that students were not prepared to be autonomous. It is useful, at this point, to examine the teachers' perceptions of their role in the class. How the teachers understood their role is reflected in how they behave in the classroom.

Both teachers said one of their roles was to help and to guide the students in the classroom with their learning. The way they described the help they provided to the students can be interpreted as a controlling guide. Teachers guided the students by controlling the activities and monitoring the students all the time, especially when the activity involved group work and working with computers. T1 and T2 said:

T21005: I will choose the topic, and then it is up to them where to find it.

T21013: When I give them I will say 'I want this and make it very specific and they

...

T21014: I just cannot leave them and pick whatever they want ...I will say whether it is suitable or not

T11050: I have to monitor them because I don't want them to lose track...

Thus, it may be implied that the responsibility for guiding and helping students is controlled by the objective of the lesson that is defined in the curriculum. The way that the teachers expressed themselves showed just how serious they were in following the syllabus which had only limited opportunities for the exercise of learner

autonomy. This emphasis on adherence to the curriculum may influence the running of the activities in the class and the level of student autonomy permitted.

For both teachers, learner autonomy means letting the students work on their own with limited or no help from them, working individually, in small groups or in pairs. For example, when the students worked in a group in which the students were able to discuss the tasks and make decisions to solve the problems, it was considered 'autonomous' work.

T1 said she played the role of facilitator by not getting involved directly with the students' activities, especially when they were having group discussions. She expressed that when she was involved with the students, in terms of taking part in decision making, it would provide less opportunities for them to make their own decisions and work independently. However, she found that letting the students work independently was a challenge because the students were not prepared to work on their own. She felt that the students were not ready to be independent because they didn't have the confidence to work on their own, and that a teacher was still their main resource. Even good students needed the teacher around when doing their work. (T11049) She said in the interview:

T11049: ...they don't want the teacher to be away from them (the students) they want the teacher to be next to her or them. So, I told the students that this is another style of learning. ...They want me to be there, they know how to do it but they still insist me to be around them."

Furthermore, both teachers regarded the students' independence and their ability to take charge of their learning was highly dependent on the students' language proficiency. T1 and T2 placed language proficiency as the most important criteria for developing learner autonomy or working independently in the English language class. T1 (T11048) said "...those students who are not confident and lack of English will depend on the teacher..." T2 used the term "spoon fed" and the statement "...they have to be pushed or you have to coach them slowly" (T21029) in the interview to

describe how she managed her teaching and the methods she used to guide the weak students to work independently to complete a task. From her perspective, these students were not ready for independent learning. T2 described her weak students as “childish”, “cannot think critically”, and “need to be pushed” as some of the reasons that such students are not keen to be autonomous learners.

In comparison in classes where there is a greater degree of proficiency things are very different: “in good class... they can come out with answers because they understand the story or the topic...” (T21028) shows that good classes were able to do the tasks independently. T2 had fewer problems with the more proficient students because they had the language skills and did not depend much on the teacher. T1 said about her students:

T11046-T11049 T1: ... depends on the level of the students, level of you know the language ...
sometimes there are students who are not confident enough, so they come back to the teacher, so it depends on the level of the students also...

On the other hand, the teachers also claimed that their students were autonomous in some respects because the students were able to accomplish the work given without or with little help from them. T1 said,

T12031: ... after I've given them the topic so it is free for them to choose what website they want to go...

T1 gave an example from group work on “Message to the family of Columbia” to show that the students were working independently. The task was to send a message to express sympathy and condolences to the families that had been affected by the Columbian space tragedy. The message was delivered in the form of a *PowerPoint* presentation. The lesson started with the teacher’s explanations and discussions of the tasks. It was an open discussion about the tragedy, after which the students worked in groups. They were allowed to search for information on the incident and about the victims’ backgrounds from the Internet and other sources. The

discussions took a double period lesson and the students continued the group discussion to complete the task outside class. The teacher guided the students towards the content of the presentations, highlighting what the students needed to focus on, while the layout of the presentation was their choice. The teacher monitored the students' work by answering their questions and checking the written work before the presentation day, which was taken in a double period lesson in the following week.

Teachers acknowledge the need for students to be autonomous learners. They found that they could cover the syllabus faster if students were autonomous learners. There are steps taken by the teachers to guide the students toward independence. For example T1 monitored the students very closely and did not allow the students to be totally on their own. This was done especially for weaker students at the beginning of the lessons. She did not interrupt what her students were doing but guided the students by answering questions during the activities, individually or in the group, but not to the whole class. However, she looked at the students' work closely especially the content of the task when she walked around the class because she was not confident to let the students work totally on their own. She did not want the students to "lose track"(T11050) although she expressed some confidence in the students in that they: "know what they have to do and they will give me (the teacher) what I want" (T11050).

T2 said she "let the students to be independent bit by bit" (T21030). She gradually allowed the students to work independently. She "spoon fed" her students in the first part of the lesson by giving an explanation of the topic, and tested their knowledge and understanding of the topic by asking them questions. She let her students work independently on a task when she was satisfied with the students' answers, and was sure that she had given clear instructions to the students.

Further, both teachers said that being in the IT (Information Technology) world was an important reason for students to be autonomous. They said that the role of

technology in the classroom created opportunities for the students to be independent and responsible for their own learning, and they considered computers as tools to help students to be independent in many ways. The students worked with computers on their own or in groups to complete a task. One example of the ability of technology to encourage autonomy was when the students searched for information on the Internet during group work. The students were left on their own to search for information. However, they were not left totally on their own because the teacher monitored their search closely because she was not confident of her students' ability to search, "... I just cannot leave them and pick whatever they want..." (T21014). The searches done by the students were checked and confirmed by the teacher for validity and relevance before they used the results of this search in their task. Although T2 gave the students a space to work independently, she controlled the freedom she gave by approving the information searched by the students. When T2 said "I just cannot leave them..." it shows that she had less confidence in her students' decisions and their ability to do the work. She controlled the students freedom to choose the reading materials: "... I will look at the passage that they have found and then I will say whether it is suitable or not..." (T21014). Although she believed in the need to give students the space and freedom to explore and learn independently, she stated that the students needed to be guided before she could let them work completely independently.

Although the teachers said that they were encouraging the students to be autonomous learners, it is evident that the teachers were not totally prepared to let the students work totally without guidance. Below are the phrases taken from the interviews which demonstrate the teachers' stance on learner autonomy:

+ve	-ve
<ul style="list-style-type: none"> - they will find their own points - they can get whatever they like from the website - they can choose which one is suitable - They can be independent, they don't need a teacher - teacher has only to guide them 	<ul style="list-style-type: none"> - I will choose the topic - I ask them to find information I want - when I give them I will say I want this and make it very specific - I just can not leave them there and pick whatever they want - I will look at the passage ... and they say whether it is suitable or not - weaker class, they cannot do independent learning. - you need to spoon fed them - We really need to tell them...like this...like this

Table 15: Teachers' stances on learner autonomy

9.1.3 Teachers' perspectives on the use of computers for ESL teaching

The teachers' perspectives on the use of computers in the class for English lessons are discussed in this section. In general, the teachers were comfortable using computers in the class and they had no objection to integrating computers into their lessons. In this school, the Smart subject teachers were expected to use computers widely.

The two teachers stressed that the primary use of computers related to their work were the lesson preparation and administrative work. They used computers, particularly the SSMS program for Student Affairs (the management of the students' personal information / records), Educational Resources (the management of the usage of teaching-learning resources), and External Resources (the management of resources outside the school). The SSMS program is for the teachers teaching the four main Smart School subjects (English, Bahasa Malaysia, Mathematics and Science). Other subject teachers were not compelled to use the SSMS for management, and teaching and learning purposes.

The two teachers expressed a positive attitude towards the use of computers. These teachers said that the use of computers in teaching was helpful. They used computers to search for information related to the lessons and for teaching materials. For example, T2 used information on making a speech from the Internet. She gave the site address to the students to refer to the notes on making a speech when they were doing a speech activity. Both teachers considered computers as sources for both themselves and students to get recent and authentic information in a short time which compared favourably in terms of speed and breadth of information with finding the information from printed material alone. Since the English curriculum integrates knowledge from mixed disciplines, such as science and geography, to provide the content for learning, the teachers used reading materials from the Internet or asked the students to search the Internet for the related reading materials for the task. The teachers used the terms “making the work easy” and “making the lessons interesting” when referring to incorporating computers in their instruction. T1 said:

“... I am very glad that they are providing me with the latest technology...”(T11014).

“...it is very lucky for me because I know how to use the computer for my own benefit and my students’ benefit...” (T11043).

She explained that the resources on the computer, especially on the Internet, provided her students with a variety of resources for learning and provided her with teaching materials that were easily assessable. In addition, she was able to get the students’ attention when she used computers in her teaching, such as *PowerPoint* presentations, because her students paid more attention to her presentations. Further, using computers was easy and uncomplicated when dealing with the preparation of teaching and learning materials.

“Time” was another factor that was raised by the teachers in the interviews. Both teachers claimed that using computers saved a lot of time getting information for teaching and to make teaching aids, such as making notes for the task procedure using *PowerPoint*.

T22010: ... if you use whiteboard you have to take time to write,...

T2 claimed that her time writing on the whiteboard was saved when she used the *PowerPoint* for her presentation/teaching. Furthermore, using *PowerPoint* she realised that the students paid more attention to her teaching compared to when she wrote on the whiteboard. In addition, the reading materials could be searched for immediately from a variety of web pages and from different disciplines in one sitting, and she acknowledged the computer (Internet) as the “best resource” (T11041) for searching for information. Other claims made by the teachers about the usefulness of Internet included:

- Don't have to write
- Write takes longer time
- Can do more stuff with the students
- Straight away find the information
- Type what you want and they will come out a list

Although they acknowledged that using computers could save time, they also pointed out that more time was spent in preparation of lessons, particularly when computers were involved. T1 said that more time was spent preparing computer-based activities because of the backup activities she had to prepare for any hiccup during the lesson. She had to prepare two types of activities just in case problems with the computers occurred such as the server breaking down, the computer laboratory being unavailable, or a problem arising with power overload that causes the electricity supply to shut down.

T11062: ...I have to prepare more than using the textbooks. More here means (if) something wrong somewhere, I have to use plan B, that is the textbooks.

Further, the physical aspects of the situation were included as a part of preparing computer-based activities:

T12018: ...we have to prepare more when using computer than using the traditional

way. We have to check whether the room is occupied or not, we have to check if the program is suitable or not, is it running. If we using our presentation, we have to check if the class has electricity or not...”

Overall, the two teachers had positive attitudes towards the use of computers in the classroom. They had no problem integrating computer-based activities in class because their students were both interested and had the skills needed for these activities. The teachers acknowledged that their students had better computer skills than they did and that this did not cause any problems for them as teachers. In fact, having students with better skills made their work easier. Although their computer skills were not as good as those of their students, this did not hinder them from integrating computer-based activities in class because the students were able to coach each other during activities. T2 said:

T21012: ... they are very knowledgeable.... They know a lot about this thing, and I think they are better than the teacher, if let say you have one topic, they can just search and come up with different websites. Their skills are excellent...”

However, T1 acknowledged that self-advancement of skills was important in order to cope with the advanced use of computers in education today. The teachers mentioned the need for more training, especially in the area of increasing their own computer skills and specifically for the software programs that they could apply in class. Although she had gone for the training in computer skills and managing the SSMS programs organized by the MoE, T1 found this training did not provide her with all the skills she required. She described the content of the training as very basic for teachers who already had basic computer skills. For example T2 had used computers since her college years and learned to use *PowerPoint*, Excel and word-processing software. The same software was taught again at a basic level in the training program.

9.1.4 Teachers' perspectives on students' use of computers in ESL classes

This section highlights certain issues concerning the teachers' perspectives on the students' use of computers for their language learning. These two teachers were confident with the students' level of computer skills because the students had been exposed to, and used, computers since they were in primary school. Only a few students were not very confident but that was not a significant problem for the teachers when integrating computer-based activities into their lessons.

When asked about the frequency of computer activities undertaken in class, they stressed the word "bored" many times during the interviews. T2 said "bored" (T22001) nine times in one interview frame. Phrases such as "they will find it quite bored", "get bored", "will get bored" and "not interesting" were mentioned by T2 to explain the infrequency of computer use in the class. She regards the students' feelings as one of her guiding concerns when planning her lessons. She felt that her students would be uninterested in computer use if they used computers very frequently (every week), and she expressed the need for her to change the teaching approach often to make the lessons interesting for the students. Having computer-based activities too frequently was not considered useful for the students because she stressed that the same kind of activities or approaches could be monotonous and the students would not be interested. T2 expressed the opinion that too many computer activities would stifle the excitement the students currently felt about going to the computer laboratory. T2 commented in the interview:

T22001: ... every time we go to the computer and they do it they will get bored because it is the same thing. The same goes if let say we bring them to the lab, so they don't find it interesting anymore

T2 assumed that undertaking too many activities that involved working with computers might not motivate the students, because the students would not find it interesting anymore. She gave an example of such boredom setting in, for example doing the SSMS program every week. She said that activities needed to be varied to

make the classroom and learning situation more engaging. No doubt, she agreed that using SSMS helped her students to learn different English skills but she did not agree that taking her students to the computer laboratory all the time would increase her students' interest in learning English.

Both teachers indicated that teaching in computer-based environments should not be totally dependant on computer technology all the time. One example of a balanced activity given by T2 was the group work discussion where the students were required to find information from the Internet for the task. According to T2, if this type of activity was done too frequently, the learning environment might not be interesting to the students. T2 said about her students, "... they'll be there but they did not participate, they just keep quiet there..."(T22001). This teacher presumed that when her students were quiet and not participating in activities they were not interested. Based on this assumption T2 felt the need to vary the activities, for example, instead of always using computers for finding information, the teacher sometimes asked the students to get information from newspapers or other reading sources brought from home.

Use of the SSMS program was also discussed by the teachers. They did not use the SSMS program very often because they said that the lesson in the program was too simple for their students. However, when T2 compared her good students and weak students, she indicated that weak students would benefit more than the more proficient students when using SSMS for English language learning. T2 indicated that because the program provides lessons such as reading, vocabulary, sentence structures, it is very suitable for weaker students.

T12007: ...they (the programs) provide a lot of input, a lot of vocabulary, difficult words and the meaning of the words and them a lot of pictures coming in...

9.2 Students' attitudes towards computer-based learning environments

This section discusses students' attitudes towards computer-related activities in the ESL classroom. Students' attitudes are examined in a separate section from those of their teachers because for the purposes of this study it is important to understand the relationship between the language activities and the students' acceptance of these activities in relation to teaching and learning English in the computer-based environment. Many aspects of students' attitudes that emerged from the interview data have implications for this study. The interview results suggested that whilst students liked computer-based activities this appreciation was not unconditional.

9.2.1 *English language in general (Background)*

"Learning English is fun"

It is useful to examine the students' attitude towards the English language insofar as it is related directly to the students' attitudes towards the English language activities undertaken in class. The English language was not unfamiliar to students. Some students used English to communicate with their friends and teachers. Most frequently heard using English were the Chinese and Indian students. Some Malay students made friends from other races with whom they could use English, because the Malays were reluctant to speak in English amongst themselves. Many Malay students in this group had the feeling that their ethnic group had a negative attitude towards the use of English amongst themselves. The following example was taken from S8 learner's diary

"Today I heard another critic on me. Obviously, it was from the Malay girl who thinks I hate the Malays. They think I'm arrogant because I speak English..." (S8, 17 April 2003)

The students also raised many factors that gave a positive impression of their attitude towards learning English language. First and foremost, all students considered English as an important language for their future needs. All students acknowledged that the English language is an important language to learn for the purpose of communicating internationally. This attitude is most probably due to the students' backgrounds. Most of the students came from working class families that perceive English to be an important language to acquire. Indeed, some students had friends from English speaking countries from whom they learned about the culture of some English speaking countries and with whom they practiced communicating in English.

The students also perceived English as a language of knowledge. For the students knowledge is new information that they gain from reading or from teachers or peers which is used later in a different a situation. They saw English as the language of knowledge that is very important for their future needs because they all associated English language with higher education and therewith a good job. These students believed that in order for them to excel in their professional lives they must be proficient in English. All students understood that English proficiency is important for them to enter higher education either locally or overseas. They were aware that a limited knowledge of English would limit their access to reading materials since most academic resources are written in English. Furthermore, they indicated that a great deal of current information, especially the reading material from the Internet, is written in English. Students expressed their opinion that information they retrieved from Internet is recent and authentic compared to that found in their textbooks. S12 and S13 said that without being proficient in English it would be difficult for them to read and understand information other than what they received in class.

S121022: ... it gives knowledge because there is a lot of knowledge there, so when I read stuff it gives a lot of information...

S131026: ...I know more general knowledge as well like I know what other countries doing and you are not out of time...

Overall, students were positive about learning English language. They all knew the purpose of learning English and took all the opportunities they could to improve their English. Because of their awareness about the importance of English language, eleven students in this interview indicated that they used the chance to communicate in English among their friends to improve and to practice their English whenever possible. Even when they were not competent enough, they made use of any situation to try to communicate in English and code-switched when needed. The students believed that they learned English by using the language. Some students, especially those who were brought up in an English speaking family, communicated with their parents in English. Two students pointed out that they went for extra English classes at a tuition centre to get extra support for this subject.

Four students said that besides communicating with friends and teachers in school, they communicated electronically using an instant chat messenger program as one way to use English and hence to learn English in a different environment. This was not done in the class. There was no in-class activity that involved students with this kind of communication activity. This activity was done at home by students who had home Internet connections.

Another theme, which came out in the interviews, was the meaning of learning to the students. The students perceived learning in several ways. Primarily, they associated learning with examinations. With both parents and the education system making examinations the first priority in during their school years, the students tended to think that learning happened when they were able to answer the questions correctly and get good results in tests. And yet surprisingly, learning for them was also more than just examinations. They also perceived learning as part of their life process because for them learning happens when the knowledge that came from the learning in the class could be applied to another situation in real life. For example, when they were able to use new vocabulary or sentence structures learned in class in

a different context to make decisions in a discussion using English language, or to make meaning from information they retrieved from the Internet and other reading materials used in the group discussions. All of these situations were also considered as learning by the students. Most importantly for these students, language learning happened not in isolation but in social contexts.

9.2.2 *The use of computers in the classroom*

In general, most students had positive attitudes towards the use of computers in class. In the interviews, the students indicated factors that influence them to use computers in the class. In this section, I categorized the factors into themes. Each theme is discussed in detail below. The themes I identified are:

- 1) English language proficiency
- 2) Computer skills
- 3) Support
- 4) Students' work
- 5) Time factor
- 6) Language learning
- 7) Communication

English language proficiency: One of the factors that the students mentioned was English language proficiency. As was mentioned earlier, these students stressed that having good English skills gave them the benefit of using the Internet as a source of information. Students insisted that reading materials from the Internet were more informative and as such gave them word power, sentence structures and general knowledge. However, they also realized that they needed to have the right keywords in order to retrieve relevant and useful texts. For example, S11 classified herself as a weak student in English, but according to the teacher's record she was at an intermediate level. She stated that she found the Internet to be a good source of information but it was difficult for her to retrieve relevant and focused reading

materials for her work because of her lack of English vocabulary. For example, in the activity on Public Speaking, the topic given by the teacher during the computer-based activity was very broad. In this situation, the students' ability to generate good keywords is essential for them to find relevant readings from the Internet.

Computer skills. Unsurprisingly, the students' level of computer skills influenced their attitudes towards the use of computers in class. The students considered their own computer skills level to be another factor that contributed to their use of computers. They indicated that being competent in computer use increased their confidence when using computers during the class activities. Students with good computer skills gave positive statements about working with computers, whereas students with limited computer skills gave negative comments on working with computers. Although all students acknowledged the advantages of using computers for their English language class, five of students were not keen to use computers because of what they saw as their own limited computer skills. For example S11 said in the interview:

S111022: Macam ... nak suka sangat tu tak lah.. sebab saya tidak suka menggunakan computer. Sebab tak expert.. kan.. so bila tak tau tu mesti Tanya kawan kan so macam saya rimas.

(Like...I don't really like (to do activities with computer) because I don't like to use computer. Because I'm not expert, I felt uncomfortable when I had to ask my friend)

S111044 : Kadang-kadang tu rasa macam buang masa juga lah ... entah tak tau... sebab may be saya tak suka computer kot.

(Sometimes I feel like it is a waste of time (using a computer) ... don't know... most probably because I don't like to use a computer.)

S11, for example, dislikes and is reluctant to use computers or engage in activities related to computer user because she was not confident due to her lack of computer skills. This negative feeling led to her reluctance to use computers. She felt that using computers was a waste of time. Computer skills are not taught in the class, because the students had learned the basic computer skills when they were in Form 1. As such, unskilled students had to learn computer skills on their own in Form 2. Therefore, S11 had to learn the skills by asking her friends, which she was

embarrassed to do. Thus, when students do not have computer confidence, it will be difficult for them to enjoy doing computer related tasks in the class.

Support: In terms of help with computers, students felt that sometimes the teacher could not assist them during “trouble shooting” as the teachers lacked a sufficient level of computer skills. One student commented “*They (the teachers) are more to teaching us about the subjects that they are trained in, so I normally asked my friends*” (S1210662). The teacher’s lack of computer knowledge and skills may hold back the maximum utilization of computers (Gunderson & Anderson, 1999) which may limit the use of computers overall. However, in this study, the teachers’ computer skills did not play an important role in students’ computer use nor did it inhibit the teacher’s incorporation of computer use into the lesson. The teachers admitted that the students’ computer knowledge and skills were often more advanced than their own. However, limited guidance from the teachers did not prevent the students from learning computer skills themselves when they could receive help from their friends. In fact, each class had a computer committee, consisting of students with good computer skills, who would assist the other students if problems occurred. However, sometimes the teachers’ assistance is essential for the students to gain self-confidence. This is especially true for first time users:

S091040: the first time I used it I was quite scared because I didn’t really know about computer, so the help from my teacher, so I’m able to use it

In general, the students received support from their parents to learn computer skills. The parents sent them to computer classes or taught them at home. However, there were students who received less support from their parents as their parents had negative opinions about learning with computers. One student (S8) mentioned that her parents believed that learning with computers would not benefit her and she learned computer skills on her own and with her friends.

S081118 : I learned it (computer) by myself. Because my father said it is a waste of money to go outside to learn computer through computer classes. So, some I just click lah.. the computer buttons so I learn lah from there.

Her (S8) parents' attitudes towards working with computers did not stop her from learning computer skills. She was determined to learn about computers while she was in school for her future needs. She wanted to be a software engineer. There were many other students who realised the importance of computer skills for their future needs, especially in the working environment, and that influenced them in approaching the learning computer skills very seriously.

In terms of Internet access at home, there were parents who had different perspectives on having Internet access at home. Two students indicated that their parents thought that having computers and especially having Internet access at home for students to use was a waste of time and money. The parents preferred the traditional way of teaching and learning. Attitudes like these were one of the reasons why the students and the teachers were not able to communicate electronically outside of school. Furthermore, because some students were not able to access the Internet at home to search for information or to do project work, they used the time between classes to complete their work in the Multimedia Room that was situated in the library.

Students' work: I found that the students' positive attitude towards working with computers was reflected in the students' seriousness in approaching tasks. The work submitted or presented to the teacher illustrated the students' effort to learn different ways of completing their work and the use of different kinds of software. For example, during their presentations, a group from Form 2C showed their ability to download pictures from the Internet, to use *PowerPoint* and a word-processing program. Another example is using Microsoft Publisher to produce a leaflet or a greeting card. These skills were not taught in the class, therefore, the students had to learn them from their friends or on their own. In fact, the students compete with each other to improve their computer skills. Student S6 was inspired by her friend's knowledge of computer use:

S061078 It like my friends who are good in it (computer), they can do their presentation it inspires me lah. They can do why can't I. So I must like learn from them.

Time factor. "Waste of time" was a phrase used by some students to describe their opinion of computer use in teaching, especially when discussing the computer laboratory. The time spent to go to the laboratory and to switch on the computers was cited as the major time wasting activities. Student S10 grumbled about the waste of time:

S101024: ...to on the computer and wait for them to reinstall first
S101050:... we have to line up.... It takes time, probably it takes 20 minutes to reach the lab and 10 minutes for start. Take time like one period gone already

I observed that the students had to spend about 20 minutes of 80 minutes of the class time just to get themselves ready, such activities included getting to the laboratory from the class, switching on the computer, and getting back to the classroom after the lesson. In all the activities observed, the students had limited time to complete their work. However, according to some students, the limited time they had gave them an unforeseen benefit because they were able to learn how to manage their time. Because the programs in the computer laboratory had to be completed within the time frame given by the teacher, the students were not able to use the same program outside the laboratory unless the teachers had assigned the program. One student (S6) said the time limit for doing the task was a challenge for her, as she had to think quickly to get the answers and to finish the task within the time allowed.

S061088: there is a time limit and you have to finish it at that time... it is challenging ...you have to think fast and do fast ...

The teacher controlled the time allowed for the task for a purpose. With a set time to finish, the students indicated that they had to think fast and train themselves to complete the work on time. T2 said her aim was to prepare and discipline students for examinations. However, there are other remarks given by the students regarding the time they spent when working with computers. Their comments were related to the use of computers in general and not specifically using the computers in the computer laboratory. These students indicated that computers saved time when used for their work, such as using software like word processing and Photoshop for writing and presentations. The most time saved was when doing the layout of projects or the presentation of work, particularly when they used *PowerPoint*. Furthermore, the students also indicated that using computers when presenting their work was neat when compared with the traditional way of presenting. In the traditional way, usually they used a piece of cardboard or a big white “Mahjong” paper for the layout of their presentation and they found this traditional method more time consuming:

S081088: ... ‘mahjong’ paper you have to measure and write properly whereas the presentation, the *PowerPoint* one you can just straight away type and present it.

Language learning: Whilst they may have been ambivalent about using computers in some areas, the majority of students acknowledged the usefulness of using computers for learning English. In terms of learning, the students were very conscious of their performance in the class, and they found it essential to get immediate feedback for their work. They found that they learned from the immediate feedback they received when using a computer and this encouraged them to learn from their mistakes. They stated that they received this kind of feedback from the activities with computer using the SSMS program, which they could not get from the teacher. The work sent to the teachers usually took a few days before they received the feedback. Student S6 said:

S061050: ...I mean you can get the answer immediately and all those stuff...

S061052: ...So that we can actually like if you get it wrong...why you get it wrong, there must be a reason right, so you have to survey,...

The activities and the purpose of the activities in the lessons were focused on the upcoming examinations. In this situation, the students who had negative attitudes regarding the integration of computers in the classroom had different teaching and learning expectations regarding computer use in the lessons. Their expectations were related to their learning goals. These students preferred activities closely related to the examination format. For example, when using the SSMS program for subject like sciences, the focus of the task was on the content that the students had learned in the class and this type of task was found helpful by examination-oriented students. S11 said clearly that her preference was more for examination related tasks.

S111052: Tak banyak lah.. entah... macam .. saya rasa apa yang saya belajar kat computer tu tak keluar kat exam, so ... Nabilah lebih suka apa yang nak keluar kat exam, itu yang belajar.

(Not much [learning from the computer] like... I feel that learning using computer will not come out in the examination, so.. I prefer to learn what comes out in the examination)

Computer-Mediated Communication: Although using email was one way for the teachers and students to communicate, the use of emails was found to be very minimal in this group. Each student and teacher was given an email address for the purpose of communicating and exchanging ideas regarding their work, but they did not use the email facilities. In fact, some students were not aware of having a school email account. The email address is an official email address registered by the school for all the school staff and the students from the time they enter the school. The main aim of having email is for easy communication for administrative purposes between teachers and parents, and educational purposes between teachers and students (Team, 1997). Another reason for the low level of email use was inefficient network connections. The students and the teachers pointed out that they had problems sending and receiving mails when using the school network from home.

9.2.3 *Computer-based activities in relation to students' learning English*

There were two types of computer-based activities used by this group; they were group work and individual work (using the SSMS programs). The computer-based activities were mostly group work activities. Students expressed a variety of opinions about computer-based activities. The majority of students indicated that the group activities using computers benefited them in many ways. These students favoured group activities because they were able to participate freely with familiar friends. They indicated that interaction with their friends and the teacher was a way for them to develop their language skills. S15 said that group work gave advantages to students who had less opportunity to use the language in their daily life.

S152038: usually the Malays in our class they don't actually speak enough English so if they do group discussion, the teacher will like force us to talk in English, so everybody will try their best to talk in English although they really can't. So if they talk in English more, their English will improve.

When asked about their preferred method of learning the English language, the students stressed that they preferred to learn through speaking, especially in discussion. Students strongly indicated that this learning happened when they used the language in different situations. For example, students found the discussion on pollution they found interesting and they reported that they gained information on the types of pollution and on topics related to pollution, as well as new vocabulary and sentence structures. Further, S15 said that significant learning happened when translation was undertaken during some parts of the discussion. This situation occurred especially when the group had students with lower level of English proficiency but these students had ideas on the topic discussed and could not express themselves in English. As a solution, they code-switched using Bahasa Malaysia. For example, S14 and S15 indicated

S142040: Yes, especially for discussion about essays, in a group, give opinion, and then discuss the points, then make notes, I can get new words and sentences

S152032: She says her ideas in BM, maybe her English is not good, and maybe she doesn't know how to translate it, so every one will look in the dictionary...

Besides learning language, the students indicated that they learned management skills and social skills such as cooperation within the group, job responsibilities, decision-making, teamwork, and negotiation skills. However, whilst they argued about the job responsibility, like dividing the workload, which sometimes was unfair as some students had the feeling of waiting and not participating or giving very little contribution to the group, some remained convinced of the benefit of the activity for their own learning.

Other reasons given by the students who did not favour group work:

1. No cooperation among group and their own independent nature:

S121066: ... I depend on myself normally, so I don't really think I like group work that much. Sometimes people don't cooperate. I think that I'll be able to do my way not with other people intruding with my ideas.

2. The fear of getting hurt:

S101064: No, because it is difficult to give their point of view and sometimes you don't like the point of view and then they like getting hurt so I do not like. So I prefer to do it individually, so no one gets hurts.

Table 7 shows the summary of the students' opinions regarding computer-based activities in which they participated.

Activities using computers	Students' opinion
Group work: - Role play - Internet search - Presentation – <i>PowerPoint</i> - Writing – Greeting cards - Leaflet	- Gain general information / knowledge - Learn English language by participating in the discussion - Cooperation - Team work - Learn computer skills - Time consuming - Sharing work - Build up confidence The products are - Neat - Easy to do - Save time
Individual work - SSMS	- Learn English language - Exam related – some not all - Revision - Simple for some students - Shared computers
Outside school - Chatting - Emails - Internet search - E-learning	Learn English language Learn the culture Makes friends Not to all students Limitation – parents - cost

Table 16 : Students' feedback of the computer-based activities

9.2.4 *Teacher versus computer: are Teachers or Computers more important in the classroom?*

This section examines the students' attitudes towards the roles of the teacher and the computer in the classroom. A comparison is made between the students' attitude towards having the teacher as an instructor and guide and using computers during the English language classes. This section also investigates the students'

needs when learning the English language and whether the teacher or the computer best fills these needs. In order to explore this topic it is necessary to understand the students' attitudes towards the roles of the teacher and the computer in the classroom and how both the teacher and the computer contribute to the students' learning outcomes and ways of learning.

In general, when asked for their preference between having a teacher teaching in the class and using computers during English classes, all of them said they preferred to have a teacher to teach them. Although the students considered using computers in the class as a useful way of learning, they also said that they needed teachers at certain points during their learning. They perceived the teachers and computers as two different entities that would help them in their learning in different ways. Teachers were recognised by the students as human beings who have seemingly unlimited knowledge, and to whom they could turn for information anytime and approach for matters regarding their studies or their personal problems. Whereas, students regarded computers as objects containing information that was programmed and had boundaries within which the system and information are controlled by the programmers, and the right information can be retrieved only with certain commands. In other words, the teachers are knowledge providers who are approachable at any time, whereas when they used computers students must also have computer skills and computer knowledge. In fact, they indicated that teachers gave better explanations of problems when compared directly with computers. S15 said:

S152014: I think the teacher in teaching the language **is better** because the teacher **explains more** and the computer it just like it doesn't explain so much. They explain only about the main thing, but the teacher explains more then that so the students should understand more. When the computer explains about something, it just explains on how you do it, and when the teacher explains she will explain on how you do it and add in more information. And the teacher can give more examples.

“Teacher is better than computer” and “Teacher helps me more” are the phrases used by students to describe the importance of the teacher in the class. They said that computers were not as important as a teacher at certain stages of their learning. When being introduced to new subjects the students preferred to have a teacher to teach them. They said teachers were patient when teaching and they gave more effective explanations with greater detail and many examples in order to help them to understand the new subject. The computers, according to the students, were not able to cater to their needs, especially when they needed further clarification on the subject presented. When requiring clarification, students usually referred to the teacher. When learning new subjects or when introducing new topic, the students needed the teacher to teach them until a certain level, until they were able to do the task on their own with a computer. Student 13 stated in the interview:

S132014: I learn more through the teacher because she explains more and I guess when you do SSMS, it just basically answering questions, and the teacher can explain and you can ask more questions. And in case you want something additional you can just ask. And **she gives you a proper definition.**

The students S13 and S15 perceived the teachers’ ability to think in a natural way and to be flexible when helping students overcome confusion as one important reason to have the teacher instead of the computer to teach them in the class. S5 pointed out that computers were suitable only for doing exercises and revision.

Furthermore, students S5 and S11, who were less proficient in English, required a teacher to teach them rather than the computer. They stated that teachers understood their needs and could provide the level of learning they needed. Teachers are sensitive to learning needs and flexible when giving instructions, in terms of repeating and simplifying the instructions to individual students or groups. Computer programs only gave one-way instructions, and were often found difficult to understand, thus students turned regularly to the teacher and their peers for explanation.

The students commented that they needed the teachers to be around. For some students, having the teachers around made them feel more self-assured and more secure. For example, S3 said, “ I prefer the teacher to be in the classroom. You know when there is any question you can ask teacher...” (S031044).

Throughout the interview data, students used the phrase “extra information” many times to describe the role of teachers in the class; however, the same phrase was also used for the computers. This shows that at certain points of the students’ learning process, both teachers and computers have the same level of importance for the students. However, the teachers were respected as a ‘genuine’ informant that could help the students in many ways beyond the ways offered by the computer. For example, S10 stated in the interview:

S101068: The computer is what inside there is what we learn. Nothing new. It is quite simple. What the information they are giving is not arr ..all you know .. but if the teacher she can add something else, or do some research.

Furthermore, a student (S02) indicated that a teacher was needed to guide them on the right learning path, guidance that students cannot get from the computer. This student meant that the instruction throughout the activity guided the students in the direction of the learning outcomes needed to be successful in the examinations.

S021072: ...To have a teacher in the classroom is also important, because teacher leads us to study right....

Classroom situation: Sense of humour in the learning environment was considered important for some students. The students made a comparison between the environment in the computer laboratory and in the classroom, and they considered working in the classroom was more relaxed than in the computer laboratory. In the laboratory, the students worked with the computers individually, whereas in the class they interacted with the teacher and their peers. They indicated that the ‘human touch’ made the situation enjoyable and more relaxed. The ‘human touch’ meant having face-to-face interaction, and the teacher telling “grandma story” (S6)

as part of the learning situation. In the computer laboratory, the students felt more tension, as they had only limited time to complete the task which required them to use both computer skills and the English language skills.

The students also stressed that one important way they learned English was through interacting with friends and the teacher. The students expressed the opinion that the activities in the computer laboratory did not give them the opportunity to communicate with others. The students considered that they learned something when they were able to apply their knowledge in a variety of different situations, such as in role-play where they used the language widely for discussion, finding information and presenting the information, writing and finally in the examination.

Nevertheless, one student (S8) mentioned that learning with a computer was full of excitement compared to learning from or with the teachers.

S081072: I feel very exiting, interesting. In the class usually teacher is very monotonous, you know when they explain I can sleep in the class, so like this one aa.. it is very interesting and wouldn't fall asleep.

Being an independent learner, S8 preferred to work with a computer to having the teacher teaching. However, her interest in computers may also be due to her ambition to be a software engineer. For her, when working with a teacher and peers in the class, the instructions from the teacher could be modified and slowed down by repeating the same thing for the weaker students to understand which demotivated her and slowed down the learning process for her. However, when working with a computer she could work at her own pace without any disturbance.

Table 14 shows the students' comments regarding the teachers' and computers' involvement in the class.

Teacher	Computers
<ul style="list-style-type: none"> • Students like the teacher teaching grammar • Students can ask questions and can get direct answers with explanation from the teacher. • A teacher can guide the students • A teacher can elaborate much more, sometimes until the students understand • A teacher can lead the students to study right • A teacher is more knowledgeable • A teacher can give direct answer • Students need interactions / social practice • Teacher takes time to check work and give feedback • A teacher teaching is sometimes monotonous. 	<ul style="list-style-type: none"> • Immediate feedback • Extra information / knowledge from the internet • Extra practices • The layout is more colourful and interesting • Individual work • Students can not ask questions • Students have to search for the answers, and sometimes it is difficult to understand • Students have to search their right way of learning • Computer will give the same explanation. • Internet is very wide, sometimes the students cannot get direct answers.

Table 17: Teacher versus computer

9.2.5 Summary

Primarily this chapter provides insight into the attitudes of students and teachers towards computer use and the role of the computer in classes and classrooms. As this chapter has shown, the attitudes of teachers and students towards computer use are vital in shaping the extent and nature of computer-related activities in the learning process. The role played by positive attitudes towards computer use in the learning process cannot be underestimated in its ability to influence the students' learning experience. The success of computer use in the classroom is highly related to the attitudes carried by both the teachers and the students in which is also closely related to their aim and perspective of teaching and learning English language. The

factors that influenced the teachers' and students' attitudes towards the use of computers can be summarized in the diagrams below (Diagram 7 and Diagram 8):

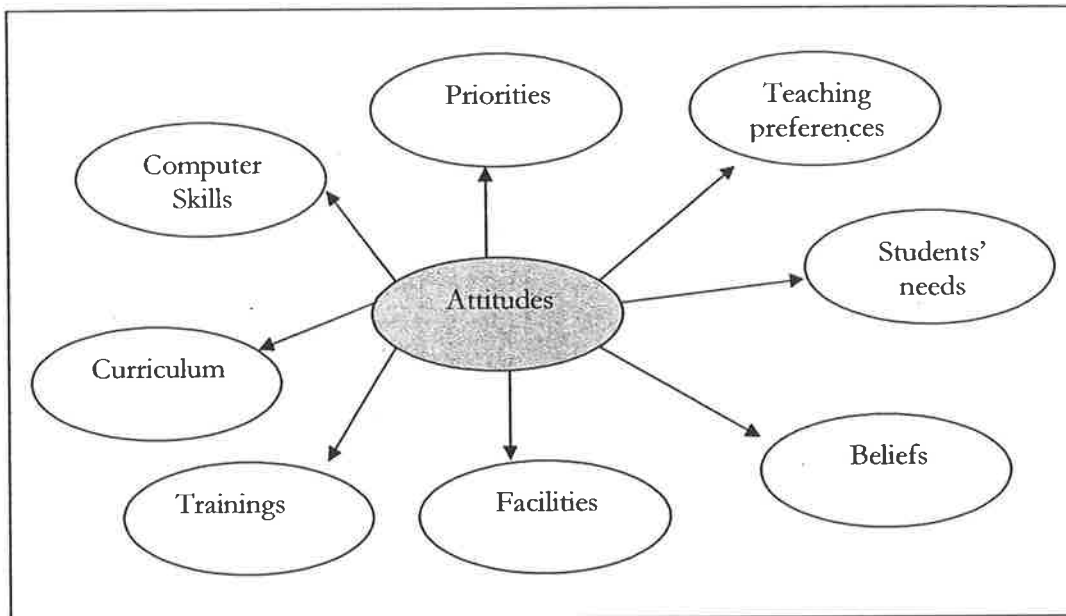


Diagram 7: The factors that influences teachers' attitudes towards the use of computers in the class

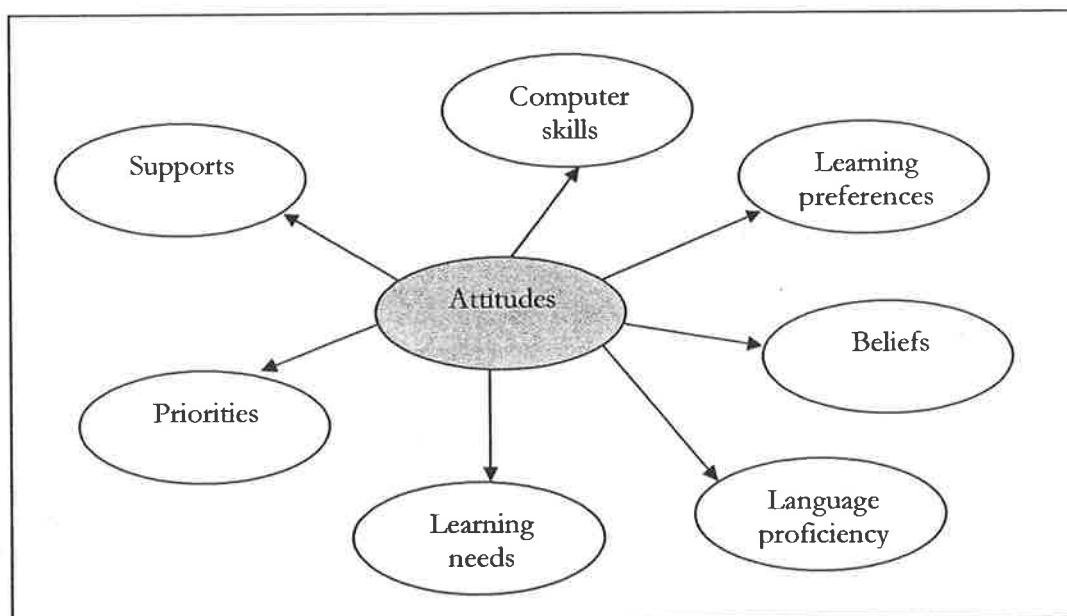


Diagram 8: The factors that influence students' attitudes towards the use of computers in the class

CHAPTER 10

Summary And Conclusion

This chapter concludes the study and suggests further research.

10.0 Summary of the study

This study investigated the use of computers in an ESL secondary Smart School. Using a qualitative case study approach, this study explored the teaching and learning of English in a computer-based learning environment. This study was based on my interest in the teaching of English in the new Malaysian school concept of the Smart School. One of the main focuses of the Smart School is to provide students with a computer-rich learning environment intended to prepare students for the significant role that will be played by technology in their working lives.

10.1 Review of the research questions

The study explored the following research objectives:

1. How computers are used by the teacher and students in the English classes as observed?
2. What language opportunities were there for students to use English in a computer-based environments?
3. How is English language teaching practiced in computer-based learning environment?
4. What are the teacher and students' attitudes towards using computers in the classroom?

Exploring these objectives, this study supported the findings of studies undertaken by Muir-Herzig (2004) and Newby Stepich, Lehman, and Russell (2000) examined in the literature review, that syllabus and the examinations were the most important factors influencing the use of computers in the classroom context. The restrictions of the syllabus and the requirements of the examinations also affected the teachers' and students' attitudes towards the use of computers in the classroom. In general, the greatest concern of the teachers in this study was to meet the requirements and the objectives of the curriculum. In the interviews, teachers not only stressed how important it was for them to complete the syllabus, but also the influence exerted by examinations on defining their roles as teachers. The teachers usually followed the syllabus closely and attempted to complete all syllabus requirements before the beginning of the examination period. The pressure of covering the curriculum and the focus on examinations inhibited teachers' ability to be adventurous when integrating computer activities into their lessons. In this respect my study mirrors the findings of Becker (2000). Students were highly concerned about passing their examinations with high grades. It was concern about achieving only low grades that made them seek extra tuition outside school hours. Because of these concerns and preconceived ideas about the way in which subjects should be taught and learnt that some students rejected computer-based activities, which are by nature not examination based.

In his study, Becker (2000) argues for a more advanced and extensive use of computers in teaching and learning. Becker stressed that teachers should focus on multiple-contexts for learning activities instead of single contexts and that this is simpler to achieve by integrating computer use into the classroom. Yet, with examinations and syllabus completion as the main focus of teaching, Malaysian teachers may not be able to easily create multiple context learning activities using computers that would provide improved English language learning opportunities for students.

As this study shows, the role of attitude cannot be underestimated: a school with full computer facilities does not guarantee the full and effective use of those computers in the classroom. In this study, teachers and students held a variety of attitudes towards

certain issues regarding learning and teaching ESL and the use and roles of computers in ESL lessons. Both teachers and students showed positive attitudes towards the concept of computers in education but this positive attitude was not unconditional. Students were eager to use computers as part of their English language learning when the computer-based task was specifically examination oriented. Teachers, on the other hand, were willing to integrate computer-based activities in their lesson provided the computers were not used too often. This wariness may be due in part to the teachers' main priority of covering the full range of topics in the syllabus before examinations. Because attitudes towards the use of computers play a significant role in how computers were used in ESL classes, it is important to understand the key motivators for these attitudes. In the Malaysian context this study has demonstrated very clearly that the biggest influence on the attitudes of teachers and students towards computer integration in teaching and learning is the omnipresent spectre of examinations and the necessity to complete the syllabus prior to their commencement.

Whilst the students accepted the use of computers as a part of their learning environment, they still preferred to have teachers teaching them. This is because the students recognised that the teachers' level of knowledge and teaching ability was much more effective and flexible than that of the computer. Furthermore, they did not wish to replace their teachers with computers in the classroom. From the students' perspectives, teachers should be approachable at any time, especially when students are experiencing problems with their studies. One conclusion that can be reached here is that the students are not ready to be completely autonomous learners because they are still highly dependent on input and guidance from their teachers. Students will only be able to become autonomous learners when they are willing to change their perceptions of the role played by teachers and the use of computers in the classroom.

The study also shows that there are different kinds of support needed by both teachers and students in order for the computer-based learning environment to be a success. An example of the support required is training in computer skills for both teachers and students. Even though the teachers in this study mentioned that they could do

computer-based activities with their existing limited computer skills, there is still a need for the teachers to be given training to provide them with more advanced computer skills. What the teachers said in this study agreed with Cuban's finding (2000 in Becker, 2000) that insufficient computer skills do not necessarily prevent them from using computers with their students, but that having advanced knowledge of computers would make the lessons more beneficial. Having up-to-date computer skills would allow for greater use of computers in teaching and it would provide students with more English language learning opportunities in a computer-based environment. One type of training that the students and teachers need to have in order to use computers effectively in the classroom, is to teach them computer skills that are directly related to language learning and that will fulfil the objectives of the syllabus and the curriculum as suggested by Abrami (2001). The field of computer applications is expanding very quickly and there is no one single required skill or level of computer competency that can be identified and specified as a permanent benchmark. This study suggests a process of ongoing training in which teachers' computer skills are gradually upgraded as needed. For example, teachers should be taught skills as they are required by the inclusion of a new application or program in their teaching.

Another important issue that needs to be taken seriously is the kind of software provided to the schools. The learning software provided by the MoE was found to be unsuitable for the group of students observed in this study. The students considered the level of difficulty of the tasks in the learning software to be an important factor that influenced their level of motivation to learn. The options regarding level of difficulty offered by the software were not flexible enough to cater for students with varying degrees of English proficiency. Alongside this issue, other features of the tasks, such as the layout, the sound track and the content are important aspects that were also seen to affect the students use of the SSMS learning program. Furthermore, since the SSMS is fully controlled by the MoE, the schools are prohibited from installing other learning programs onto their servers. This situation prevents the teachers from using other learning software with their students. As a result of these software restrictions and the inflexibility of the SSMS learning program, the frequency of computer-based activities

in the computer laboratory may be reduced unless allowances are made for teachers to install other relevant learning software on the server.

In general, Diagram 9 summarizes the factors that influence computer-based activities in the classroom:

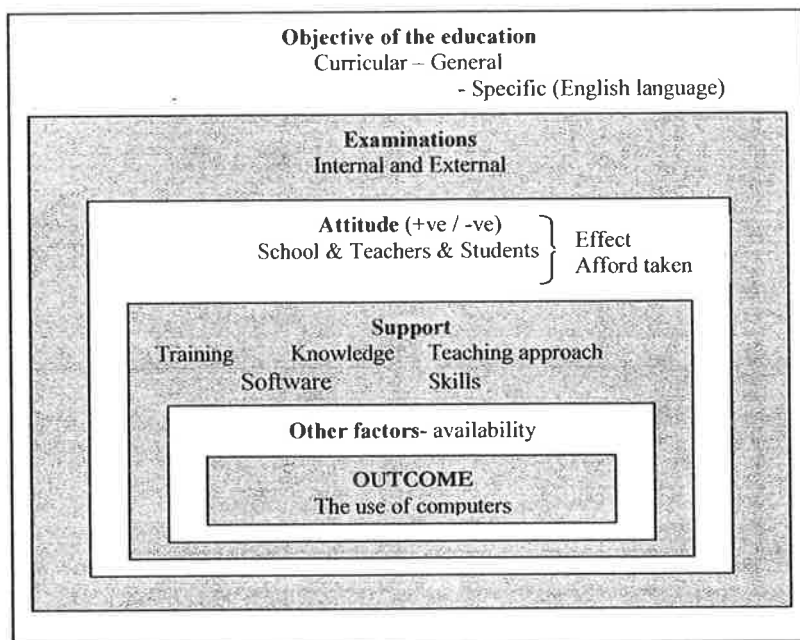


Diagram 9: Factors influencing the use of computers in the class

10.2 English language learning opportunities

This study explored language learning opportunities students received from computer-based activities. Computer use examined in this study was usually embedded into other learning activities. Computers were used as tools to perform elements of activities such as searching for information, reading, writing and oral presentation, in order to complete group tasks. Working as a group using the computer ensured that the construction of knowledge was undertaken in a social context. This situation gave

students a wider opportunity to relate to and understand the tasks and to use the English language in an authentic environment.

This study also demonstrated how activities in the computer-based classroom provided opportunities for students to use English. Learning activities that integrated computer use provided optimal learning benefit for students only when students were aware of the curriculum-derived purpose of the activity. Student awareness of the purpose of the task allowed them to take full advantage of participation in activities such as group discussions. Thus, the ability of teachers to choose relevant kinds of computer-based activities for English language learning and to articulate the objectives of the lesson and how they will be achieved using computer-based activities is essential.

10.3 Implications of the study

This study has numerous implications for the teaching of English as a Second Language in a computer-based learning environment in Malaysia. This study shows that computers in the classroom can be beneficial as tools for facilitating learning English because they provide access to the Internet, immediate feedback for revision exercises and simple and effective electronic presentation programs to help the students achieve a polished finished product for their tasks. However, teachers need to be guided on how to integrate computer use into their lessons and instructed regarding what learning software to use to achieve the best results. A lack of useful guidelines will slow the process of successfully promoting computer use in schools. This study recommends that teachers be exposed to different types of teaching methods using computers in order to encourage teacher familiarity with new technologies and their uses in the pedagogical context. Increasing familiarity also encourages positive attitudes on behalf of the teachers towards the computer-based learning environment and gives them the confidence to explore the possibilities for optimising learning that computer use may provide. Because the teachers' role is vital when implementing computer-based learning environments, positive attitudes and high levels of familiarity and confidence

with computer use in the classroom should be encouraged and supported. Indeed, one key finding of this study is the lack of useful support provided by the MoE.

Computer use in ESL teaching and learning can no longer be associated with individual learning activities undertaken in an isolated environment. Indeed, as this study shows computer use can support and augment the learning and use of English by promoting the use of the language in an authentic environment. However, integrating computer use into lessons focussed on the extant curriculum requires the development and application of new approaches to teaching. For example, Web-based activities such as the use of electronic messenger boards, bulletin boards and on-line chat programs can be successfully used in teaching ESL students, however incorporating these activities into lessons that maintain the learning objectives enshrined in the curriculum requires teachers to think in creative ways about fulfilling students learning needs. Importantly for ESL teaching and learning, Web-based activities can provide students with much needed authentic language activities. Framing these activities within the restrictions of the curriculum and providing the learning outcomes needed for examination requires a re-orientation of currently accepted and practiced teaching methodologies.

In order to assess the usefulness of a teaching method as a means of realising the learning outcomes specified in the curriculum, this study proposes the following guidelines for planning the integration of computer use into a lesson:

1. Identify the key learning objective of the lesson
2. Preparation – how much time is needed for explanation to ensure comprehension
3. How much time is required to complete the proposed task
3. The range of proficiencies in the target language present in the class
4. Language register – will the task be undertaken using formal or informal English
5. The facilities required to complete the task – Internet line, computer software
6. Can all levels of student benefit from undertaking the task? (does the task contain sufficient challenges for all levels of student proficiency?)

10.4 Directions for further study

Due to the inherent restrictions of a PhD study, there are many topics that could have been addressed as elements of this study but had to be excluded. Indeed, in order to present a well-defined and original study I was quite exclusive in my focus and many interesting tangents and ideas were unable to be fully researched or discussed. This being the case, this study has opened up numerous opportunities for further study and research to be undertaken and it is these opportunities that will be addressed in this last section.

One possible area of research would be conducting a longitudinal study to investigate how computer usage in the classroom has developed over time. A long-term qualitative study would give a clearer and more comprehensive exploration of activities within classes using computers. Further fieldwork and analysis of interactions in classes during activities would give valuable further insight into English language use in computer-based environments. In order to understand whether working with computers improves students' level of English proficiency an empirical study based on this research objective should be undertaken. There is also a need to do further study comparing other types of schools in Malaysia and their computer use in the English classroom with the Smart School specific findings in this study.

Another important direction in which more research should definitely be conducted is software development. A detailed investigation of software content in relation to both the students' needs and expectations and those of the teacher should be done in order for developers to improve software content and instructions. This research is especially needed in terms of shaping software to the needs of the Smart School. Given the emphasis placed on achievement in examinations and completion of the curriculum further research should also investigate the role of computers in the curriculum. Should the focus of curriculum change to cater for the use of computers in education? Should the teaching pedagogy change? And the most important question is should the focus of the education change? If the answer to these questions shows the need for change,

what kind of changes should be take place? In a country in which increasing emphasis is placed on the integration of computer technology into education, these questions take on a vital importance as the Malaysian MoE seeks a better and more effective way of implementing computer-based environments in schools.

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APPENDIX 1



THE UNIVERSITY OF ADELAIDE

Centre for European Studies and General Linguistics

South Australia 5005, AUSTRALIA

Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan
Paras 2,3 &5, Blok J
Pusat Bandar Damansara
50604 Kuala Lumpur

Dear Sir

I am the PhD supervisor of Nadzrah Abu Bakar at the University of Adelaide.

Ms Abu Bakar is undertaking research into the use of multimedia in relation to learner autonomy in secondary schools in Malaysia. Her research requires her to collect data in a school or schools over a period of some months. This data will be the core information she uses for analysis. Therefore I request permission for her to visit a school or schools in order to observe classroom work and the use of multimedia in language teaching. Ms Abu Bakar plans to collect data beginning in March 2003. I hope this will be possible, as her study is deals with an important topic in education.

If you require further information, please let me know.

Yours sincerely

9/12/02

Peter Mickan PhD

Coordinator Postgraduate Applied Linguistics

Discipline of Linguistics

Email: peter.mickan@adelaide.edu.au

Tel 08 8303 3405 Fax 08 83035241



JPWP 12-21/Jld.8/(41)
11 Februari 2003

Ketua Pengarah,
Unit Perancang Ekonomi,
(Seksyen Ekonomi Makro & Penilaian)
Jabatan Perdana Menteri,
Blok B5 & B6,
Pusat Pentadbiran Kerajaan Persekutuan,
62502 Putrajaya,
Malaysia.
(u.p. Pn. Robatul Adayiah Mohd Isa)



Puan,

PERMOHONAN UNTUK MENJALANKAN PENYELIDIKAN DI MALAYSIA

Dengan hormatnya saya merujuk kepada perkara di atas. Surat puan bil. UPE: 40/200/19SJ.1041 bertarikh 30 Januari 2003 adalah berkaitan.

2. Sehubungan itu, sukacita dimaklumkan bahawa pihak Jabatan tiada halangan bagi Puan Nadzrah Abu Bakar untuk menjalankan kajian yang bertajuk "The Role Of Multimedia In Influencing Learner Autonomy in Language: Use And Practices In Malaysian ESL Teaching And Learning" dengan syarat seperti berikut:

- i) Perlu terlebih dahulu mendapatkan kelulusan daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (EPRD), Kementerian Pendidikan Malaysia untuk menjalankan kajian ke atas responden di sekolah-sekolah seperti yang terdapat pada para 5 dalam EPU/Research Form I yang dilampirkan.
- ii) Bidang Kajian adalah seperti yang terdapat dalam kertas cadangan pengkaji
- iii) Pengkaji dikehendaki mengemukakan senaskah hasil kajian ke Jabatan ini sebaik sahaja ianya siap sepenuhnya.
- iv) Sila kemukakan surat kebenaran ini ketika berurusan dengan Pengetua sekolah berkenaan
- v) Kelulusan ini untuk ke SM Seri Puteri Wilayah Persekutuan Kuala Lumpur sahaja.
- vi) Kebenaran ini sah sehingga 30.6.2003

Kuany

93

3/3

30/1/2003 Pn. Robatul Adayiah Mohd Isa

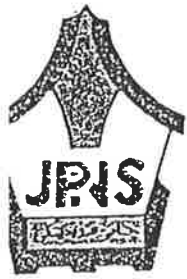
Sekian, terima kasih.

“ BERKHIDMAT UNTUK NEGARA ”

Saya yang menurut perintah,

(CHE ANI BIN OMAR)
Penolong Pendaftar Sekolah
Jabatan Pendidikan Wilayah Persekutuan
b.p. Ketua Pendaftar Sekolah dan Guru
Kementerian Pendidikan Malaysia

HB/azi



جباتن فنديديقن نكري سميلن دارالخصوص

JABATAN PENDIDIKAN
NEGERI SEMBILAN DARUL KHUSUS
JALAN DATO' HAMZAH
KARUNG BERKUNCI No. 6
70990 SEREMBAN

Tel : 06-7653100
Fax : 06-7639969

Ruj. Tuan :

Ruj. Kami : JPNS(PPS)2/4/2/1/(25)

Tarikh : 13 Februari 2003

Ketua Pengarah ,
Unit Perancangan Ekonomi ,
(Seksyen Ekonomi Makro & Penilaian) ,
Jabatan Perdana Menteri ,
Blok B5 & B6 ,
Pusat Pentadbiran Kerajaan Persekutuan ,
62502 Putrajaya.
(U.P. Robatul Adayiah Mohd Isa)

Tuan,

Permohonan Untuk Menjalankan Penyelidikan Di Malaysia

Nama : Nadzrah Abu Bakar

Adalah saya dengan hormatnya merujuk kepada surat tuan UPE : 40 / 200 / 19 SJ. 1041 bertaikh 30 Januari 2003.

2. Berhubung permohonan daripada Pn. Nadzrah Abu Bakar untuk membuat kajian penyelidikan " **The Role Of Multimedia In Influencing Leaner Autonomy In Languague Learning : Use And Practices in Malaysian ESL Teaching And Learning** " tersebut , Jabatan Pendidikan Negeri Sembilan memberikan pandangan seperti berikut:-

- 2.1 Bidang yang dikaji didapati bersesuaian dengan iklim persekolahan masa kini yang menekankan penggunaan multimedia dan corak pembelajaran yang autonomi.
- 2.2 Jabatan juga berpendapat sekolah yang dikenalpasti di negeri ini iaitu Kolej Tunku Kurshiah , Seremban lebih sesuai digantikan dengan sekolah harian luar bandar seperti SMK Dato' Sedia Raja , Rembau ataupun SMK Bandar Baru Serling ,Jempol yang kini menuju ke arah Sekolah Bestari (" Smart School ") . Rasionalnya ialah sekolah di luar bandar yang dimaksudkan ini mempunyai skop yang lebih luas untuk dibuat kajian terutamanya pada tahap

pengajaran Bahasa Inggeris , sikap , pencapaian akademik , persikatarana dan prasarana.

- 2.3 Antara faedah yang boleh didapati hasil daripada kajain ini nanti ialah kita akan dapat mengenalpasti kekangan , kekurangan dan permasalahan di dalam pelaksanaan dan penggunaan multimedia di Sekolah Bestari.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

“ BERKHIDMAT UNTUK NEGARA ”

Saya yang menurut perintah,

(HJ. ROHANI B SHARIFF)
Pengarah Pendidikan ,
Jabatan Pendidikan Negeri Sembilan Darul Khusus

Ruj. Tuan:

Your Ref:

UPE: 40/200/19 SJ.1041

Ruj. Kami:

Our Ref:

5 Mac 2003

Tarikh:

Date:

A Puan Nadzrah Abu Bakar,
No. 12, Jalan 4/4C,
46350 Bandar Baru Bangi,
Selangor.

Puan,

Permohonan Menjalankan Penyelidikan Di Malaysia

Merujuk kepada perkara di atas, sukacita dimaklumkan bahawa permohonan puan telah diluluskan oleh **Jawatankuasa Penggalakan dan Penyelarasan Penyelidikan Unit Perancang Ekonomi**.

2. Puan dikehendaki datang ke pejabat ini untuk mendapatkan surat kebenaran menjalankan penyelidikan dengan membawa **dua keping gambar**. Sila ambil perhatian bahawa puan dikehendaki mematuhi semua peraturan yang dikenakan oleh agensi-agensi yang berkaitan dengan kajian puan.

3. Puan juga dikehendaki menghantar ke pejabat ini sesalinan laporan awal sebaik saja tamat menjalankan penyelidikan dan laporan akhir/thesis apabila siap sepenuhnya. Puan adalah bertanggungjawab menghantar sesalinan thesis atau lain-lain penerbitan yang dihasilkan daripada penyelidikan ini kepada semua agensi yang terlibat di dalam kajian puan.

Perhatian

Surat ini adalah untuk makluman mengenai kedudukan permohonan penyelidikan puan dan tidak boleh digunakan sebagai pas penyelidikan.

Sekian terima kasih

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(ROBATUL ADAYIAH MOHD. ISA)
bp. Ketua Pengarah,
Unit Perancang Ekonomi,
{Seksyen Ekonomi Makro & Penilaian}
E.mail: robotul@epu.jpm.my

s.k.

Pengarah,
Kementerian Pendidikan Malaysia,
Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan,
Paras 2, 3 dan 5, Blok J,
Pusat Bandar Damansara,
50604 Kuala Lumpur.



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
PARAS 2, 3 DAN 5, BLOK J
PUSAT BANDAR DAMANSARA
50604 KUALA LUMPUR
MALAYSIA

Telefon : 03-20986900
Faks : 03-20954960
Laman Web : <http://161.142.144.5>

Rujukan Kami : KP(BPPDP) 603/5 Jld.5 (27)
Tarikh : 23 Mei 2003

Puan Nadzrah binti Abu Bakar
12, Jalan 4/4C,
43650 Bandar Baru Bangi,
Selangor.

Puan,

***Kebenaran Untuk Menjalankan Kajian Di Sekolah-Sekolah, Maktab-
Maktab Perguruan, Jabatan-Jabatan Pendidikan Dan Bahagian-
Bahagian Di Bawah Kementerian Pendidikan Malaysia***

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan puan untuk menjalankan kajian bertajuk:

**" The Role Of Multimedia In Influencing
Learner Autonomy In Language
Learning: Use And Practices In Malaysian
ESL Teaching And Learning "**

telah diluluskan.

2. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang puan kemukakan ke Bahagian ini. **Kebenaran bagi menggunakan sampel kajian perlu diperolehi daripada Ketua Bahagian/Pengarah Pendidikan Negeri Yang Berkenaan.** Sila kemukakan ke Bahagian ini senaskah laporan kajian puan setelah selesai kelak.

Sekian untuk makluman dan tindakan puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(Dr. Mohd Sahandri Gani bin Hj. Hamzah)

b.p Pengarah,
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan,
Kementerian Pendidikan Malaysia.

Pengetua
S.M K. Bukit Bintang Utara

17 April 2003

Nadzrah Abu Bakar
Faculty of Social Sciences and Humanities
University Of Adelaide
South Australia

Puan Pengetua,

Kebenaran Menemubual Pelajar

Saya, Nadzrah Abu Bakar, adalah seorang pelajar Ph.D yang sedang membuat kajian yang bertajuk *The Use Of Multimedia in Language Teaching and Learning*, ingin mendapat kebenaran dari pihak puan untuk bertemubual dengan pelajar dan membenarkan pelajar-pelajar ini keluar kelas untuk ditemubual. Nama pelajar dan masa untuk bertemubual ada dilampirkan.

Sekian, saya dahului dengan ucapan terima kasih.

Yang benar,

Nadzrah Abu Bakar
(No. Pelajar: A1096454)

WOO KOK LOON
PEN. KAWAN KOLEJ/PERULIM
SMK SEPI BINTANG UTARA KE

SENARAI NAMA PELAJAR

Nama Pelajar	Tingkatan	Hari	Masa
1. Julia Anne George	2 A	Selasa 22 April	9.50 am – 10. 20 am
2. Noratiqah bt Sauddi	2 A	Selasa 22 April	10.20 am – 10.50 am
3. Christina Khoo Pei Ling	2 A	Rabu 23 April	9.00 am – 9.30 am
4. Tillasyini Tharmalingam	2 A	Rabu 23 April	9.50 am – 10.20 am
5. Hanis Syazwani Shamsuddin	2 A	Rabu 23 April	10.20 am – 10.50 am
6. Geh V Shen	2 B	Khamis 24 April	9.00 am – 9.30 am
7. Hamizah	2 B	Khamis 24 April	9.50 am – 10.20 am
8. Ong Sze Min	2 B	Khamis 24 April	10.20 am – 10.50 am
9. Ros Zayanah	2 B	Isnin 28 April	9.00 am – 9.30 am
10.	2 B	Isnin 28 April	9.50 am – 10.20 am
11. Nabilah Kamarudin	2C	Isnin 28 April	10.20 am – 10.50 am
12. Nurul Aain Fauzi	2C	Isnin 28 April	10.50 am – 11.20 am
13. Piriya Darshini Rajah	2 C	Isnin 28 April	11.20 am – 11. 50 am
14. Kimberly Loh Ying-Ying	2C	Isnin 28 April	11.50 am – 12. 20 pm
15. Beatrice Chan	2 C	Isnin 28 April	12.20 pm – 12.50 pm



Kepada tuan/puan,

Saya, NADZRAH ABU BAKAR, ialah seorang pelajar Ph.D bidang General Linguistik dan kini sedang menuntut di University of Adelaide, Australia.

Terlebih dahulu saya ingin mengucapkan ribuan terima kasih kerana memberi saya peluang untuk menjalankan kajian ini bagi memungut data untuk thesis saya.

Tujuan kajian ini dijalankan ialah untuk melihat pengajaran dan pembelajaran Bahasa Inggeris yang dijalankan di kelas ESL. Memandangkan penggunaan MM semakin meningkat kajian ini akan memberi lebih perhatian kepada pengajaran dan pembelajaran yang menggunakan MM. Walaubagaimanapun, pengajaran dan pembelajaran yang dilakukan di dalam kelas dan di luar kelas akan juga di lihat.

Untuk pengetahuan tuan/puan, segala maklumat yang saya perolehi hanya akan digunakan untuk tujuan kajian dan nama tuan/puan akan dirahsiakan.

Sekian terima kasih

Yang Benar

Nadzrah Abu Bakar
PhD Student
Centre for European Studies and General Linguistics
Faculty of Social Sciences and Linguistics
University of Adelaide
Australia

Permission to interview and record

I, _____, give permission for Nadzrah Abu Bakar to interview me, take notes and to record, and tape the interview on _____ (date) at _____ (location). I understand that the interview will be used for research purposes and the responses will be kept anonymous. A copy of transcript and the final report will be available upon request.

(Signature)

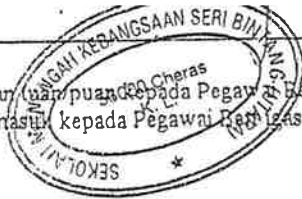
(Date)



SLIP KEBENARAN MASUK KE PREMIS
SEK. MEN. KEB. SERI BINTANG UTARA

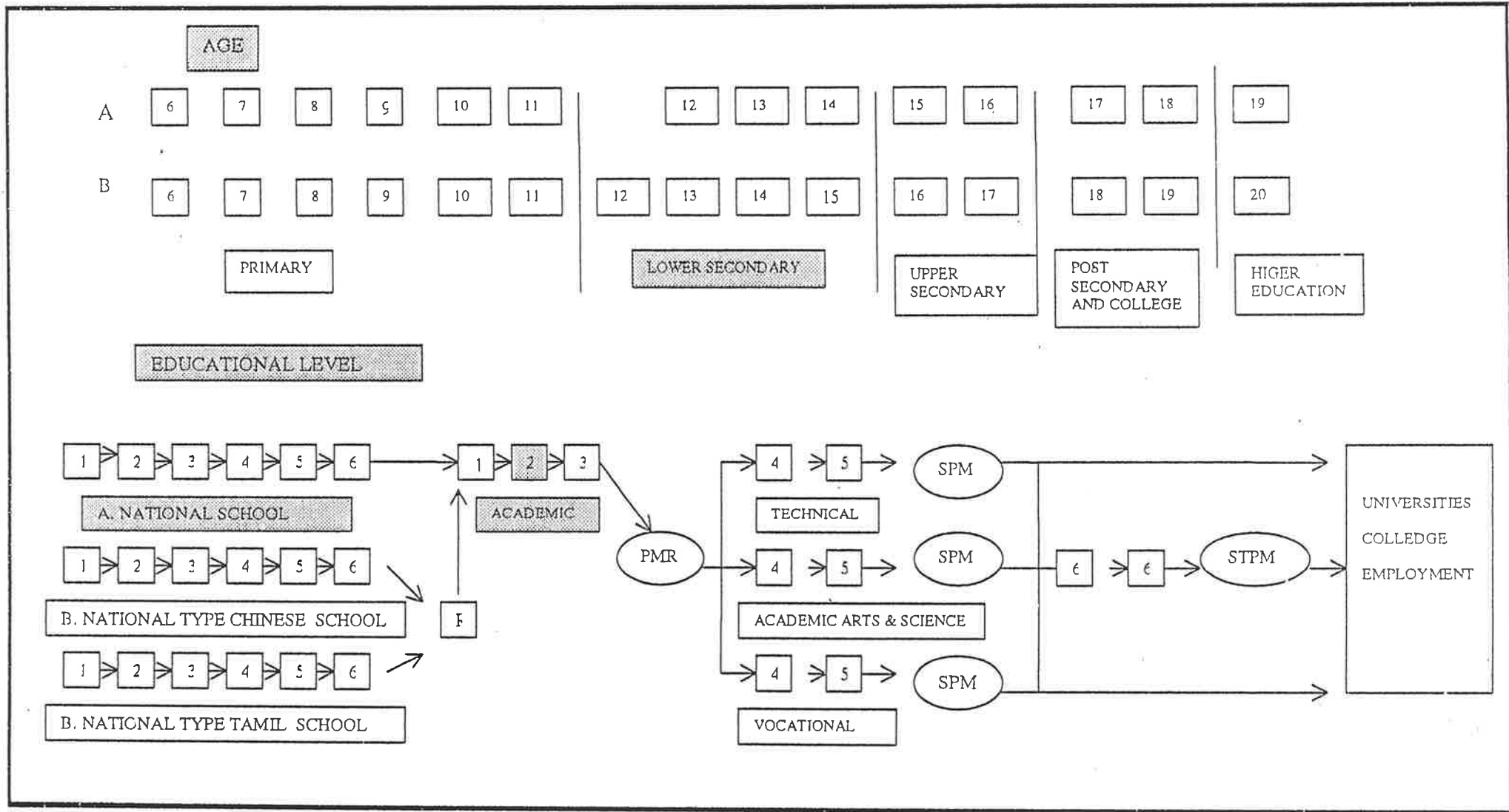
Tarikh	30/4/03		
Masa Masuk	9-35	Masa Keluar	
Nama Pelawat	Nadzrah Abu Bakar		
No. Kad Pengenalan	640313-05-5332		
Daripada			
Pegawai yang ditemui			
T/tangan/Cop. Pegawai yang ditemui			

- Nota :
1. Sila tunjukkan Kad Pengenalan kepada Pegawai Bertugas di Kaunter.
 2. Serahkan borang kebenaran masuk kepada Pegawai Bertugas Kaunter setelah urusan selesai.



APPENDIX 2

MALAYSIAN EDUCATIONAL SYSTEM



SUMMARY SCHEME OF WORK
FORM 2
SMK SERI BINTANG UTARA
KUALA LUMPUR
2002

WEEK	LEARNING AREA (ENGLISH)	LITERATURE PHANTOM OF THE OPERA
1	ORIENTATION WEEK	
2	PEOPLE – OCCUPATIONS	INTRODUCTION
3	- INTEREST	CHAPTER 2
4	SOCIALIZING SKILLS - EXPRESSING APOLOGY - EXPRESSING CONDOLENCE - EXPRESSING SYMPATHY (CHORAL SPEAKING PRACTICE)	
5	SOCIALIZING SKILLS - OFFERING HELP - ADVISING A FRIEND (CHORAL SPEAKING PRACTICE)	CHAPTER 3
6	SOCIALIZING SKILLS - SUGGESTING IDEAS CHORAL SPEAKING PRACTICE	
8	REVISION	
9	ASSESSMENT 1	
10	PLACES - GIVING DIRECTIONS	CHAPTER 4
11	- LOCATIONS - DESCRIPTIONS	
12	CHORAL SPEAKING COMPETITION	
13	PLACES	CHAPTER 5
14	REVISION	
15	ASSESSMENT 2	
16	VEHICLES	
17	- TYPES	
18	- FUNCTIONS	CHAPTER 6
19	- DESCRIPTIONS	
20	REVISION	
21	MID YEAR EXAM	
22	EVENTS – WEDDING	CHAPTER 7
23	- FESTIVALS	
24	- FUNERAL RITES	CHAPTER 8
25	NATURE AND ENVIRONMENT	
26	NATURE AND ENVIRONMENT	CHAPTER 9
27	NATURE AND ENVIRONMENT	
28	NATURE AND ENVIRONMENT	CHAPTER 10
29	REVISION	
30	ASSESSMENT 3	
31	INSTRUCTIONS, PROCESS AND PROCEDURES	
32	- HANDICRAFT	CHAPTER 10
33	- FOOD	
34	- FOOD	
35	- INFORMATION TECHNOLOGY	
36	- COMPLETING FORMS	
37	- ELECTRICAL & ELECTRONIC	
38	- ELECTRICAL & ELECTRONIC	
39	REVISION	
40	END OF YEAR EXAM	

RANCANGAN PELAJARAN TAHUNAN
BAHASA INGGERIS UNTUK SEKOLAH BESTARI - TINGKATAN 2

WEEK	LEARNING AREA	GRAMMAR	INTENDED LEARNING OUTCOME	GENERIC SKILLS	RESO
1	ORIENTATION PROGRAMME		LISTENING <u>Level 1</u> A1 Listen to selected texts and respond to questions	CRITICAL AND CREATIVE THINKING SKILLS Mind mapping	
2 - 4	PEOPLE Occupations Interests	Positive and Negative Statements Positive and Negative Questions and Responses Comparatives and Superlatives of Adjectives Gender Noun Forms Pronouns	A2 Listen to respond to a range of more complex instructions and directions A3 Listen and discern sequence <u>Level 2</u> B1 Listen and respond to a variety of text especially related to moral values B2 Listen and discriminate prefixes and suffixes B3 Listen for specific information B4 Listen for main ideas B5 Listen for supporting ideas and detail B6 Predict outcomes	Brainstorming Creating analogy Creating metaphor Graphic organising Making associations or connections Comparing and contrasting Classifying, grouping, categorising	
5 - 7	SOCIALIZING SKILLS Expressing Apology Expressing Condolence Expressing Sympathy Offering Help Advising a Friend Suggesting Ideas Giving Instructions Giving Directions	Language Forms and Functions Expressing Apology, Condolence and Sympathy, etc. Direct and Indirect Speech Requests, Imperatives and Responses WH Questions Punctuation Marks	B7 Listen for cause and effect relationships C2 Infer outcomes and decisions C3 Identify mood and attitude of speakers SPEAKING <u>Level 1</u> A4 Perform choral reading of poems, jazz chants and drama	Arranging and sequencing Identifying true and false statements Identifying facts and opinions Identifying bias statements Identifying the cause, giving causal explanation Identifying the effect / consequence Predicting consequences Making inferences or conclusions	
8	REVISION ASSESSMENT 1	Question Marks			

0 - 13	PLACES Information on places - Location - Description - Function - Direction to... - Non linear text Modes of Transport	Adverb phrases and clauses Simple Present Tense Prepositions of directions, time, place or position	A5 Recount events of a story A6 Tell a story real or imagined A7 Give more complex instructions and directions <u>Level 2</u> B7 Ask questions to obtain information and clarify meaning B8 Retell a story read or viewed <u>Level 3</u>	Making generalizations Making interpretations Identifying the main ideas, supporting ideas, details Making summaries Making decisions Solving problems	
12	CHORAL SPEAKING	Sequence connectors	C5 Describe people, events (real / imagined), objects, etc	CoRT 1	
14	REVISION		C6 Give explanations	PMI (Plus Minus Interesting)	
15	ASSESSMENT 2		C7 Express and respond to feelings appropriately	OPV (Other People's Views)	
16 - 19	VEHICLES Types Functions Descriptions - Comparison	Articles with countable nouns Modifiers - adjectives before nouns Constructions of comparisons Modifiers - adverbs after verbs Prepositions of time Future Tense	C8 Use a variety of appropriate registers (formal / informal) C9 Offer help and advice C10 Express condolence C11 Give congratulatory messages READING <u>Level 1</u> A8 Read aloud text A9 Read and recount events in a narrative A10 Read and identify moral values in stories A11 Use the dictionary A12 Read and locate information from table of contents, index <u>Level 2</u> B9 Read and discern sequence in texts B10 Read and understand synonyms, antonyms, compound words and contractions B11 Identify high frequency	CAF (Consider All Factors) APC (Alternatives, Possibilities, Choices) C & S (Consequences and Sequel) AGO (Aims, Goals and Objectives) FIP (First Important Priorities) CoRT 4 Yes-No-Po Stepping Stone Random Input Concept Challenge Dominant Idea Define The Problem Remove Faults Combination Requirements Evaluation	
20	REVISION				
21	MID YEAR EXAMINATION				
22 - 24	EVENTS Weddings - Descriptions - Congratulatory messages Festivals - Descriptions - Greetings	Questions with tags Sentence Patterns - simple, compound and complex Adverb phrases and clauses Adjective phrases			

	Funeral Rites - Descriptions - Customs	Preposition of manner	prefixes, suffixes, root words	STUDY SKILLS
25 - 28	NATURE AND ENVIRONMENT	Prepositions of accompaniment	B12 Use context clues for getting at meaning	Optimising resources
	Farm animals	Simple Present Tense	B13 Read and predict outcomes	Skimming
	Crops	Simple Future Tense	B14 Build data base	Scanning
		Modifiers	<u>Level 3</u>	Active listening
29	REVISION	Noun Forms	C12 Read and locate main ideas and supporting details	Note-taking
		Adverbs after verbs - manner, place and time	C13 Read and discern cause effect relationships	Interviewing
30	ASSESSMENT 3		C14 Read and draw conclusions	Making reference
		Sequence Connectors	C15 Read and extract information from maps, plans, drafts and make comparisons	Analysing data
31 - 38	INSTRUCTIONS, PROCESSES AND PROCEDURES	Relative Clauses	C16 Read literary texts and describe plot, character, setting and identify moral values	Presenting information in graphics
	Handicraft	Present Continuous Tense	WRITING	Writing reports
	Food Types Preparation	Articles with non-countable nouns	<u>Level 1</u>	Gathering information
	Vocation	Preposition of place	A13 Explore examples of different text types	IT SKILLS
	Information Technology		A14 Produce simple coherent non-chronological writing such as lists, invitations, greeting cards, notices, posters	Word processing
	Completing Forms		<u>Level 2</u>	Data processing
	Using Electrical and Electronic Appliances		P15 Complete texts showing sequence of real or imagined events in chronological accounts	Presentation
39	REVISION		B16 Complete stories that have a story structure- an opening, characters, one or two events and fighting moral values	Email
40	END OF YEAR EXAMINATIONS		B17 Record information for reference	Internet - Resource - Reference
			<u>Level 3</u>	Homepage
			C16 Present information in a logical way	Teleconferencing
			C17 Write independently using complete sentences and punctuation marks	EVALUATION SKILLS
				Self
				Peer
				Teacher
				Portfolio
				Project
				Fieldwork

		C18 Express feelings in written expressions	INDIVIDUAL LEARNING
		C19 Listen and make short notes	Self-access
		C20 Construct responses to materials read pertaining to self and others	Self-instruction
		C21 Present information	Self-directed
		C22 Transfer graphics into written forms and vice versa	Self-paced
		C23 Edit and sort data	MULTIPLE INTELLIGENCES
			Verbal / Linguistic
			Spatial / Visual
			Logical / Mathematical
			Kinaesthetic
			Musical / Auditory
			Interpersonal
			Intrapersonal
			Naturalistic / Environmental
			Spiritual

APPENDIX 3

PROFILE

Name : *Vicomte Raoul de Chagny*

As known as : *Vicomte de Chagny, Raoul*

Age : *21 years old*

Place of Birth : *Paris, France*

Physical : *blue eyes, short black hair,
charming smile, good-looking,
young, tall, well built,
average weight*



Personality : *Youngest son of a very
influential, old and a high
society family, rich,
impatient, impulsive at the
spur of the moment, loyal,
caring, foolish at times*

like/dislikes : *likes* : *Christine*

Dislikes : *Erik*

Last seen at : *in a secret house on the lake
below the Paris Opera House*

ERIK'S PROFILE

Name : Erik

a.k.a : The Phantom, Opera Ghost,
Christine's Angel of Music.

Age : Unknown

Place of Birth : France



Physical : Has a dead man's head; no eyes, only black holes; no nose; yellow face; black holes with terrible red lights.

Personality : Gentleman; clever with trap doors, mirrors, and ropes; a famous architect and builder; get annoyed easily, clever, dangerous man

Likes : Christine Daae'; Madame Giry; Box 5; flowers

Dislikes : Raoul, people sitting in his box, the new directors, La Carlotta; being talked about

Last seen : In his house below the Opera House

when : he was releasing Christine, Raoul dan The Persian.

ERIK'S PROFILE

Name: Erik

As known as: The Opera Ghost
(The Phantom of the Opera)



Age: 39 years old

Place of birth: France

Physical: Man in black cloth, body without head, head without body, yellow face, no nose, ugly, black holes for eyes

Personality: Lonely, compassionate, dangerous, cruel, do many clever things with ropes, mirror, and secret doors, talented singer, kind, loving

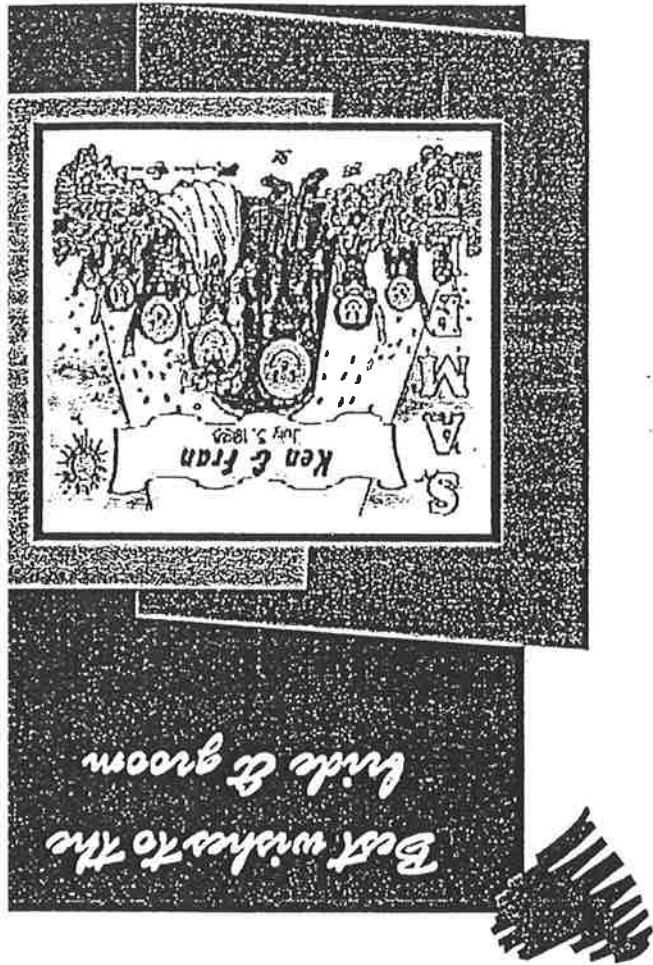
Like / Dislike: Like to kill people, Like Christine Daae

Last seen at: Erik's house
when: Christine Daae kissed him

PROFILE

- Name* : Erik
- As known as* : Opera Ghost, O.G,
Phantom of the Opera
- Age* : 35 years
- Place of Birth* : France
-
- Physical* : Head of a dead man, with
yellow face, no nose and
no eyes – only black holes
that sometimes glows
with red light
-
- Personality* : Very clever, very
dangerous man, master of
disguises, self-sacrificing,
cruel, can be
compassionate.
-
- Like / Dislike* : Likes : Christine
Dislike : Raoul
-
- Last Seen at* : In a secret house on the
lake below the Paris Opera
House.
-
- When* : Three days ago





Made especially for you by:
Beatrice Chan 20
Notasha Jean
Sek. Men. Seri Bintang Utara

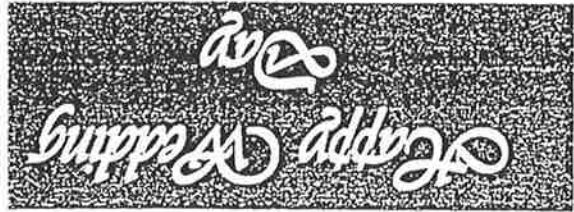


*I'd wish you luck
for your wedding.....*

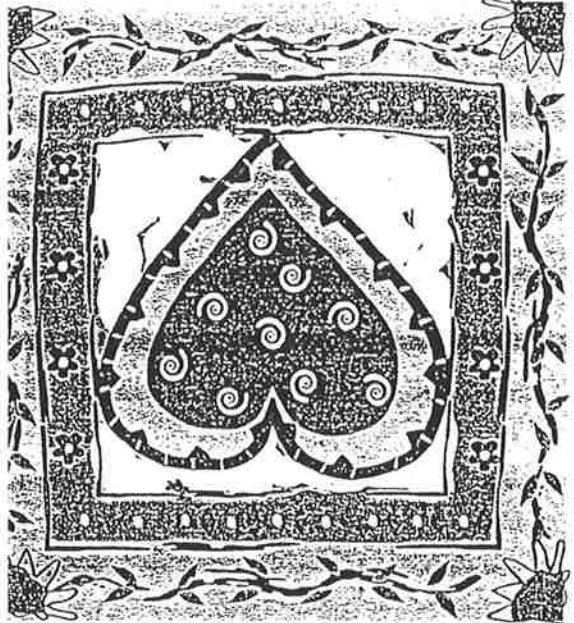


Congrats on the wedding!
May you have a happy,
loved-filled life with your
husband! Marriage lasts
forever because of the
bond of love between the
couple, remember that

*..... But you already
seem to have it all.*



Made especially for u from:



Dear cousin,
We would like to congratulate u for your wedding!! We hope u will enjoy your life with your new family. Be a responsible husband and a family leader. Forget us not. And hope u will live happily ever after!!!

From your cousins,
Sarah Liyana, Adleena
and Farina Amiera



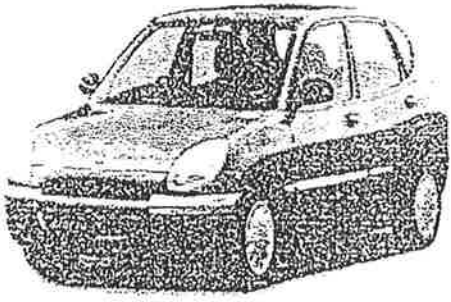
Faisal



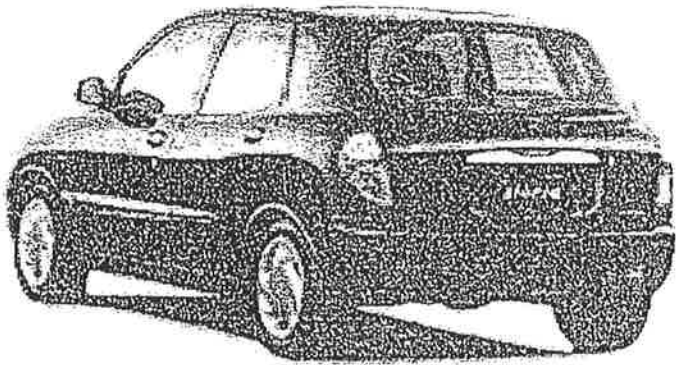
Farhah



CARS

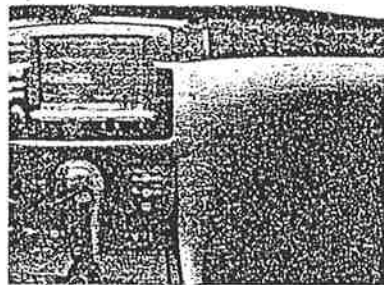
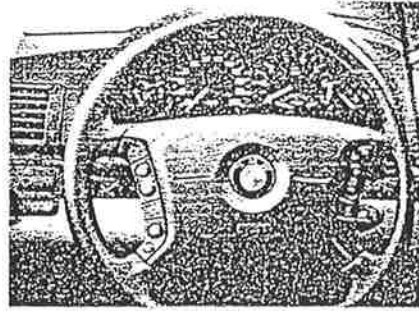
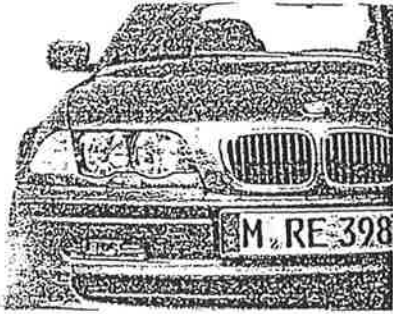


There are over 400 million cars throughout the world. Most cars are placed in the United States of America. The car is one of the most complicated cars.



A car has about 14,000 separate parts. A petrol engine powers most cars, but some have diesel engines. The transmission system transmits the power from the engine to the wheels that drives the car. By choosing different gears in the

Bmw 3 series



ities:

Parking protection

apped around plastic bumpers and side

Power steering

Is the steer wheel away from the driver
of head-on collusion.

Navigation system with on-board
monitor and TV.

ides the driver accurately to the
ition. Instructions are provided by the
omputer. It also helps the driver
y heavy traffic or congestion on a
road when driving by showing maps.

uel gauge tells the driver how much
left in the car and how much miles or
e it can go
it empties.

➤ (AAR) 'automatic air recirculation
control'

- It ensures that the pollutants does not enter the
car in certain concentration.

➤ Rain sensor

- detects rain to control screen wipers depending
on the rain-fall intensity.

➤ Multifunction buttons

- remote control of radio

➤ (PDC) 'park distance control'

- It gives an acoustic signal for the distance
between the car and the obstacle.

➤ (DSC) 'dynamic stability control'

- detects any indication of skidding at an early on
as to stabilize the vehicle within milliseconds.

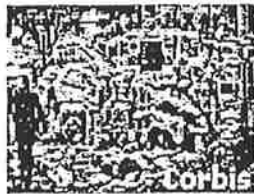
REPORTING AN ACCIDENT

- NOW, PRETEND THAT YOU ARE A REPORTER AND YOU HAVE BEEN ASSIGNED TO REPORT AN ACCIDENT.
- DISCUSS IN YOUR GROUP AND SELECT A NEWSCASTER AND A SCENE REPORTER.
- LATER, ACT IT OUT! (3-5MINS)

WHO ARE THESE PEOPLE?
WHERE ARE THEY?
WHAT ARE THEY LOOKING AT?



WHAT IS HAPPENING HERE?
WHO ARE THESE PEOPLE?
WHAT ARE THEY DOING?



WHERE IS THIS PLACE?
WHO ARE THESE PEOPLE?
WHAT ARE THEY DOING?
WHAT HAPPEN NEXT?



FINALLY...
CONCLUDE YOUR
DIALOGUE AND PRESENT
IT.

GOOD LUCK!



Wedding Card - Congratulations

The task was done in a group of 3 students or in pairs. Each of the students has a computer to work with. They need to decide which computer to use later on. They were expected to come out with a congratulation card to a cousin for her wedding. The task was a writing task, where the students need to think, write and create a suitable card. They were advised to use the Microsoft Publisher to complete the work, however they can also search the Internet for examples of cards. This activity was done in the computer laboratory.

- C001 T: Welcome back girls. How was your holiday?
C002 Ss: haa.. not enough teacher.
C003 We want more
C004 Ya teacher too short
C005 T: Really? I need more too.. but anyway... ok, what did you do during the holidays.
C006 Ss: Nothing... stayed at home
C007 I went to my grandparents' house
C008 I balik kampung to see my grandparents
C009 T: Good... what else did you do?
C010 Ss: I ate a lot teacher
C011 T: Why?
C012 Ss: There were a lot of weddings
C013 Yes teacher kenduri kawin every week. See teacher I gained weight (pointing to her stomach. The class laughed)
C014 T: Hmm... weddings.. did you go to Cik Marniza's wedding. She just got married, now is no more Cik but Puan Mamiza
C015 S: Yeah Pn Marniza (giggle)
C016 Ss: No teacher.. too far, did you go?
C017 T: Yes, I did. And she was beautiful. Ok what do you say when someone got married?
C018 S: Say?
C019 T: hmm... What do we always wish if our friends or got married?
C020 S: Happy married
C021 Congratulations
C022 Congratulations on your wedding day
C023 T: Good, we say congratulations to them, right? Ok how do we wish them?
C024 (The class were quiet)
C025 T: What do we say? Students do you have any idea?
C026 S: Just wish them happy wedding day and long live
C027 S: Congratulations and I hope you will have children. (The class laughed)
C028 T: No, you shouldn't say that, that is wrong and not polite. There is another way to say it, can anyone give me another way of saying it?
C029 S: Teacher, why can't we say that?
C030 T: It is just not polite wishing her to have children. Ok any other way?
C031 S: Many many congratulations
C032 S: I hope you will have a happy marriage
C033 T: Ok.. good. What else?
C034 S: Teacher when are you getting married?
C035 S: Yeah teacher when? We want to come.
C036 T: Soon, don't worry I'll invite all of you. Ok now back to the lesson. What are other ways?
C037 S: I wish you to have a happy family
C038 S: *****
C039 T: Ok, there are many ways to congratulate.. good. Now I want you to make a congratulation card to congratulate your friend on her wedding day.
C040 S: teacher we are still young, we don't have friend to get married
C041 T: you just imagine, or your cousin. I want you to do using MS publisher.
C042 S: Can we search Internet?
C043 T: Why?
C044 S: To download pictures
C045 T: For pictures ok but don't copy
C046 S: yes...
C047 T: Please do it in pairs
C048 S: But teacher can we do in threes, because we are sitting in three please
C049 T: Alright, girls those who want to do in pairs you can and in threes also can. But I want only one card from the group. You do it together not individual, understand?
C050 S: yes teacher
C051 S: Can we open all computers?
C052 T: Yes you can switch on all computers but work as a group.
C053 S: When to pass up?
C054 T: At the end of the class. Print it and hand it in. Any question? (Nobody responded) No, ok now you can start your work.

The dialogue: The group work

- W001 S2: Okay, what do you want to do?
W002 S1: Go to Microsoft Publisher...
W003 S3: Ya...ha... go to card...ya...
W004 S2: How do we want our card to be?
(students were trying to find suitable picture for the card)
W005 S1: No... go more... that one?
W006 S3: Okay... there are many... go more..
W007 S1: Click the first one again...ha... this one...
W008 S3: Wait...go one by one, see all first...
W009 S2: This one not bad... *(the third picture)*
W010 S1: Yea...hmm...but go more.. *(the students went from one picture to another)*
W011 S3: No...I think that one is better..
W012 S2: This one ... *(she click the third one)*
W013 S3: No...after that...*(click the fourth picture)* no lah... not that nice...
W014 S1: Ya...too flowery
W015 S2: aaa... messy...we want something simple...
W016 S3: I want to try on my computer...
W017 S2: No...it's a group work...use your computer, kay?
W018 S3: Okay lah...
W019 S1: haa... I think we switch on all the computers first ... do the... find the pictures then we choose the best..
(Ss agreed and the switched on all the computers. They worked individually from this point to create a card, but not to write the sentences.)
W020 S2: Macammana?(How?)
W021 S3: This one...no...take your cursor to here...aaa...see...
(S2 is asking how to move a picture from one frame to another.)
W022 S1: Can we search internet?
W023 S2: Don't know...ask teacher..
W024 S1: Teacher...teacher..
W025 T: Yes...*(The teacher walked to the students.)*
W026 S1: Teacher... can we search internet?
W027 T: Why?
W028 S1: to find pictures ... samples...
W029 T: Pictures, yes but don't copy the words ...
W030 S1: No, teacher... we won't copy..
W031 S2: We are good students...(laughed)
W032 T: *(teacher laughed too)* remember...no copying... your work must be original..
W033 S2: Sure...Okay...where do we want to go...
W034 S3: Go to Microsoft Publisher first ... get the pictures for the card...
W035 S1: Yea...if not good, then we search internet... don't waste time
(Ss were busy searching and creating cards, no oral communication was heard at this time. They were busy interacting with their computers.)
W036 S2: Dila...how do you put this here? *(Using the cursor to point at what she meant.)*
W037 S3: Like this...*(Using the cursor to show the student.)* Go to here...click...no press the mouse, the left button...don't let it go...haa...like this... then drag ...like this..
W038 S2: Here..
W039 S3: No not there ... the other button...ha..
W040 S2: Okay...thanks...
W041 S1: Hay...guys... mine is ready
W042 S2: Wait...
W043 S3: I'm about finish...

(They were still doing it. But they did not search the internet. They used Microsoft Publisher. There was no downloading from the internet.)
W044 S1: Teacher... we do have to do one card or three?
W045 T: One card only from each group. You have to discuss... the three of you, no individual work. Are you doing group work of individual?
W046 S1: Group teacher.
W047 S3: We get the background first, then we write teacher
W048 S1: Yes, in a group.
W049 T: one card only *(She left and went to another group)*
W050 S2: Look at mine... what do you think?
W051 S1: not bad...but...eerr
W052 S3: this one... *(showed hers)*
W053 S1: Yea... OK too...aaa...all are nice...
W054 S2: Hey... choose one...this is nice but too flowery...this is ...eerr..
W055 S3: and crowded...and this?
W056 S2: This is ... like ...looks lively and simple ...
W057 S3: Lively?
W058 S1: But ... ok...we take this one...never mind...
W059 S2: Good...then lets think of what to say...

(One student was in charged with the typing. After they searched for a suitable card from the Microsoft Publisher they started to composed the content).

- W060 S1: Well, what do you think of this?
W061 S3: Ok, but I think this is better. And we write happy marriage?
W062 S2: Wait, I think we take this one
W063 S3: err.. what do we write in front here?
W064 S1: we say... happy wedding day
W065 S2: Yap! Use fancy words, like this..(pointing to the font on the screen.)
W066 S1: right! Then... who do we want to write to? Friend... cousin... sister...or.. (she was interrupted by S3)
W067 S3: Why don't we use cousin, I don't think any of us are getting married now, ha..ha..ha..
W068 S2: OK, right.. ya...don't use friend... we use cousin. So how do we start? Find a name first..
W069 S3: What about Izzat?
W070 S1: OK, Dear Izzat..
W071 S2: No... I want Faisal ...
W072 S3: why?
W073 S2: cos...he is our handsome science teacher...(laughed)
W074 S1: Wow! Ya... why not?
(the rest agreed) (The student typed Dear Faisal,)
W075 S2: No, no, he is our cousin, so I think we should say ... Dear cousin..
W076 S3: Why do we write cousin? Just write Faisal
W077 S2: 'cos he is our cousin... and he is our close cousin..
W078 S1: so ... arr we write Cousin Faisal ... agree?
W079 S1: just cousin..
(all agreed and one person who is good with typing typed it on the computer then ...)
W080 S3: OK, what do we say then... err.. we would...wish?
W081 S1: like to... what?
W082 S2: say happy...
W082 S1: how about .. we would like to congratulate you ...
W083 S2,3: ya... type it..
W084 S2: type U instead of y o u .. ha.. that's better...
W085 S3: How to say ..hari perkahwinan in English
W086 S1: on your wedding day..
W087 S2: just put wedding with exclamation marks.
W089 S3: 2 exclamation marks.. yap
W090 S1: wait...the size is too small...the font..
W091 S2: so?
W092 S1: Change to 10 or 12?
W093 S2: we finish writing then we do that..
W094 S1: Ok..
W095 S2: Ani, read ...
W096 S3: Ok, Dear cousin, we would like to congratulate you on your wedding!!.. good... what else?..
W097 S2: why don't we put something about new family... enjoy something family..
W098 S1: er.. we wish...err you like...
W099 S3: we hope you enjoy....
W100 S1: no, I think... we wish you..
W101 S2: ya... I wish you enjoy
W102 S3: I wish you enjoy, wait put will there will enjoy... ha..ok
W103 S1: Enjoy what?... enjoy your new family ...
W104 S3: wait, put something else there..
W105 S2: make it more nicer and ...
W106 S3: like...er.. your life
W107 S2: ok, put your life... what ha..?
W108 S1: wonderful...
W109 S3: no, not wonderful...something else..
W110 S2: ha... how about enjoy your new life with your wife...
W111 S3: ok, but not with your wife only,
W112 S1: What do you mean?
W113 S2: ya, because his life is not with his wife, but with other family...
W114 S3: when you got married, you have a new family,....
W115 S1: so, with your new family...
(the rest agreed, nodded their head to indicate that they agreed.)
W116 S2: Ok, the sentence sound like this ... We hope U will enjoy your life with your new family.
W117 S3: let's give some advice
W118 S2: ok, what advice we want to give...ha...
W119 S1: Well, our cousin is female or male?
W120 S3: Male, Faisal lah, forgot?
W121 S1: So, we put be a good husband?
W122 S3: Use another word like ...
W123 S2: respectful..., thoughtful,
W124 S1: kind...
W125 S3: no, something else what is the word that tells everything...
W126 S2: responsible?
W127 S3: ya... responsible... Be a responsible husband and what ha?
W128 S2: a family leader?

W129 S3: ya... Be a responsible husband and a family leader... full stop.
 W130 S1: OK, now let us read. (ask S2).. read loud!
 W131 S2: Dear cousin, we would like to congratulate you on your wedding. We hope you will enjoy your life with your new family. Be a responsible husband and a family leader.
 W132 S1: OK, think it sounds good, but we need to add some more..
 W133 S3: How long do we have to write?
 W134 S2: Dunno...lets ask teacher...teacher, teacher
 W135 T: yes... anything?
 W136 S2: How long do you want?
 W139 T: Not too long and not too short. But you must put the message there...
 W140 S1: OK...is like this ok teacher
 W141 T: Add few sentences... why do you write U instead of y o u?
 W142 S2: Tak pe lah teacher..(never mind)..just our style..
 W143 T: Don't do that in your exams... remember?
 W144 S1: OK...
 W145 S2: Thank you teacher... now what else to write
 W146 S1: How about...eerr...don't forget me?
 W147 S2: What do you think Liya? Hoi... Liya?
 W148 S3: Sorry... I wasnever mind..ok...
 W149 S2: ya...but it is too informal...
 W150 S1: we try to make it friendly...
 W151 S2: I know but the sound is not good... like you are talking...
 W152 S1: so how do we change it...
 W153 S3: Ha...I know... forget me not..
 W154 S2&1: ya...type it
 W155 S2: Dear cousin, we would like to congratulate you for your wedding. We hope you will enjoy your life with your new family. Be a responsible husband and a family leader. Forget me not.
 W156 S1: there's something wrong... ya... forget me not...
 W157 S3: Why?
 W158 S1: Well, we put we there (pointing at the words) there ...and it's the 3 of us ...
 W159 S2: oohhh...so we change me to us then, right?
 W160 S3: what else?
 W161 S1: And hope you will live
 162 S2: happily ever..
 W163 SS: after..
 W164 S1: Like fairy tail...
 W165 S3: never mind...
 W166 S1: put 3 exclamations... ha...that's good
 W167 S2: see ... ok.. now write our names
 W168 S3: from...or from your cousins...
 W169 S2: from your cousins is better I think..
 W170 S1: yea... from your cousins...comma...
 W171 S2: Sarah Liyana, Adleena and Farina Amiera..
 W172 S1: Good...
 W173 S3: see the whole card...
 W174 S2: haa... we need to write something at the front page...this one...(pointing at the heart shape.)
 W175 S1: and inside...this one (pointing at the cupid)
 W176 S2: write... err... congratulations...err...on your wedding day...
 W177 S3: too long...make it simple...like happy wedding day...like this one...(showed one card from the internet).
 W178 S1: Yea...why not...

 W179 T: OK class...please be quick...you have about 15 more minutes...when you have finish, please print and save it in you file... write your name ...
 W180 SS: teacher...not enough time ... can we do at home?
 W181 T: no, finish it now... and print...

 W182 S2: quick, we don't have time...
 W183 S1: type below the picture...can you make the picture smaller...
 W184 S2: can try... hah...like this?
 W185 S1: no...too small...hah that's it...now type the words below it...
 (typing)
 W186 S3: change the words... the patterns...what you call it...
 W187 S2: we use this?
 W188 S3: ok...
 W189 S:1 here...need to write anything?... so empty..
 W190 S3: write happy wedding day...here...(pointing to the place)
 W191 S1: kay... then write faisal here and... what's the girl's name...
 W192 S2: you mean the bride's name...
 W193 S1: ya...
 W194 S2: farah...?
 W195 S1: OK...done...
 W196 S3: Sarah... open the whole picture...
 W197 S:2 Anything else to add...
 W198 S3: No...print it... (the student printed it)
 W199 S1: read again...

W200 S2: OK, anything else..
W201 S1: no, print it...
W202 S2: take it
W203 S3: not working... nothing came out... try again..
W204 S3: no... teacher...the printer.. not working...
W205 T: Save it in your file first... hah...
W206 S3: nothing teacher...
W207 T: wait then try again... if not print in the class and give me tomorrow...
W208 S3: teacher it's working...
W209 T: good...one at a time...you'll jam the printer...
Ok class, it is time to go.

Reporter Scene

2C001 T T: Ok are you ready. We are going to do role play.
2C002 T T: Shhh... are you ready... girls...now.. Excuse me what are you doing? Girls what are you doing? Any problem? I want you... to sit in your group and I want you to write dialogue for me between two people, which is the reporter at the scene and the other one is the newscaster in the studio: OK can you imagine that?
2C003 T T: OK, the report is about accident. It can be any accident, it can be a car accident, lorry ...
2C004 T T: Hopefully it is a true story. But I don't mine if you create one, but try to make it like a true story. I want you be in the group and discuss in your group. Imagine you are the reporter at the scene and report what's happening at the scene. Later you act it out, and your presentation is about 3 to 5 minutes.

(The explanation of the task is given in the form of power point presentation. Students look at the TV screen while the teacher explains.)

2C005 S S: The newscaster should it be like international or local one?
2C006 T T: Malay one, Malaysian.
2C007 S S: Can we talk something like war or some like that?
2C008 T T: Accident... (excitedly said to make it clear to the student)
2C009 S S: Do we have the camera man and the other teacher?
2C010 T T: No you don't have to give me the camera man...or the people along the scene... no I don't want that.
2C011 S S: Eye witness..?
2C012 T T: ohh.. you want to interview the eyewitness.. ok..if you want eyewitness no problem
2C013 S S: Teacher.. can we make the scene overseas?
2C014 T T: Overseas..? hhhmm Noo.. Malaysia... we have to have arr...patriotism. So.. it should be in Malaysia.
2C015 S S: Where teacher?
2C016 T T: We have a lot of interesting places. OK... it can be anything.. you can discuss in your group.. OK I want you to start now.

(teacher listens to the students questions and answers them, but they talk at the same time. The teacher picks those who speaks loud enough for her to hear. She points her figure to the student and answers her questions.)

2C017 T T: Ok, how are you going to write the dialogue?..
2C018 S S: How ha? Dia kena formal. Mesti ada greeting.
2C019 T T: Yes, you should be formal. Your language should be clear and easy to understand.
2C020 S S: Teacher when to hand in?
2C021 T T: On Friday.
2C022 S S: Today?
2C023 T T: Today I want you to act.
2C024 S S: Act? How to act?
2C025 T T:
2C026 SP SP: Teacher the dialogue that we want to pass up next week, does it have...
2C027 T T: In your composition book..
2C028 SP SP: to be individual or..
2C029 T T: Individual
2C030 SP SP: So the dialogue cannot be the same in the group?
2C031 T T: Yes, it has too... the same..
2C032 S S: Yess... (Happy)
2C033 T T: OK anymore questions?
2C034 SP SP: Can we make similar changes? No, any changes?
2C035 T T: Can, no problem..
2C036 SP SP: Even if we write it in our composition book? Can we make changes?
2C037 T T: Yesss..
2C038 SP SP: (Very happy, claps hands) (Satisfied)
2C039 T T: OK... I just want to give you big idea(she turns to the TV cum LCD) OK can you see this?
2C040 S S: Yes..
2C041 T T: Sure? OK in your dialogue you should have a lot of questions right? So your questions should be like "WH" questions, correct, you should have a lot of WHY,

WHEN, HOW, WHO...

- 2C042 SP Sp: 6 WIFES... teacher..
- 2C043 T T: What!?! (the teacher and the class laugh) ... OK for example, who are these people, where are they..., why are they..., looking at? What do you think they are looking at? (She is projecting a picture of an accident.)
- 2C044 S S: Teacher not clear... can't see...
(The TV screen is shaking and the picture is not clear.)
- 2C045 T T: OK what is happening here, who are these people, what are they doing...
- 2C046 SP SP: Can not see..
- 2C047 T T: Can not see... OK this is an accident... car accident... OK where is this place, who are these people, what are they doing, OK can you see
- 2C048 SP SP: Prostitute, isn't it?
- 2C049 S S: Laugh
- 2C050 T T: Apa ni... Paramedic not policeman (from the picture)
- 2C051 SP SP: Sorry... I can't see the picture clearly.
- 2C052 T T: Finally. Do your dialogue and present it in front. I will give you...
- 2C053 S S: 20 minutes...
- 2C054 T T: 20 minutes.. OK, class... now I want you to work in groups...() I want you to work this in groups. OK? And group leaders come in front. (all the group leaders go to the teacher's table to collect "mahjong" paper and marker pen.) You can do what ever you want from the paper.
- 2C055 T T: Students be careful! People listen, when you are writing, don't dirty the table and don't dirty the floor.
(Students go to their group, lot of noise.)
- 2C056 T T: Excuse me people... attention, attention, this paper you can cut, you can write anything on this paper, may be you can have the subtitle, maybe the background, the names and not the scripts, you know.
(Students are talking at the same time.)

Group 1 (2 Chinese, 2 Malays and 2 Indians)

- 2C057 S1 S1: Why don't you be the You and you... (pointing at the 2 students sitting in front of her.)
- 2C058 S2 S2: No.. no.. I want to act.. (another student who is not pointed.)
- 2C059 S3 S3: Background, I draw the background
- 2C060 S4 S4: no.. I want to become the newscaster.
- 2C061 S3 S3: Wait!.. Wait!.. let us list it first.. one newscaster right? The reporter? The witness?
- 2C062 S1 S1: we have four of you... 2 witnesses.
- 2C063 S2 S2: I want the reporter..
- 2C064 S1 S1: no, you be the witness.. and she be the reporter (pointed to student 3)
- S2 but... ok but I want to act
- S1 you be the eyewitness, a Mak Cik
- S3 yes... you speak like Mak Cik, a kampung makcik
- S4 you speak Malay and
- S3 then the reporter need to translate it
- S2 that's going to be funny.. Ok, I like it
- S1 so you have to translate it and Mak Cik you don't understand English at all.. So act blur when the reporter ask you question
- S3 yup, then I will ask the question in Malay and you answer it in Malay and I report it in English
- S2 how about a second eyewitness
- S4 I be it... how about a doctor, a paramedic.. An Indian doctor
- S1 you use an Indian dialect (all laugh) and you Malay language
- S2,S3,S4 Good!!!!
- S2 Settle You be the reporter and I be the newscaster

The next group looks at the newspaper.

The group discussion is so noisy. Everybody seems to be talking at the same time. Can't get any dialogue during the discussion. The groups that are not that fluent in English speak Malay. The groups are mixed Malays, Chinese and Indians. Teacher walks around class and see and gives help when needed.

- 2C065 S S: Teacher. Teacher how to spell this...
- 2C066 S S: Teacher can we do this...
- 2C067 S S: Teacher, come here..
- 2C068 S S: Teacher, is this right?
- 2C069 S S: teacher how to close it teacher?
- 2C070 T T: You can say.... Stay tune...
- 2C071 S S: OK what else ha?
(After 20 minutes)
(Teacher walks to the front of the class, and stands looking at the students.)
- 2C072 T T: OK class. Ready and please sit down. Please sit down. We don't have much time for the presentation. Class, please. Sit down.
(Students are still doing the discussions in their groups. Slowly they sit down)
- 2C073 T T: Girls please, we can do only 4 presentation today. Please be quick. Class...OK..

Shhh..

(teacher stands and look at the class, waiting for the students to sit down. Students sit down but they are still doing their discussions. Not looking at the teacher.)

2C074 T T: Time's up ladies. (Still waiting for the class to settle down.) Who is ready? (Looking at the class.) Who wants to be the first? (still looking and waiting for any group to volunteer.) Anybody? Girls please give me whatever you have now. Or else we don't have much time. We can have 3 to 4 presentations only today. (no body comes up, teacher still waiting. Students still doing their discussions, not looking at the teacher. Teacher looks around.) anybody? Anybody? Yea, thank you.

(students clap hands)

2C075 T T: And please others, listen.
(Students go the front and set the setting of the presentation.)

2C076 T T: Shhh.. please respect your friends here, they are going to present.

2C077 T T: heay... shh class.... Ok whenever you are ready Ainol...

(Student are arranging themselves in front of the class. Sticks the Mahjung paper that is been drawn on the white board. 2 students (The newscaster and a "translator" sit on the left of the class), 2 students (a reporter and an eyewitness) stand in the middle, 1 student stands near the whiteboard and another student squatting in front. The reporter is holding a book and a folded umbrella. She looks confident.)

The presentation

P1001 The newscaster: Good afternoon. An accident has just occurred at Kampung Pasir Berdegung in Kedah. (Students laugh). We have our live reporter Ainol on the scene. Hello. Hello Ainol, can you hear me?

P1002 R The reporter: Is that Shiely?

P1003 N N: Yes.. can you please tell us what is happening there?

P1004 R R: Well, arr... well.. I am at ..arr... I am reporting live at Pasir Berdegung in Kedah.. Well.. what's happening here is actually.. actually.. what happen is actually.. there is an accident between a car and a bicycle near a .. by the paddy field.. well actually and old man... just... was hit by a car.. the car is drove by a young man..arr.. Ok..arr.. here is our witness.. Pn Bell.. Puan can you please tell me what has happened?

P1005 E E: Gapo ni kamu cakap? Mak Cik dok paham.(the class laugh because she is using a Kedah dialect; not understand English, because she is a villager.)

P1006 R R: Mak Cik boleh ceritakan apa yang terjadi tak?

P1007 E E: Mak cik tengah kat sawah padi, Mak Cik nampak kereta laju sangat. Sedih Makcik tengok kena langgar.(Cries) Org tua tu lak mati kena langgar naik basikal.

P1008 R R: Can you please tell me how did it actually happen? Macam mana ia berlaku?

P1009 E E: Lah.. kamu tak dengar ke tadi, kena langgar. Pakcik tu bawa basikal... di langgar dari belakang

P1010 R R: Well, what Pn Bell tell me is actually the car went too fast and the old man too slow and that is what happen just now. Aah

P1011 N N: So, how's the victim condition now?

P1012 R R: So sorry I didn't hear you..

P1013 N N: So, how's the victim condition now?

P1014 R R: Well, actually he is very injured, he is unconscious now, full of blood and he is bleeding and the paramedics are trying to Arr... arr.. stop he.. stop he from being..ohh.. bleeding (trying to find the correct word) Kay and there is a policeman and a few of aaarr... crime investigator to investigate how does it happen and then the +++ are here.. are now carrying up the old man, and the paramedics are ready to help the victim. And then... well.. I like to make an interview with one of the paramedic here... Aar.. good morning, sir.

P1015 E2 E2: Yes

P1016 R R: You are..

P1017 E2 E2: I'm Dr. Karim from the hospital Pasir Berdegung.

P1018 R R: Tell me about the victim.

P1019 E2 E2: arr.. quite critical...but then...err... not... err..only 20% for..err...err.. the old man to ..err.. survive. So it is very pity. And I think the the the young man also quite... he is okey. Nothing much.. because he is in the car.

P1020 R R: How is his life?

P1021 E2 E2: Good

P1022 R R: Okay, thank you very much. OK what is going to happen next is the paramedics, doctor are trying hard to help the victims and after the Because of the old man is unconscious, the paramedics are trying to make him conscious. After he is going to send the victims to the hospital Pasir Gua Putih. Ok.. that's all live news from Kg. Pasir Berdegung.

P1023 N N: Ok thank you Ainol, that's all for now, we see you again next news... stay tune. The end of the presentation

P1024 T T: thank you mak cik and the others. Ok can we have the second one. The second one, anybody
(another group comes to the front. Taking their places. The newscaster sits, the reporter stands. And 2 students are holding the mahjung paper with drawings and writing)

Start

P2001 S S: Can we start now?

P2002 T T: OK go on.
P2003 N N: Good afternoon. This is the breaking news of 7. The Titanic 2002 sank Port Klang Harbour, at 2 pm today. We have our crew reporting from the accident scene. Ernie are you there?
P2004 R R: Yes, Yes Joan. I'm here to report live of the accident. With me is Julia who is in the tragic accident. Julia, you were there when it happened. Can you tell me what happened?
P2005 E E: (Asking for the mike to be put nearer to her.) actually the...the ship...arr.. I mean the ship has sank ...
P2006 R R: So, how did it happen?
P2007 E E: The...(difficult to get the right word).. it has been highjack so, the person highjack do not know how to control the ship.
P2008 R R: Who were in the ship?
P2009 E E: Who were in the ship? Arr.. Tony Blair and (pretending to cry)...and it sink. (laugh)
P2010 R R: I'm really sorry (laughs). I am really sorry for your lost. When is it actually happen?
P2011 E E: It happened at 10.30 am. This morning.
P2012 R R: How many people are actually save?
P2013 E E: 56 people are actually save.
P2014 R R: Ok...aaa...thank you Julia. Arr for the close up, lets join back to the 7 News studio.
P2015 N N: Thank you Earnie. That's all for now. Join us for more information for the tragic accident on our daily news at 7. I'm Loendrio Zanario reporting live from studio 7. (students clap hands and say hooo.... When N says her name.)

Group 3

P3001 N N: good afternoon. This is live report regarding a major accident in Jalan Tunku between 7.30 to 7.45 am today. This accident has course a major traffic jam along KESAS highway. Sorry. This accident involved a car and a lorry when the lorry tried to avoid an old woman crossing the road. Now I pass it to our reporter live from the scene. Prima..
P3002 R R: I am now at the scene. Now I will interview one of the witness, Miss Nisha to know more detail about this accident. Miss Nisha, what are you doing during the arr.. what were you doing when the accident has...
P3003 S S: (signals her) had..
P3004 R R: (corrected it).. had happened?
P3005 E E: Well you see, I was sitting in the mamak stall, and then I saw the car, it then crashed the lorry. (In an Indian tone and slang.) (Students laugh)
P3006 R R: Can you tell us how this accident is happen?
P3007 E E: (signal her..) had happened
P3008 R R: ...had happened?
P3009 E E: well you see, an old lady was crossing the road, and then a lorry was coming and then he stopped when he saw the old lady. Soon, there's another car was coming speeding like that (shows the action using her hand) and banged the car.
P3010 R R: Oh, that's worst, what happen next?
P3011 E E: Then everyone got a shock and then we all rush to the scene. And then the fire ambulance, eh.. (know that she has made mistake)... (laugh)
P3012 R R: I am sorry, for the interruption because Nisha is too excited about the accident.
P3013 E E: Well, you can see there ambulance and police is all around them. And they were sent to the hospital.
P3014 R R: Well, thanks Nisha. Thanks a lot. So this is what has happened for that accident, so I pass it back to Mitchel. I am a reporter Prima, thank you.
P3015 N N: Thank you Prima. That's all for today. Reminder, drive carefully. I'm Mitchel from CNN, have a nice day and stay tune.
P3016 T T: Thank you. Now we can have one more group. Make it fast. (She looks at her watch.)

Closing

2C082 T T: OK listen everyone. Thank you for the presentation. We should have 2 more presentation next week. So keep your news.
2C083 S S: Jadi our group go first.
2C084 S2 S2: heh.. heh... no .. our group first.
2C085 T T: OK people and keep what you have now... and sit down... sit down.... OK how was the presentation?
2C086 S S: Good... very good.
2C087 T T: You are not quite serious here. OK tell me your opinion are all the newscasters here good?
2C088 S S: Good
2C089 T T: How about the scene reporter?
2C090 S S: Good.
2C091 T T: Good and crazy. The witness?
2C092 S S: Very crazy.
2C093 T T: since I told you that we are in Malaysia so, we have given me a lot of senario, a lot of accent, Malaysian English, we have MakCik, Mr Fong... we have different dialogue. So hopefully next time... next time, I want you to give me proper English. So any questions. Don't forget to give me your composition, OK. Write your dialogue in your composition book. For Friday do your discussion for your project. Those who are on duty please do your work now. (the end of the school day)

APPENDIX 4

Interview questions – students

1. Do you like English subject / language?
2. Do you like learning it? Why?
3. How do you learn English language? At school / home? Does your family speak English at home?
4. How do you deal with English language problems?
5. What do you think is your level of English proficiency?
6. How do you feel of using computers in your English class?
7. Does it help to improve your English proficiency? In what way?
8. Are you more motivated when you use computers when learning? How?
9. Tell me your opinion regarding using computers in the classroom. Do you like it? Why?
10. How confident are you in term of using computers?
11. If you were given a task to do on your own would you able to do it? How would you prefer to do it? Working alone or in pairs or in groups?
12. What do you like best when using computer?
13. How often do you use computer for learning?
14. Tell me your experience when using SSMS English program.

The Head of English Department interview questions (Samples)

1. How many English language software do the English Department have?
2. How are they distributed?
3. How assessable are the software to the teachers and students?
4. How is computer being integrated in the teaching and learning English in this school?
5. How important is the use of computers for teaching and learning in your department?
6. How do you encourage teachers to use computers in their lessons?
7. What is the limitation of the use of computers in this school?

The Smart School Coordinator interview questions (Samples)

1. Can you please tell me the background of the school?
2. Can you please tell me about the software in the SSMS program?
3. Do teachers make their own software? Why? / How?
4. Did the school buy any software? What kind?

The Ministry of Education – Department of Educational Technology (Samples)

1. Can you please tell me the background of the Smart School project?
2. What are the four subjects in the Smart School project? Why?
3. Is there any plan to include other subjects in the project in the future?
4. What kind of training has been given to teachers?

Teacher 1 – Interview 1

T1: ½ hour buat kat sini, ½ buat kat dalam. Kat dalam ada computer lab. Dalam 20 computers. Biasalah dia orang tak tau cari info. melalui buku. Melalui computer senang, kena cari itu dululah ini dululah, nak kena explain lah.. 2 masa pun tak cukup. Mereka tak belajar library skill, tu yang kita orang kena ajar sikit-sikit. Saya katakan kena cari dari bahagian ni dan tu, kena bagi tahu

- I: *Hi. Can you please tell me your background?*
- T11001 T1: Well, I was graduated from UPM, in the field of Education, major in TESL and minor in Literature. In 2001. this is my first posting.
- I: *How do you feel of teaching English?*
- T11002 T1: Teaching English is quite fun compared to other subjects, well, may be because I really love English since school, since I was a child and my family is also concern of using English language. I that is why I become more interested and interested to become an English teacher. In becoming a good English teacher I should take a lot of interest right? So that's it.
- I: *How do you encourage your students to learn English?*
- T11003 T1: I always them to refer to the dictionary if they don't understand the meaning of towards, I encourage them to listen to news and to find out articles of what happened around the world, then I encourage them to speak in English in the class. And sometimes I also speak Malay with them. And then I ask them to find a lyric of a song and present it in the class, critique the song may be. Why they like the song and why they don't like the song. So, I encourage them in speaking, communication.
- I: *Do you think that the students like that way of learning?*
- T11004 T1: It depends... some of them really love talking and they can't stop talking and some of them they like making a project and there are also students who like to do individual work, that what we call them as passive students, right? I ... but sometimes they are good. And then I always encourage them to speak when they are doing presentation. I will give them a topic. That one, some of the classes they like it and some will say 'teacher boring teacher'. Because they don't like discussion. Some of the classes. May be the lower classes G, H, I. A,B,C and D are OK with discussions. Because, sometime they want to speak to one group, they want to because maybe they don't like some of their friends, adalah miscommunication, and they want to change, I told them don't change your group them muka down already and then they don't like discussion, some of them.
- I: *So just because they don't like to be in the group.*
- T11005 T1: Yes. There are one thing this group and when I ask them to present there is one person and only that particular person will come up and speak. So I ask that group to change the speaker, the presenter and that makes problem with that group to choose the next presenter because they don't want to interact and to participate, they don't know how to speak, that's why. And may be they don't have confidence.
- I: *So what do you do to overcome that kind of problem?*
- T11006 T1: So I ask them to change the presenter. I don't want the same presenter, they don't like it or not, they have to... I don't mind if they refer to the text or come up with their own ideas, speak Malay language also I don't mind. They present.
- I: *Do you allow your students to work independently?*
- T11007 T1: Yes, even though if they are in a group discussion, I ask them to present to do whatever to come up with any presentations, any ways of presentations. For example, if I them to promote something, so they may be can come up with something like, brochures flyers, posters... so it's depend on their own decisions, as far as they know what I want, I want to promote one thing they will come up with that.
- I: *Does that mean they are doing it on their own and no help from you?*
- T11008 T1: May be a little bit guideline; the dos and the don'ts. What I need, how long is the presentation... aarr that is ... I will give them the guidelines.
- I: *The content?*
- T11009 T1: The content I will give them also. The content meaning what I need. For example if I ask them to present about vehicle, then they should present about vehicle to promote. What kind of vehicle is up to them.
- I: *At what time of your career that you notice the use and implementation of multimedia computer in language learning?*
- T11010 T1: At what point ...err.... Since the beginning ... since I was posted in this school then I know that I have to use the computer. Before that I didn't been expose to use computer in the university because ... may be a little bit during my practical because went to one school in Malacca, that school is semi-bestari and they are trying to build up ICT skills in that school so, ... that time I know that there is a Bestari School. Before this I don't know and then when I'm in this school, I know I have to do a lot of homework, and a lot of preparations because the senior teachers are also telling me that you have to be prepared especially I am teaching English. So I have to be prepared to use multimedia.
- I: *So at this moment, are you prepared?*
- T11011 T1: Am I prepared? Yes, I am prepared. Using the power point, yes, SSMS ... no, because SSMS they keep changing and the program is not really good ... can I say not really good? ...
- I: *What do you mean by not really good?*
- T11012 T1: Not interesting... not interesting from the students point of view because I've tried once, and they don't like it. And that make me demotivated to use.
- I: *So, you have stopped using it?*
- T11013 T1: I'm not stopping right now, maybe I'm not sure, maybe I'll do it later. I cannot stop, I have to use it. Ya... I have to use it.
- I: *How would you personally feel about the advert use of technology in this school?*
- T11014 T1: They are using the latest technology, right. We are talking a good school. And I'm very glad that they providing me with latest technology. For example we have a lot of computers and then we can also use a lot of media for teaching. We can use OHP, we can ... we have a computer lab, where I don't think all schools have computer lab, and then technology is everywhere and we also have books around.
- I: *What type of professional development has been offered to you for technology?*
- T11015 T1: I've been to the 14 weeks Bestari course, 12 weeks actually, in Maktab Perguruan Khas, last year. And I also involve in some of kursus dalaman, which is for SSMS and also for English For Science and Technology. That is form

questions, give them a lot of guidelines and aarr ... what are the things I need. Compared to good classes, I will give them a topic and it is up to them. That is the differences, but sometimes there are good students in week classes so, I will ask them to help their friends and be my assistance and go from group to group to assist any other group that need help. Especially a group who has a really weak students. That is where I will change the student grouping.

I: So, the group is not fixed?

T11035 T1: It is depend on my questions. It depends on the activities. Presentation is different, when they find that the topic is more difficult, so they will become more serious. When the topic is something like their favorite, then there will be no problem. May be for example if I ask them to do a public speaking in a group, some of the students will find it difficult, even though I've given them topic. So that's where the good students will go, they will assist the weaker students. Because the public speaking is individually not a group.

I: Oh.. not in group?

T11036 T1: No, it's individually. They will discuss in a group and then the presentation is individually. It takes time. May be I'll call some students at random, not all the students, may be I'll call few good ones and few weak ones. I did that, sometimes the students feel that they are losing their confidence, and the good ones in the class they feel threatened no.. not threatened but malu Because they are not good in English... not the good students overall., so ..

I: Now let us talk about the topics. How do you choose the topics?

T11037 T1: The topic is in the syllabus. Normally at the beginning of the year, have the scheme of work right, we have to follow the scheme of work. And the activity is depend on the creativity of the teacher and the students.

I: Ok. Is there any challenge when you plan your approach?

T11038 T1: Challenge...? Well, sometimes when the students find that my activities are boring, then that is the challenge. Then I switch the activity. For example, like last week I brought my students to the computer room, main-main aje, the students were very surprised ... 'teacher.. why are we here?' just have the atmosphere, so I asked them to find for information about Air Asia, KTM. So they find it not challenging, they want something else, so I have to be flexible.... I switch 'ok, it depends it's up to you which vehicle do you like.' So they come up with ... and still the topic is on public transportation, so may be they will ask, "teacher Honda can teacher, Toyota can teacher?" "No I want public transportation." So my example is go to Airasia.com or KTM.com.my, so they will find any other things ... they will say "Teacher KTM teacher ...", they will go to LRT may be, Indrakota may be, that is one of the example. The students are very demanding, "teacher we want this, we want that"

I: Do you follow their demand?

T11039 T1: It's depend... when it comes to exams I will test on other things that will be coming out, like literature, writing composition, like not in the exam work so we have a lot of activities lah. Sometimes I got the ideas from the students, if they want it that way well of course if it is good for them then it's ok.

I: How technology influence your view teaching?

T11040 T1: My view It helps a lot. No doubt I always find the information .. I also did my homework for example last night, that today I want to teach them how to write a dialogue, last night I did my homework, so I refer to internet. I think internet is the best source now.

I: Do you think that it has any influence to the students?

T11041 T1: To the students? I think it is good for them to have a variety of resources so they have to try to use it in order to make the learning process better.

I: How multimedia helps you in your work?

T11042 T1: It helps me a lot. First, recourses, second when I did my own presentation to the students so I use the multimedia, the computer, so I need to have a computer at home also right .. and in the school it is very lucky for me because I know how to use the computer for my own benefit and my students' benefit.

I: When you say your own benefit, what do you mean by that?

T11043 T1: Make use the computer for the teaching, back to the use of computer for my presentation and get information.

I: For the students?

T11044 T1: It will more excited, they will be more excited when I use power point when I teach.

I: How important is learner independent to you?

T11045 T2: I can say that it depends on the level of the students, level of you know the language may be... arr why? ha ..ha.. macam mana eh?

I: Is it important to you? I mean your students to learn independently.

T11046 T2: Can I say doing work individually is independent? Not in a group right?

I: Independent is something away from the teacher. It can be individual or in a group.

T11047 T2: Most of the SSMS software is to promote students independency, to learn independently, but sometimes there are students who are not confident enough, so they come back to the teacher, so it depends on the level of the students also. That's it.

I: Do you encourage your students to learn on their own?

T11048 T2: Yes, and I got one complain from the student... 'teacher why do you always ask me to do this, this, this,...' Some of the students they don't want the teacher to be away from the students they want the teacher to be next to her, next to them. So, I told the students that this is another style of learning. Some students who understand but some especially the Chinese students they don't like it. My students lah. They want me to be there, they know how to do it but the still insist me to be around them.

I: How would you overcome this kind of problem?

T11049 T1: I will be there, but I will keep my mouth shut, I will monitor. If they ask me questions I will answer it. I will go around the class and monitor them, because I also have to monitor them because I don't want them to lose track. They know what they have to do and they will give me what I want.

I: So they don't have any choice of what they want?

T11050 T1: It depends on the topic and the students level iah.

I: OK, now. How do you evaluate or monitor your students' language learning?

T11051 T1: Language learning... may be on quiz, test, exams. I did a lot of pop quiz also, especially when it comes to exams mood right, I will ask them last year's questions, may be I will encourage them on how to answer this kind of questions, may be language functions, may be I will guide them on compositions. So that is where I see the students ability to use the language.

I: How about communication that you said just now, how would you evaluate them?

- T11052 T1: Communication, it is easy. I will ask them to do presentation or I will... sometimes I ask them to role play, I will give them... for example if I teach them form and function I will give them ... for example ; today's topic is to so disappointment, to show anger and bla ..bla... bla... so I will call 2 students, 2 students to role play, to show the situations to use the function. I did that, like in prom to speech, I think that it is good to develop students speaking skill. I will give them simple topic, where they can talk about it. For example my favorite book, or my favorite pet... something that they are familiar ... that is in term of communication lah. Presentation helps a lot.
I: *Helps in what way?*
- T11053 T1: Communication developing. Communication skills.
I: *How do you decide what to teach?*
- T11054 T1: sometimes I teach according to my mood, sometimes I did write a good lesson plans but I did not teach according to the lesson plan, sometimes I discuss with my friends, Cik Mamiza, so I will exchange ideas with her, and I also ask my students ... "ha.. tomorrow what do you want to do... or next week what do you want to do?" and then ... I think that's it. I always refer to my friends lah... and my students. I can not work alone. I'm not independent. I love group work, that is why I encourage my students to work in group and do group discussions. May because I am selfish because I don't like working individually, but sometimes I change my method, my approach with the students but seriously and personally I like group work.
I: *Do you think your students like it that way?*
- T11055 T1: 2C I think they like it. Compared to 2G and 2D I don't think they like it. They like open discussion, where like I have to sit with them and talk with them, discuss in a group. There are a lot of methods right, so I have to be creative, especially for the lower class.
I: *What make you say that they like it?*
- T11056 T1: Because they did a good job, they did a good presentation in my class. For their level, form 2 and I think they did a good job.
I: *Do you think multimedia help your students to learn?*
- T11057 T1: Yes, to get sources, information, creative presentation, I've not tried using OHP before. Because I'm also not confident to use that OHP so I'm used to computer, power point presentation and the old way lah. The posters, the kertas mahjong.
I: *Can you tell me your understanding of multimedia?*
- T11058 T1: Ok, multimedia is using any media. May be you can use computer, CD, TV, radio. May be we can use the traditional way, books, newspapers articles and that's it. Multimedia is a lot of media. Well that is my answer.
I: *Which one do you always use or prefer to use?*
- T11059 T1: Always use... books... actually it is balance... sometimes I use books and sometimes I use technology. I think most of the time I use books.
I: *Why aren't you using technology?*
- T11060 T1: may be because of certain problems may be... books we have the books so we can refer to the books easily. For technology we have to prepare to do some homework, some research. I think the easiest way is the book lah. I mean the text books not the library.
I: *What did you mean that you need to prepare before using the computer, the modern technology?*
- T11061 T1: I have to prepare more that using the text book. More here mean something wrong some where, I have to use plan B, that is the text book.
I: *Are you saying that you are not confident enough to use the computer?*
- T11062 T1: I am confident but may be if there is any electricity break down, or may be server down, then still I will use books, and if I have problem when using multimedia or technology. Teachers should to be creative, right? We have to switch very fast. I'm sorry it is already 1.00, I have to send my students.
I: *OK, we'll stop here, but if I have any questions, can I come and see you again.*
- T11063 T1: Sure, no problem.
I: *Thank you so much for your time.*
- T11064 T1: No, problem.

Teacher 1 - Interview 2

- I: *What do you mean when you say that the activity is depending on the creativity of the teacher and the students?*
- T12001 T1: we can feel creativity ... no.. actually creativity comes from the teacher first, OK where the teacher has to plan the lesson, right?, but sometimes we didn't follow the lesson plan accordingly so because there are sometimes where the students are not ready for the activity, may be the activity is difficult to them we have to change the lesson to be more effective so normally I will after do all the explanation I will ask the students participate, right, may be I will have a ..what we call that... teaching ended questions with the students I choose the students at random. From maybe the student will discuss in their group and they present it. May be they will present it in a very short time, very limited time, and they will present it in a very limited time also. So there is where the creativity of the students comes in. When they are asked to do something in a very limited time, so if they get a very creative student then presentation will be good. Let say the students are a little bit blur, they are not motivated for their lesson so may be the out come may be not motivated also. May be they will give us a boring presentation. So maybe we need some may be there are some selected students who are creative right, not every one is creative right. They help a lot in developing the creativity of the lessons. They active students, may be, sometimes the active students are not as creative as the others right, they are just "mulut bising aj.e". some of them are born with the creativity, so we have to identify them.
I: *How do you identify them?*
- T12002 T1: If you do a lot of ... what do we call that...trial and error .. we will ask them ... I will ask them a lot of questions so I will see them whether they are capable or not. If they can answer my questions in a good way or maybe if they can answer my questions in a good way or creative way, then they are creative lah.
I: *Do you mean up to your expectation?*
- T12003 T1: Ya, up to my expectation, by sometimes they are also beyond my expectation. When I ask them to do a little

bit of a role play. Most of the time when I do role play I will teach them the grammar, the language forms and functions. So I will list down the forms and functions, for example to express sympathy and everything, so to wish congratulations, so I will list the language forms and functions and they just role play. Then they role play, and then from there we can see that some of them are good, some of them are born with the skills, acting skills, some of them are not. So we have to have with them different kinds of activity so that we can identify the students.

- T12004 I: *Do you mix the students? The weak students and the good students in one group?*
T: Sometimes, but most of the time they choose their friends. In my class 2C, I don't have the problem because the group they choose all quite good. Maybe there are a few group which I have to give more concentration, for example if the group... there are girls right, who are a little bit blur all the time, so we have to give more concentration to those particular group.
- T12005 I: *Now, we go back to MM? So, far when I interviewed you last time, you have not brought the students to use the MM in the lab to use SSMS...*
T: The software that they are provided? Ya until now.
- T12006 I: *Until now... do you have any reasons for not taking them to the room?*
T: One of the reasons in when we have to ... maybe there is a competition between the teachers, we want to book the room, and the time allocation for the teachers when they want to use the room there must be something else happening in the room. For example, there are visitors or there are maybe other teachers, so we have to give priority to them. Sometimes I did enter the computer lab/room, but I did not use the SSMS because maybe I want to use Internet or my own presentation, power point presentation. So it depends, maybe I will bring the students to the computer lab when they have to do some individual work. I did bring them to the computer lab, but they did not use the SSMS. One more thing is because the software or the program sometimes it is not their standard.
- T12007 I: *What do you mean "not their standard?"*
T: I tried one lesson, only one lesson, I cannot judge if I only use only one lesson right?, I tried one lesson writing, I asked students.. Ainul, Nabila, I ask them to have a look and try. Do you think your friend can do this? They said it's very easy lah teacher. It is like describing a scooter. They told me budak-budak lah teacher... they told me that its not challenging enough. May be it is quite easy, and maybe it is suitable for lower students because they are providing with a lot of input, a lot of vocabulary, difficult words and the meaning of the words. And then a lot of pictures coming in.
- T12008 I: *I thought they program has different level?*
T: It depends, for example one skill, the writing skill...there is L1, L2 and L3, right? Sometimes when it comes to L1, L1 ada, L2 they don't provide it. L3 they don't provide it, so we have to use the L1.
- T12009 I: *What do you mean they don't provide it?*
T: It is not 100% ready yet.
- T12010 I: *How about outside courseware, can you use it with the students?*
T: Yes, we can use it. In fact we borrowed some of the CDs from members and sometimes we exchange. Like me, I exchange my presentation with my friends, because this is like all over Malaysia are doing this, the teachers are creating their own presentations and we exchange according to our topic. Like I did the power point presentation, in the presentation we have the explanation and the activities. So we will exchange lah with other teachers.
- T12011 I: *And you use that in the classroom, for teaching or learning?*
T: Yes, I use it in the classroom for teaching and not for learning. For the teacher's use only. I didn't give the presentation for my students to copy. Only for my presentation.
- T12012 I: *Are there any other activities that continue from your presentation?*
T: Maybe you can give them homework, like to do a little bit of exercise, we can take from the book, from the exercise book they have, there are continuation, maybe you can ask them to write a composition, before I ask them to write a composition, so we have to brainstorm on the topic, so we have.. we give them to get ideas, what they are supposed to do.
- T12013 T: So, the continuation from the presentation, is the other activities composition. Most of the time I do like that. They are going to write me a composition. That is the product the output of the activity. They based only on my presentation, and discussion among students, that's it. Sometimes, I gave them time limit, when normally we... the time allocation for write a composition is ½ an hour. So I make them to have some discipline, so they have to write within ½ an hour. The exam time. So, we are towards to teach them towards exams. Yes exam oriented. But most of the time they cannot finish it...Biasalah ..Homework lah teacher... homework lah teacher... sometimes I do, like notes expansion I gave them 2 words and then they write, and then I gave them another 2 words, so it is,up to them by the end of the lesson they have to give me a good full composition. Maybe some of them don't have time to check their errors so I just...it's OK lah I just want to see whether can or not they write.
- T12014 I: *How do you check their work?*
T: I am more towards the content. Maybe for basic grammatical errors like past tense, we have to correct them. Like a more complicated grammar, that one I would not touch. Because I need to study myself, the grammar.
- T12015 I: *OK, How many times so far have you brought your students to the computer lab?*
T: 2 times.
- T12016 I: *How many times have you used the computer in the classroom?*
T: Most of the time. It is more convenience to use the computer in the class, rather than bringing the students to the computer lab.
- T12017 I: *What do you use the computer for in the classroom?*
T: Finding information, preparing for the presentation. Last time when the class was OK, they can use 6 computers, because we have 6 groups, and then we have the TV, last time the TV was OK but it's a little bit glaring apa goyang-goyang, so a little bit difficult for them, so we can change to mahjung paper or something else. If the thing is good, it will be to be very good lah. Where they are preparing for example the power point presentation so they just project it to their friends in the class or may be one more thing I ask them to prepare the presentation and print it out. They can print their work, of course with my permission.
- T12018 I: *When you use the computer do you use different approach in your teaching?*
T: My instruction will be the same to every body, only if they ask me questions then I'll go to that group and explain more to them. My teaching approach is the same. Well I can say that when using MM computer I do my homework first before presenting my work. So it is different, a lot of different because we have to prepare more if we use the MM. then using the traditional way. We have to check whether the room is occupied or not, we have to check

the program is it suitable or not, is it running or not. If we are using our presentation, we have to check if the class has electricity or not. So there are difficulties.

I: How do you go about teaching your students with computer and without using computer?

T12019 T: I think it is the same, because I am ... the normal way we are teaching is first we have normal thing the induction, is that what we call method? After the explanation then there will be discussion than there will be the product. It will be the same as I use the MM or computer. So if I use the MM, it will be the same. First I will explain, my explanation, my presentation, and then they do their discussion, maybe open discussion, or maybe group discussion or pair work discussion. And then they come up with their work, their product. Maybe in a form of typing, maybe presentation. So it is depend on the topic. The flow of the lesson is the same.

I: How do you feel of teaching using MM computer compared to the classroom talk and chalk?

T12020 T: How do I feel.... Excited because when we are using MM the students will be excited and I will make me excited also, I'm happy to teach when I see they are smiling or when they like my presentation, so it motivates me.

I: Do you think that your students are learning when using MM as the learning tool?

T12021 T: Yes, because when we are teachers, so we have to teach them to learn the language. So during my presentation and doing the discussions we give them guideline, instructions, so that is where ... then you see their product. So I think they got the idea, they got the message. They got what I want to teach them.

I: How about your teaching goal, what is your teaching goal?

T12022 T: Number 1 of course exams, for the students' achievement. I think because this school we have to maintain or upgrade the percentage of As. I think because the school has no problem so far. So it is a challenge for the teachers to maintain or to upgrade the achievement of the students. And one more thing is I want to give them some kind of exposure maybe to some students who are not good in English, so I will give them exposure towards the language and maybe in speaking skills, and then give them exposure using internet. Because most of them know already. Students who are not good in computer is very small. Especially those who don't have the facilities at home, for example FELDA students, Yayasan Selangor students, they don't even have a computer at home right, kampong, so this is the time where we give them exposure, since we have all the facilities, and they don't have the facilities in the hostel, so they have to do their work in school. That's it.

I: How do you plan the lessons?

T12023 T: How do I plan my lessons... it depends who is observing me. Just kidding... they like to observe me because we have a lot of visitors. But if nothing happen or maybe if it is near the exam, I will not teach but I will discuss with them for example sample of questions, maybe at this week we are going to do composition, so we are going to do this kind of writing, maybe formal and informal, next week we are going to do something else so we are going to discuss. Or maybe the whole week we are going to do comprehension questions, so I will teach them how to locate the answer or may be literature part, there is a lot of demand when my students want me to teach literature, especially when it comes to exams, because they don't feel that confident. Because literature is literature, so I have to spend some of the time with them the literature part. During the normal week, then I have to plan according to the topic and then sometimes I recycle my activities. The normal week is a lesson week, not a discussion week.

I: How do plan it? What are the learning aspects that you take under consideration when you do your lesson plan?

T12024 T: We have finish up the syllabus. Then the students. For example when I'm teaching I didn't tell them for example that this week is transportation, I didn't tell them, but they will know because today I'm teaching them parts of transport, maybe bus, train, and the next day is accident, then they will ask me, Nabilah asked me " teacher, memang tiap tahun ke kita kena belajar" ... they will know it, they know the syllabus so we have to mix the activities to be fun, exciting and enjoyable. But most of the time, when come to writing, the students will get bored, so I have to make them discuss the topic first, so that they will not say that they don't have much time to think.

I: Do you always discuss with your students what you want to do/teach in the class?

T12025 T: it depends, if I want them to do some kind of research, I will ask them may be one week before my lesson, like last time I did on Colombo crash, the space shuttle, so this week I tell them, next week we are going to discuss on Colombia crash, so they are going to find extra information from magazines, newspaper and internet. I gave them magazine, newspaper and internet, so they have to find these 3 materials on that topic. So they have to prepare it earlier, then the next week I don't have any problem. They bring in a lot of information. Even they bring in Chinese newspapers, Malay newspapers, it is OK lah, as long as it is materials for their group to refer to.

I: Do you set any goal when you plan your lessons? How and why?

T12026 T: Objective ... yes.. you cannot be too ambitious, right? So, the objective is depending in my lesson. Why? Because I have to. I have to write it in my record book, and I have to make sure they know what I want. For example when we are learning language forms and functions, my objective is by the end of the lesson, students should be able to give example on to show sympathy or to say congratulations. They are able to write composition, guided composition, ke... Because they are going to make my goal come through, right? So meaning I have to look at their work, whether they make my objective possible or not.

I: How do you know that you have achieved your goal?

T12027 T: I look at their product. If composition, it would be easier because they give composition right, you can see. For presentation, communication skills, so you will see during the presentation.

I: How do you think your students' best learn language?

T12028 T: through discussion. Because that is where they can interact with their friends, open discussions they are discussing with me, right? So they will get more input, rather than doing it alone. But there are some students who are intrapersonal, right? They like to do it alone, like Beatrice, so it depends to the students' personal skills.

I: Do you encourage them towards it?

T12029 T: yes, but some of them when we do a lot of discussion we have to change to something else lah, not all the time discussions, they will get bored, I will also get bored, so I have to change from here to there. But most of the time it is discussion, once a week is a discussion. Discussion presentation, when there is a discussion there will be a presentation. To make sure that they are in the correct line, we have to know what they are discussing about, so the presentation will judge whether they have discussed or not. Sometimes there are in a group discussion, there are only one student who is working, not everybody is working so with that we will get the result from the presentation.

I: We go back to MM, do you think that the students will learn when using MM as a learning tool?

T12030 T: yes, let us take one example, like when they want information they will ... ### different information from the computer is more difficult, so different exposure, they are using Manglish so the computer is using standard

English, so it is a process of learning also. The information is from the internet.

I: *How about the courseware?*

T12031 T: No comment, I don't know. Because I use a lot of internet. I do my homework, then I search for suitable website, then I will give them the address of the website then they will go to that website. Sometimes they go to any website, but it is easier if we give them some addresses then they will go to that address. And I ask them to read article from it. For example when I did on public speaking, so I do my own research, for example I go to *toastmaster.com* so, they provide a list of how to make a good presentation. So, they will look at one material that's it.

I: *How about the content of the presentation, where do they get it from?*

T12032 T: For example the public speaking, I give them one topic, then they will definitely ask me, teacher can I open the computer to find the information. Ha yes. So, meaning after I've given them the topic so it is free for them to choose what website they want to go, unless if I give them like public transportation so they will focus on public transportation. I'm sorry, I have to go, I need to meet my students.

I: *OK, thank you and I wish to interview you again when the school reopens next semester.*

T12033 T: No problem.

Teacher 2 – Interview 1

I: *Hi, thank you for coming. Can you please tell me a little bit about your background?*

T21001 T2: You mean my education background? Well my name is Marniza Before this I study business actually, I got my degree in Marketing... but I joint teaching about 11/2 year ago. And I am teaching form 1 and form 2 teaching English? (She joint Maktab for the teaching of English Cert.)

I: *Since you say that your background is not English, so how do you feel of teaching English?*

T21002 T2: OK, but because I don't have any background in teaching English, I think in term of teaching English, I don't think I have any problem, because I always talk in English, but I still think I need to work hard to put the afford to learn all the theory, but so far I have no problem.

I: *How do you encourage students to learn English?*

T21003 T2: I sometimes ask them to read the newspaper because I think here in this school we don't have that kind of problem. Because they always read. You can see that they have one story book with them. When they have free time and no teaching in the class, you can see either they do their homework or read their story book. So in term of that I don't think they have a problem but I would say to them also if let say not all can afford to buy story books so I encourage them to read the newspaper, because I think that is the cheapest reading materials. Because from there you can learn a lot, the vocabulary and everything. And mostly I encourage them to read the newspapers.

I: *Now, do you allow your students to work independently?*

T21004 T2: Yes, ... sometimes I give work and ask them to do information search for example if we want to do essay, so I ask them to find the points first. So when they come to class they have the idea what they want to write. They have the idea what they should write... if let say if we give a topic so ... they don't have any idea so it is difficult for them to write. Usually I ask them to go back and look for the materials or points, then later we discuss in the class. Then I ask them find first and look into the materials and then do the activities.

I: *Do you tell them what kind of materials that they need to find?*

T21005 T2: I will choose the topic, and then it is up to them where to find it. Maybe in the internet or they have like but I will give them the specific topic then they will find their own points from there.

I: *At what point of your career that you begin to notice the use of computer in teaching and learning?*

T21006 T2: If it is the importance of computer I think it is very important because nowadays we need ... in fact computer makes our life easier because if let say we prepare something for example we prepare and make inside the power point ... we can let say We can save a lot of time, we don't have to write, let say we write it takes longer time to write and to explain but if we type in the computer and using power point it is much easier and take a shorter time and we can do more stuff with the students.

I: *How do you feel of the advert of technology in the school?*

T21007 T2: In this school? In this school it is not a problem in term of that, because we are all equipped with all those computers, in the lab we have computers and in the class also we have computers. So we don't have that problems in this school but other schools maybe because the labs are not open and the students are not really use the computers. But in this school I don't think there is a problem. Like let say we have discussions in the class, we have the computers in the class, sometimes we can ask them straight away to switch on the computer and straight away find the information from the computer, use the internet because they can serve the internet. We have the facilities so I mean we can have the information we need. Today for example, I want them to serve the internet, so I just go to the class and I ask them to be in a group and then I assign them to go to the computer and ask them to find the information that I want. But let say in certain school they don't have that kind of facilities so they have to book for the computer lab and the usage is very limited. In here, is like we can use it freely, in fact sometimes let say we have teacher in the class they did relieve, we go and relieve... usually if we relieve, we go and we don't teach, we just assist the students, sometimes they come to us and ask if they can open the computer to search the internet or can they finish up their project using the power point. is like ...so we.. because it is not during the lesson so we give them to use the facilities, compared to other schools.

I: *How about you, do you like the students to use the computer?*

T21008 T2: It's depend on which topics.. it depends, because not all we can use the computer because if it is a group work then we can ask them to use the computer, but if individually we have to take them to the computer lab. We see how. See the situation. But basically I would agree that if they use the computer they can get a lot of information.

I: *OK... What type of professional development have you gone to? For technology.*

T21009 T2: Professional training outside school, none. But if in the in house-training for the computer that is done inside the school by the teachers, yes. For example, because this is a Bestari school, we have our own package to use, what we call... but I don't know the full words, but it is SSMS... there are many things to learn there. So in house training, yes. But professionally go out send by the school, no. On my own, I learn this computer during my college time,

because when I studied about few years back, we have a subject that we need to learn computer, so they taught us how to use power point, excel everything and so I think in term of that I have, I've been... we have that subject to learn in college. In fact in maktab also we been asked to use the computer, and we have one subject for the technology, they ask us to prepare for lesson plans using computer, power point and then ... I mean they have taught a lot... so we know how to use that one.

T2: *Is it useful to you now?*

T21010

I: Yes, because we can verify our teaching aids, the traditional way we use the mahjong paper, the manila card, we can also have the power point, and also the transparency. We have learnt methods of ... types of transparencies like different types of transparency, instead of we have one page of transparency and everything is written there, we can have like one section and open to another sections. So it would be very interesting to the students. We have been taught that at maktab.

I: *What do you think is the importance of students using technology in school?*

T21011

T2: I think it is very important, because if they use the technology, they can get a lot of information like let say they search in the Internet For example if we take magazine and internet, right, the magazine the resources are very limited so compared to internet we can go to this ... we have a lot of website let say for one topic, we can go into a few website to find information, so the students will get more information rather than looking into the magazine, because in the magazine we have only that one, so it is time constrain also because you have to search one by one because you don't know which one. And if you use the internet, and type what we want and they will come out a list of that and you can choose which one you one. So I think the use of computer is very important for the students.

I: *Do you teach them how to search for the site?*

T21012

T2: Sometimes we give the website to them. For example if we want them to look for this information, and we have the website, and then they will serve, they will look at whatever like what they can get from the website. Sometimes, this students are very creative, they are very knowledgeable because they have... they know a lot about this thing, and I think they are better than the teacher, so, if let say you have one topic, they can just search and come up with different websites. Their skills are excellent lah... I could say.

I: *How do you think that they narrowed down the topic, because in the internet the sources are so many, right?*

T21013

T2: *When I give them I will say 'I want this and make it very specific and they ...* but even though the topic is very general they can give want we really want, if we ask them to find that one, they will look into that one. So, sometimes when serve and we have a list, then we can choose back which one is suitable topic. That one also they manage to do that.

I: *That means you don't really guide them, just leave it to them to do?*

T21014

T2: Yes, but then we will go, I mean when I give assignment to them, I'll go around and look and see if they have any problem, than I will ask any ... may be... let say I give them one assignment, so I just can not leave them there and pick whatever they want. I just go one computer to another computer where they seated and then I will look into the passage that they have found and then I will say whether it is suitable or not. So, I will go and check and not really ... because being a students we need I think to give them space for them to explore, but then we need to guide them, like oh, this is not suitable, then they try to look another one.

I: *How often you use technology directly with your students?*

T21015

T2: ahh... it depends sometimes ... per month maybe twice Not all because if you use all the time the students might get bored. Because the same thing, sometimes not less than twice a month.

I: *What do you mean when you say the same thing?*

T21016

T: Because if let say I always ask... because sometimes people will get bored whenever to do, usually we ask them to use computer and you are in a group work. And every time when we ask them to do the group work, they get know ... they will tent to you know ... computer again... you know aa.. like that. Sometime if they ... if every week we do the same thing so they will get bored, this time we ask them to go with the computer and next time we ask them to do on multimedia. We have to verify the techniques if not they will get bored. Then they know our techniques, oh!... every time group work we have to use computer ... so usually I will verify my techniques. Sometimes I will use the computer some times, but some times I'm done with computer, I ask them to draw on mahjung paper, it is depend on how ... what is the topic I'm teaching them. Not all the time I use the computer, but per month at least twice.

I: *You are using the computer in the classroom?*

T21017

T2: Yes in the room, because at lab we have to see... because... not all the package we have, called Bestari School, not is relevant to be used, based on our syllabus. Not all we have the package, we have to choose ... so ... currently none of my class have been taken to the lab because I think arr ... I feel that the topic is not suitable because it is too easy for them and then some they were like you know ... some times they will say like... Ohh... teacher..again ha.. this one. Because in other subject also they go to the lab and will do the same.

I: *What do you mean do the same?*

T21018

T2: Because we have maths, science, BM, and BI, so we have those 4 packages in the Bestari school. Sometimes the BM teacher will take them, than science teacher will take them, so not ... aarrt ... like ohh... again aa teacher pergi lab. Some they will also get bored, so we see how.

I: *Beside the Bestari package, do you have any other software that you can use with the students?*

T21019

T2: eerrrr... as far as I know no... but the teacher can come out with their own ... so, I'm not so sure... we have CDs, at the Pusat Sumber, we have a list of CDs that we can borrow and then we can use, but currently I am not using that ... I have ... for form I yes I did, but then because this one the one that we have distribute is only one. Let say if we put it in the computer it can only projected from that computer. So let say if we want ... because that one need the students to ... to explore the theme. Sometimes it is not suitable you know, because if let say we ask them to do group work also, only one person will do that. It depends... I think it depends on the class, let say with good classes, definitely we have no problem, but then arr ... if we get the last class they will be very playful and they would play around with this one. So, so far I have not used from Pusat Sumber but not all are used for in one of the classroom, so I use the computer then I show them, then I have to scroll one by one. So, I explain one by one. We have that one, then we have to go to the Penyelaras IT, ask him to put in the server and then all the computers can have that one. So, I mean a lot of work. Then you have to take out take that one again and put back, because one CD can put in only in one computer, so if not we have to put in the server, that one we need select the ... when to do that. But then today we have the facilities so it is up to the teacher whether to use it or not.

I: *What factors that you may think the lack use of multimedia computer in the classroom?*

- T21020 T2: Sometimes the computer is *not functioning, broke down and it takes time to fix it*. Sometimes, let say in the classroom, we have 6 computers right, so we have in one class we have 5 to 6 groups, so let say one computer can not be used, so one group mean they cannot use the computer, so, it is not very ### the same thing goes to the lab, sometimes in the lab, it accommodate to 35 students, so we should have 35 computers, and sometimes not all the computers can be used, so the students have to share, so that sometimes, you know, sometimes make me that not using the computer. Because sometimes *Before I decide when I want to use the computer, I will ask can the computer be used, so I make sure that the computer can be used*. If let say if I know that the computer can not be use, then I have to do something else... because let say we have plans and we don't, didn't know that it can not be used then one group will be left out. They cannot get the information because we have given them *specific time to finish up, and they can not finish it*.
- I: *Beside that what are other factors, for example the exams?*
- T21021 T2: *Exam... yes.... Because we have to follow the syllabus*, so be in the right side, and also because in this first semester we have a lot of activities and then, we are not in the class, the students got something involve so, sometime we need to make sure that our *class finish the syllabus before the exam*. Because we don't know... and later we are *afraid if the students can not answer the questions*, because let say you don't finish what you are suppose to teach them so I think that is a part of it.
- I: *How do you think that the computer change the learning process in the students?*
- T21022 T2: I think that the *students are very advance* in term of computers, if let say... I would say that *it would change them a lot* actually, because they *can come up with a very creative way*, for example like last year I was quite surprised, when after a few months I came to this school, I asked them to do presentation, they can come up in a very creative way. They can include the music in the *power point, pictures from the internet and they put it as the background and then they have music while presenting*. So I think in term of them they are *very advance*, mostly the *teachers don't have any problem*. They really change the students' mind set. If let say, you say that *you want them to do presentation using the computer, tell them what you want and they can come up with unique way and you don't have a problem there*. You just say I want this, I want this and then on that day they will come up.
- I: *Can you please describe a bit on your approach to learning and teaching in using the computer?*
- T21023 T2: Usually I ask them to use the computer because in the class... mostly in *the class*... ok... arr... usually on that day *I pick one topic*... and I asked them to be in their group, and then we discuss that we want to do today, that day, then I say that *I want you to find this one* I discuss and I ask them to look for *the information from the computer*. Usually I ask them to look for information but if let say the assignment is at home, so I ask them to do at home, because this is a homework, right, so they should finish it up earlier. So, let say pick up information I will use in the class.
- I: *What do you think that they might learn from that kind of activity?*
- T21024 T2: They can be independent, *they don't depend on the teacher*. Sometimes let say we want them to get ideas so they can think very quickly and then basically they do not depend on the teachers. they can do it independently. *The teacher just observes and facilitates them*. Not that A into #####, they work independently. By using computer they can work independently, in term of group, in grouping *team work is very important* because let say group work, *they manage to ... aarr... they can considerate with each other aarr...* every body has their own ideas they *can tolerate* with each other. So team work and *they can work independently*. So the teacher has only to guide them.
- I: *Do you have any challenge when you plan this kind of activities?*
- T21025 T2: Challenge.... Aarr... I would say ... the problem is sometimes not all ... not all... sometimes *a few students they just like be... kita tak mau just let the others do because this is a group work*. They just sit there and *agree whatever their friends say*. I don't really get other then ... and then able to find and look at group work. That I think is my great challenge. Then I have to make them non-stop but still if the attitude is like that they will just still sit there and then look and wait until the friend get all the information. That is the worst thing lah. The other is when the computer brakes down.
- I: *What do you always do when encounter that kind of problems?*
- T21026 T2: I will go to that group and later the person will notice that I notice that ... because you can see that *we walk around* and then we will like to stop at that place quite frequent compared to other groups. Then she will notice, but sometimes these students they just ignore. So even though that we, we can not say directly in front of them because they will feel very embarrassed, so, indirectly message also cannot, then I just stay there and stand and look at what they do. And then she notice, then she will pretend for a while and then they will go back... it's not working.
- I: *How important in learner independent to you?*
- T21027 T2: I think it is *very important*, because nowadays you can not depend on the teacher only, so you need to be independent because this is what *IT role now*, and I'm sure that at home they have computers so they have to be independent, so that we don't really focus on that thing. So, let say if the students can not be independent, so we have to spoon feed them, ok first you have to do this, then you have to do this. *And then it takes longer time*. And also it become like, you know... if let say you plan for that lesson, *you can not complete the lesson plan for that day* because the students can not be independent. But let say if the students can be independent, then you just give one, and then things can be done very quickly. I think *independent learner is very important*.
- I: *So, would you encourage your students to be learner autonomy?*
- T21028 T2: I arr... you can not just say this is for a good class, so may be we can prompt them by giving something so that they can think, from there they can *build their critical thinking*, but let say we go to *a weaker class, we can not do independent learning*. It *won't work at all*, because I did with one of my weak, I ask them, I explain to them, I give one homework, ok first I give example like this, so I assume that they understand what I want but when I got back the homework, they don't know actually how. From the page also, let say from a literature book, I ask them to look for the character and the evidence.. so can you find the character page... but they can not come up with that, so they gave me like in one page we have literature... like very thin... they give me page 253 whereas is that literature book we don't have until 200 pages. That you can not ask them to work independently, *you need to spoon feed them*. But in *good classes*, you can let say, for example you give one, and ask them to come up at that moment also they can come up with answers, *because they understand the story or the topic*, and give the ideas. But weak classes no.
- I: *Why do you think that they cannot?*
- T21029 T2: They ... I think that their They can not think beyond that ... they have to be push or you have to coach them slowly and then ... you have to be very patient with them. Very slowly, you have to tell like this, like this. So because maybe this is their first time, because this is form 1 right, not use to it, in primary school they are usually

spoon feed, so when they come to secondary school they still, think that they are still assuming that they are in the primary school, that's why we need to coach them. I think because they can not think beyond that, their mind set is like sometimes I can say very childish. The way they think is just like still in primary school, not in the primary school. That make them, you know, can not think beyond that. And maybe they are weak students and not as bright as good classes. That is why I think that we need to push them.

I: *How do you plan coach them?*

T21030 T2: I mean I give them let say... I have to spoon feed them first, I have to explain, give example and then later then we try how whether they can or not. Because we have to spoon feed... to do like this, like this. Then after few times if we have given them enough coaching then we let them to be independent bit by bit, not like This one A so I assume that you can finish this one, but this one you have to give part by part until they can get what they want. Because one of the student also I teach them, I taught essay, I did not, weak class, so I did not give them a lot of essays, just like we give the points, and it should be like this, like this and then currently I ask them to... , before that I ask them to do format essay. Ok we explain that this is the format that you have to follow, the other one I ask them to do a very, not a free writing, but it's a guided essay but they the way is not a formatted. There was one student came to see me and asked *Teacher, do I need to write good morning, or ...* so when I ask some of them they really don't know what they are suppose to do. So we need to tell them... like this ... like this... so I really know the weakness so I have to slowly bit by bit teach them.

I: *How do you evaluate your students learning progress?*

T21031 T2: sometimes I based on their how do they speak. From there we can know whether they have improve or not. So because I would not take good classes because they can speak fluently, but let say the weak class, no not the weak class, but the average classes, we can say that how they communicate, whether they are confident or not we can see, because if they are confident they can talk but if they are not confident they are afraid to talk. So we can see, oh, this girl she is not really equipped with that so she need to be motivated and all this things.

I: *I notice that you like to involve with presentation and group work, ok, what is the benefit that the students get from those activities?*

T21032 T2: like presentation, from there I believe that when they discuss they easily can remember that, because if let say you give everything to them they just copy down but they don't really remember. But if we ask them to do group work and presentation, then they have to find the points and the information, so they work for it, and they will remember it. Let say if everything is given to you, they won't remember what they are doing. Maybe during the exams, they will start doing revision then they will tend to remember but let say if we do something and look for the information it will always be in our mind and we will always remember it. So when people say something or argue about it, so we have our point to argue back ... oh..no..... it's like this like this so they get benefit to know more about that.

I: *So, you are saying that the content that they get. How about the language?*

T21033 T2: Yes. The language... they can... also they can because they do together, so they write then they tend to OK. it is suppose to be like this .some of their friends in the group, some of them who are good in English, they learn... so we do like this one... oh.. it is suppose to be like this... usually I do like this ... so they learn by themselves. Not let say everything by the teacher, they will not remember, but let say if you do something and then you tend to, oh this is wrong actually, it is suppose to be like this you will remember that, you believed to be remembered, rather than whatever the teacher teach you. So I would think that that would be ... that's why I do group work because they will learn more from there.

I: *How do you decide what to teach that day?*

T21034 T2: It is depends on the topic but also it depends on my creativity. Let say I ... I got a lot of ideas I'll come up with a lot of things, but if I'm blur on that day, my lesson will also be a little bit boring. Depends on my ideas and creativity. Sometimes I can plan, but I don't know when the idea will come, right, sometimes a day before that I have I want to teach this so I got the idea, sometimes early in the morning, when I come to school, then I get the idea... it depends actually.

I: *Does it follow your lesson plan?*

T21035 T2: It is based on the syllabus, but you see how I put it to make lesson more interesting so come to idea, but it follow according to the syllabus, but the lesson plan usually we have, because probably we have now is to come out with your own when we do to the lesson plan we have the idea like this because what we have, now we have to use SSMS, so we have to put weekly what we want to teach, but then one that particular day, how we want to teach is depends... when we do that one we have the idea what to do ... I think it depends on that one sometimes not.

I: *Have you tried to do your own courseware for your students?*

T21036 T2: no, maybe I'm not that confident, currently I don't come up with my own courseware. Let say if you have teach more than 10 years then you can come up with your own courseware. Because they have a lot of experience.

I: *How computer helps you in term of your teaching?*

T21037 T2: It makes my work more easier, I mean let say sometimes I use the computer, I save a lot of time. I mean, it makes my work more easier, make me more organized and then you wrap it back, and so... let say if some one come to observe you also, you shouldn't have any problem because you are well prepared.

I: *Do you have any special approach when you use computer with your students?*

T21038 T2: Special approach? No, I don't think so. Basically I like them to do by group work.

I: *Do you have any problem when using the computer?*

T21039 T2: In term of teaching. It is depends on whether I know how to use it or not. Because in computer they have a lot. So depend on whether I know how to use it or not. Let say I know how to use one thing, then I will come out with something interesting, well it is depend on if I know how to use it. It is not really a problem lah, the basic one, I can do it lah, but if you teach me how to teach me, then later I may try to use it.

I: *What do you understand of multimedia use in the classroom?*

T21040 T2: multimedia in the classroom, is we have to use this multimedia technology not only the computers, whatever the multimedia is, like the OHP, projector, something that is related to IT. Not only the computer, let say if you don't use the computer but you use OHP, that is also considered as multimedia. The use of white board, LCD projector ...

I: *Do you use them?*

T21041 T2: Transparency yes, but LCD no, because we have every staffroom we have OHP, but currently, our OHP dah rosak so, we can use that one. Save time. Every staffroom we have 1 OHP that we can share among the staff members, 6 of us. So we don't have to borrow from Pusat Sumber or other place. But you have to compromised with

your colleagues, you don't have to book.

I: *Well I think that is all for now, but I might come and ask you later.*

T2: *Ok that's OK.*

I: *Thank you.*

T2: *Welcome.*

Teacher 2: Interview 2

I: *What do you mean when said " the students might get bored if you use computer all the time"?*

- T22001 T2: *Because if they are using all the time, they will find it quite bored because all the time if we use the same materials, like if we ask them to do the same thing we ask them to do, so they get bored. They would like to try something else. Let say in a month, may be twice they can use computer but if every week we have group work and ask them to use computer then they will get bored. May be what we can do is to ask them to find a book, and then they come to school and discuss that one. That way is fine. But let say, every time they go to the computer and do it they will get bored, because it is the same thing. The same goes if let say we bring them to the lab, so they don't find it interesting anymore. So let say, may be once in a month if we let them go they'll be eager because not every week, they will get bored, oh again lab, lab, again computer, that's why we have to verify not always use a computer. Doing presentation, they will be fine, they will be ok. In term of looking for information, every time we go to the class and ask them to go to the computer and find that one and they will get bored. Let say if we ask them to go home and find it earlier, then that will be ok. Let say ask them to do presentation, to use power point, using computer, that will be fine. But let say discussion ask them to go to the computer and find information, like that, they will get bored. Then you will see that some students will not be there, they'll be there but they did not participate, they just keep quiet there. So that is why we cannot use the computer all the time.*
- T22002 I: *How about the learning part?*
T2: *The learning part is also the same. Let say every week we go to the lab, they will also get bored, because they know that every Wednesday we go to the lab. Maybe if we didn't tell them the specific day to go, and then tell them today we go to the lab. So it is like something new that they are going to learn there. But then if we bring them every week, for example every Wednesday we go to the lab, "OK, it's the same thing." So they, everything is here, so it is very easy to get bored.*
- T22003 I: *How about the MM?*
T2: *What MM?*
- T22004 I: *Like the one you asked your students to do on vehicle.*
T2: *Ooo... that one sometimes we can ask them but not all the time, because I didn't really like to all the time use that one. Once in a while it is OK. That's why I said we need to vary. Maybe once a week we go to SSMS and the other week we go to internet. Not all the time. If not... I can see that my students are not interested to do that because they know that is your technique how to teach, so they will like keep quiet.*
- T22005 I: *You did say that computer change the students mind set. What do you mean by that?*
T2: *Because if let say they find in the computer, they learn. They read and they get new information. Not only reading but they get information, they be more informative. So that's why I say that using computer they can change their mind set. Let for example we ask them to serve into internet to find something, so may be at that time they don't know that information, so when they use that they tend to know more about that thing.*
- T22006 I: *Do you have a different approach when you use computer in your teaching?*
T2: *Actually that one is depend on my creativity on that day, so if on that day I'm very creative, I use different approach. it is depend on that day. So how I approach them is depend on that day. I didn't plan, sometimes it just pop out. how I approach them is depend on that day. I don't have any specific approach. So, it is depend on my creativity, so if I am creative at that time, so it become very creative. If let say, sometimes we don't have the idea, so it will be different.*
- T22007 I: *what is your goal for your students?*
T2: *My goal is let say for the good classes, definitely I want the worst is my students should get B for their result, but for the weak classes my goal is I want them all pass because some of them in my weak class, quarter of them tend to fail the English, so my goal is, because we have done this from the first exam so we can see. So my goal is to have them pass and I don't want to see any failure in my class. That is my goal.*
- T22008 I: *so far I didn't see any grammar teaching in your class.*
T2: *I did. But not during your time.*
- T22009 I: *How do you teach grammar to your students?*
T2: *I give them grammar rules, and then I explain and I give examples and then I will give them exercises. They will explain what are the rules for this one, and for the grammar parts, basically I gave notes because this is very technical and they need to know the rules, so I give them notes and I explain to them this one is like this. Then after I explain I give some examples then I ask them to do some exercises, like to construct sentences, I ask them to fill in the blanks from the exercise book.*
- T22010 I: *OK, now we go back to MM computer. How do you feel of teaching using computer compared to classroom talk and chalk?*
T2: *That one would be much more easier, because let say if you use computer you can save a lot of time. If you use the whiteboard, you have to take time to write. The students have to copy. Sometimes if we write, students tend to talk. But let say we have every in the computer, we just project to them, so we can talk, and the students can straight away copy. Because when we write, we don't know what they do behind. In term of that MM is much more better then chalk and talk.*
- T22011 I: *How would you integrate the use of MM computer in your teaching?*
T2: *I would say... Sometimes in my lesson I use the MM, so that... not all the time, but sometimes, in one week a least one. So may be for grammar, most of the time I use it for grammar because every thing is done already and you just project. I also ask them to do the group work and use the computer.*

- T22012 I: *What do you project for your grammar part?*
T2: It's the notes and then the exercises I will write it on the whiteboard. The exercises let say to construct sentences it is just like that... but then if let say you have a lot of sentences to fill in the blanks, more then 10 questions, I will give them a handout for them to write, that is to answer in their exercise book.
- T22013 I: *How do you use computer?*
T2: for my self, sometimes I use to find something, information. Let say if I want to teach something, and I don't have a lot of information, so I have to search in the internet to find information, so when I go to the class, I am very informative and I have the information, so I search for the information. And also for the P & P, so I use the computer.
- T22014 I: *Do you think that your students are learning when using MM computer?*
T2: Yes, because let say if we ask them to look for something, they learn, because they have to read first before they can understand what they want to do. So in term of that they learn the language, they read the correct sentences. So I think using MM they also learn the English language.
- T22015 I: *How do you think they learn?*
T2: by reading the sentences, go through whatever they have on the screen. Most of the thing inside the computer basically is in English, so by that they learn the language. They read. Because we learn through reading because here we don't have the problem because most of them can read and understand. It just that to enhance more about the language, so they read and they can learn through reading. Reading and then writing. I think they learn through that one. In the class, for example, we ask them to look something from the internet, so if they want to get the information, because they can not print out, more then one pages there, but if they want to print out they have to go through those procedures so basically what information they have, they have to jot down the points. So, in term of that there is a learning, because they are writing down the points and also a part of it they learn English language.
- T22016 I: *How do you plan your lesson?*
T2: How do I plan my lesson... I plan ..first according to the syllabus, because we are given a syllabus, so according to that one. But then the content, we are given the topic, that is the big heading, so the content is based on my creativity. So I get the idea, some time when we read the thing we had the idea, ooh..we should do like this, so.. but usually it would be one day ahead. For example like today, yesterday I would plan already what I would teach, because we would see what we want to teach and the idea would come. So, let say I want to teach reading, so I will the materials and everything, and the activity through out. So while preparing it will come together, ... sometimes I will get a very creative activity but sometimes it will not creative, so it will not be creative.
- T22017 I: *What priority of learning aspect that you take under consideration when you do your lesson plan?*
T2: Learning aspect, first speaking, that is the most important because what I want is I want them to speak by because speaking we can know whether they can really do or not. I really focus on speaking and besides that reading and lastly would be writing. Because if they can speak, I would say they can write, so I would say... then I would go to writing. Writing I would ask them to write simple sentences for the weak class because first I ask them to speak and at the same time ask them to read. When they speak and read they will get the idea and the last thing I would ask them to construct a sentence or in a group work where they have to think and to write. So usually would be my focus.
- T22018 I: *Did you set any goal when you plan your lesson?*
T2: yes, because when we start a lesson, definitely we want our students to be able to do the activities we ask them to do. So let say I plan something for writing, by the end of the lesson, I really hope that my students will be able to let say write few sentences based on what we have learnt. So I have my goal, but for my good classes I always achieve my goal because they don't have any problem. The weak class, a little problem because they are weak I sometimes didn't achieve my goal. So we have to really go slow and when we go slow the time is up. Sometimes we cannot finish whatever we want to do. That always happen with the weak class, but for the good class, it is Ok. Only the weak class because we have to attend to them and then we have to see if they can do this one. And let say if we want them to do a presentation, by the end of the lesson definitely they won't be able to do the presentation by the end of the lesson. So we can't continue the next one. The good classes they are very good and very fast, and let say if we say that at the end of the lesson they need to do a presentation, they are able to do the presentation.
- T22019 I: *Do you think that the weaker class will be able to learn better if they use MM?*
T2: I think it is 50 – 50. because for the good class we need to expose them with the MM but at the same time the teacher need to attend them, because they are weak. MM is more.. it needs the students to be independent, with weak class we cannot let be independent. We have to be with them to guide them because if not they will get lost. They don't know what they are doing. So for the weak classes, I would say 50 -50 not 100% MM will help them, because we need to guide them and to coach them. If no not they will get lost because they don't know what they are doing especially in the language they are very weak.
- T22020 I: *How do you think your students best learn language?*
T2: Best way... I think by .. I would say for the good classes there's no problem. I would give the example for the weak class... I would say through singing, because you know students, kids, they will get things easily through singing where they easily get memorized through singing. So I would say singing because they have certain words. So I've tried once. Not the songs that they already know, but I used the old song. So they enjoy that one. After that they keep singing and then we explain what it means and follow up with questions based on the lyric and they are able to answer the questions.

Appendix 1

Interview 1: Student 1

- S011001 I: Can you tell me your name please?
S011002 S1: My name is Julia Anne George.
S011003 I: Julia.. ok, what form are you in?
S011004 S1: ahh... 2 Amanah
S011005 I: Ok...(s1 interrupts)
S011006 S1: Should I answer in full sentences or ...
S011007 I: Well, it is up to you..(S1 interrupts)
S011008 S1: Like.. my name is
S011009 I: Right. OK can we start now?
S011010 I: Do you like English subject?
S011011 S1: Ya, I think it is very interesting and lot to learn.
S011012 I: How do you learn English?
S011013 S1: Well, what do you mean I how I learn English?
S011014 I: Well, what I mean is how do you learn it, is it through your parents, or do you go for tuition, or is it only from school?
S011015 S1: No, actually I interact with my parents, and ah.. so, I am quite good at English, and in school also most of the time is always in English except with my Malay friends because they are not OK lah..
S011016 T: What do you mean?
S011017 S1: It depends.. sometime teacher doesn't allow us like Bahasa Melayu subject, you can't actually interact in English, the teacher wants you to interact in that subject.
S011018 T: So you prefer to use English?
S011019 S1: Ya, I prefer to use English.
S011020 T: Do you always use English at home?
S011021 S1: Ya, most of the time, except when I interact with my maid. She is an Indonesian, so I have to speak Malay.
S011022 T: Ok.. Let say if.. when you find something that you don't understand OK.. how do you deal with it?
S011023 S1: I ask Pn. Jugdeep.
S011024 I: You ask your teacher.
S011025 S1: Ya, and some times for essay, I ask my tuition teacher, I have a personalized teacher coming to my house, that's it And friends too, ya, friends can help ..that's all.
S011026 I: Do you think there is any different in learning, what I mean is learning before and learning now?
S011027 S1: Ya, I think when using computer is much more ???(can't get it) she tries a lot of assignment and it really interesting. Like there are games, they give short notes, and stuff like that and so very nice. I enjoy learning using the computer.
S011028 I: OK, when you say short notes, what do you mean?
S011029 S1: Because, well, like Pn Jugdeep she is not really..... she is really busy so..she ...they use the computer like For instance .. aaa. ... like question tag and they give you all the notes on question tag and then we have another thing called doctor ABC and that will show all spelling.. spelling .. A to Z.. ah ... A to Z...I have wrote in my journal about it ... and they give you everything like words you know word which are not very clear, sometimes the words bothered normally and tell the definition ..
S011030 I: So do you enjoy that kind of learning?
S011031 S1: ya, I can learn a lot.
S011032 I: But, which do you prefer to have a teacher teaching you or using the computer?
S011033 S1: Hmmm (a little bit difficult for her to answer) aaaaa.. both
S011034 (The interview is interrupted by an announcement)
S011035 S1: Actually .. aaa.. computer I kind of like it, like.. aa.. when to teach I like teacher teaching, .. when come to exercises it quite nice to use a computer... you don't ...and the computer marks it for you and it is really easy for the teacher, and we get to know our wrong (mistakes) straight away. So we see how we are doing 'cos we are graded, so we know our level of understanding.
S011036 I: The last time when I went to the multimedia lab. With you and your teacher, when I asked about the exercise you said it was very simple?
S011037 S1: Ya, it was quite simple...ya.. I think we should have a more challenging exercises,... but everyone wants to get good marks.. so.. everyone tries to get a 100 percent but ... because normally if you get a 100 percent you are quite easy ... ya you just print it out when finish. But say if they don't provide short notes, then we might not really understand, I mean if we like ... take question tag .. we really didn't understand it at first so that's why we got to go to the short notes first. Pn. Jugdeep always ask us to go. You have to go according to the notes first and then you attempt the exercises and then the tests.... We go to a level..
S011038 I: Ok ..so you are saying that you learnt a lot when you are using computer. (The student nodded her head) There are four types of exercises like listening, reading, writing and speaking. Which.. (Student interrupts)
S011039 S1: But speaking we don't really use.
S011040 I: Why?
S011041 S1: I'm not sure..normally listening, reading and writing and we print it out. May be because we don't have enough time and the teacher also doesn't have time. We don't really do speaking, sometimes there's something wrong with the speaker and we can't speak so we just listen ..
S011042 I: Which activity do you like most?

S011043 S1: I think... aa.. may be writing , ya... I like to type, give the answers.. hmm..
S011044 I: was that time the first time you use the multimedia lab.
S011045 S1: No.. we have used it a lot of time.
S011046 I: Since form 1?
S011047 S1: Form 1 yes, but not so much. Not usual. I'm not sure why. We didn't really go for the lab. But now I'm not sure why suddenly every one is going for the lab. Especially for Malay and English. Ya.. Malay a lot of time. Teacher ask us to find things from the internet, pictures, and write using a lot of things publishers and have competitions. May they pair you up and have competition.

S011048 I: Besides using the program (software) that is there, what are other ways that you use multimedia? For example for your presentation, do you use it(MM)?
S011049 S1: Ya.. but unfortunately our computer doesn't work. We have reported it but they are not really doing anything. But it's ... they are not very sure. The thought of all the teachers come in and they say on the computer or something.. we can't do it .. ok..ok.. never mind.. then they ask us to do it in "kertas majung" that long paper. We have the disadvantage there, so it is very hard, because normally everyone.. sometimes it will be graded , so everyone uses the computer because normally they will be graded more for the computer but...because normally they will be graded more for the computer but...
S011050 I: So, you prefer to do it using the computer.
S011051 S1: Ya.. because there are already a lot of design there. So, you don't waste your time designing it on the computer, you know on the "kertas majung" to get good marks. And it is very neat also.

S011052 I: How about your assignment. Do send it via e.mail to your teacher?
S011053 S1: ar guh (no)
S011054 I: Well, you don't do that.
S011055 S1: It either the computer and you have to print it out. Rrr.. teacher gives us some assignment, say that she is not in and we have to give it to Stephanie, the AJK English, then she'll pass it up to Pn Jugdeep, to "Bilik Guru".
S011056 I: So, it is not through e.mail.
S011057 S1: no. We have not been introduce to that. Some of us doesn't have e.mail, stuff like that, so very difficult. But in fact you can write to the teacher if we don't understand something.

S011058 I: Have you tried?
S011059 S1: No..(laugh). I don't have any e.mail.
S011060 I: you do have computer at home, right?
S011061 S1: ya.
S011062 I: with internet access?
S011063 S1: Ya..
S011064 I: But you don't have e.mail?
S011065 S1: My father doesn't like. We don't have much time. With sekolah bestari, everything we do, like studying ... 24 hours... so it really hard to make time you know to play.. stuff like like.. especially in 2 A, it's really a lot of competition going on. It is really hard to keep up.
S011066 I: so you are saying that you are studying because you want to get good result.
S011067 S1: Ya.. as my mom said if you don't do anything and if you don't work on it now, you won't achieve anything in your life.

S011068 I: Ok now...using multimedia.. what do you think of it?
S011069 S1: Good, really nice. In fact I think that the exercise ... it should be more challenging. Actually, Bahasa Melayu is already quite challenging. But not English, and I'm not sure about others.

S011070 I: you don't have a chance to choose what level of exercise that you want to do.
S011071 S1: No. But they do have different different exercises, teacher will just put it in, but don't have the level. If the teacher asks us to do that we just do it. That's all...But I think it will get harder. Like the first exercise is a little bit easier. The second is a little bit harder. First they will provide the answers then, next one you have to type your own answer. Following your own sentences. So they like leveling it, so that you understand how to.. you know the format.

S011072 I: How about the vocabulary, is it simple?
S011073 S1: quite. But there are some words we don't (understand).. that's why we have to jot it down in the vocabulary book. So that's why teacher ask us , ya ...so.. when the teacher say ok, so.. like sometimes we have to do an exercise and this Dr. A to Z apple will say everything. You just key it and it will say everything. Like.. aa.. I'm not sure at the moment like what you mean by credit, it will give you definition and you can write it down and compare with your own notes. It is kind of useful, and I like that.

S011074 I: There are computers in the classroom. Are they working very well?
S011075 S1: No, not really. You have to share, and crain up and every one has to cram up with one computer.
S011076 I: There's only one computer?
S011077 S1: No there are 5 computers but 3 of them are not working, no 2, 2
S011078 I: What do you mean by not working?
S011079 S1: The system either ... err ... not very sure how to say it, but something wrong with it. There different different problems.

S011080 I: Ok. i think that's all. Do you have anything else to say.
S011081 S1: No
S011082 I: OK, thank you.

Student 2

- S021001 I: Can you tell me your name please?
S021002 S2: aaa.. my name is Noratiqah bt Saudi. Form 2 Amanah.
S021003 I: OK, Noratiqah. As I mention earlier that my study is on multimedia, and on how students use multimedia.
S021004 S2: Aar.. OK
S021005 I: Alright, first. Do you like to learn English?
S021006 S2: Aar.. of course.
S021007 I: you like it. Ok Do you like learning it?
S021008 S2: Yes.
S021009 I: Why?
S021010 S2: Because to me English is very important. Aar...it's Aar... an international language ,so everybody must know, must learn English. So,...
- S021011 I: Well, how about at home. Do you speak English with your parents?
S021012 S2: No. Seldom
S021013 I: In school?
S021014 S2: In school aar .. most of the time.
S021015 I: with your friends?
S021016 S2: Normally with Chinese, Indians, Malays seldom
S021017 I: Ok.. How do you learn English?
S021018 (The interview is interrupted by the announcement)
S021019 S2: Aaar ... aaarr... (having difficulty in answering)
S021020 I: OK, let say you are having difficulty in learning certain area of English language, how do you overcome your problem?
S021021 S2: Usually ... aar.. if there's uncommon words, right, usually I refer to my dictionary. Before I went to sleep, I usually memorized some words form the dictionary, so I can improve my English, like that .. eh.
- S021022 I: Do you go for tuition?
S021023 S2: No
S021024 I: OK .. arr.. now.. How do you feel of using multimedia in the classroom?
S021025 S2: I think it's good .. because ..aar.. not all students can use computer in class, right?...so, hmmm.... especially it is easy because.. hmmmwe don't have to ... hmm .. you know ..hmm.. to.. hmmm using SSMS right, the activity provide answers so we just need to fill only and then the teacher will .. can check the mark. Also give .. aar .. eh.. ar.. teacher will record the mark and then if she wants to give any commends, so she give lah.
- S021026 I: How about the multimedia room?
S021027 S2: I seldom go to there..eer.. It's once a week. Eeer ...usually go there to do our SSMS, hmmm ...hmmm ...hmmm ...ahh..that's all I think.
- S021028 I: Do you think that using multimedia can improve your English?
S021029 S2: eehh... yes, I can know new words, right. And then, err... I can improve more on my computer skills...that's all.
- S021030 I: How about your writing. Do you think you can improve your writing when using the program?
S021031 S2: eer.. I think I can because eerrr like... I ...err .. usually weak in English... especially in grammar and then when I use multimedia.. like I can learn more on grammar and also can explore the internet to find more information. That's it.
- S021032 I: How about the program. Do you think that the program is easy for you or quite difficult, or is it challenging?
S021033 S2: Easy, because we just have to fill in the blanks, and then... er.. that's all lah..
S021034 I: Do you want a more challenging program?
S021035 S2: yes...eerr... because to me err.. to learn English you need a more challenging matter 'cos English actually to me is quite easy but the main problem is I seldom use English but when we have challenge questions, I think we can improve our English.
- S021036 I: Do you have any computer program that you can use at home for English? Or do you serve internet?
S021037 S2: No.. I never use my computer on English subject eerr.. and also my computer is also not connected to internet.. err.. so.. it is quite difficult for me to find anything .. so..on English I usually use it to write essay and do any activity that the teacher ask me to do with the computer .
- S021038 I: Do you think you learn more?
S021039 S2: Yes .. err.. because computer like in this school, right, only in certain school "ada" computer, so we are very lucky because now everybody can use it everyday .. so OK lah, I can improve more.
- S021040 I: How often do you use computer in school?
S021041 S2: Twice a week.
S021042 I: What do you always use computer for?
S021043 S2: To do SSMS and usually essays
S021044 I: What is SSMS?
S021045 S2: It's program for Bestari school. It is something like hmmm.. a program .. it needs arr .. where we only have to err ...just fill in the blanks. And then it teacher ask us to print it so we print it and put it in the English file.
- S021046 I: Do you go to any other program?
S021047 S2: hmmm ... no
S021048 I: Ok... what do you think of the program... SSMS
S021049 S2: Hmmm ... (wasn't sure what to answer). Ok I guess. Only the program is err... aaa.. err.... (interrupted by a fire drill siren and the interview stops here)

(1 hour later)

S021051 I: Ok. Do you think using multimedia (in your learning) helps you to improve your English.

S021052 S2: ahh ... hmm.. hmm.... I'm not sure ... aaaa

S021053 I: your grammar .. your reading

S021054 S2: Grammar ...lah

S021055 I: Only grammar ..

S021056 S2: Ya

S021057 I: Hmm ... how?

S021058 S2: Hmmm.. hahhh..

S021059 I: No idea

S021060 S2: Don't know .. lah

S021061 I: How often does your teacher bring you to multimedia room?

S021062 S2: Once a week

S021063 I: Once a week.

S021064 S2: Ya lah

S021065 I: To do

S021066 S2: Usually to SSMS and arr essay

S021067 I: In the classroom.. Do you use computer in the classroom?

S021068 S2: Yes, usually to make presentation and prepare first and then present it using television and computer. On Microsoft word ...aaa.. what.. what.. ha.. use power point, ya .. power point.

S021069 I: So you do your presentation using power point.

S021070 S2: ya..

S021071 I: Which do you prefer, to have a teacher in the classroom or just learning using computer.

S021072 S2: To have a teacher in the classroom is also important. 'cos teacher leads us to study right so ... ah.. kalau guna computer pu mesti ada teacher, kalau tidak tak boleh. So kalau taka de teacher pun cam this .. ada problem ke boleh Tanya teacher, better ada teacher.

S021073 I: So, you prefer to have teacher in the classroom?

S021074 S2: Ya..

S021075 I: You can't get help from your friends.

S021076 S2: yes. Hmm like hmm..aa.. my computer there's no internet so I don't know how to use it, so I ..usually I ask my friend how to use it ahh.. hhhh.. and then what aaar untuk buat kerja ke kadang-kadang tu ada error ke, ada what .. macam problem arr biasanya panggil dia orangla.

S021077 I: hmm.. ok. How do you feel when you learn using multimedia?

S021078 S2: Hmm ahhh... Saya rasa bagus tu bagus tapi macam jarang gunakan nya only kalau teacher suruh buat presentation , baru guna. Tapi easy tu memang easy. Sebab kalau buat essay we only have to type, do don't have to write, kena pass up on that day also cepat. So jimat kan masa kalau gunakan computer. So easy lah.

S021079 I: Do you think that you have improved (your learning) when you use computer?

S021080 S2: err ...hmm.. arr .. *** boleh juga improve .. base on writing, hmmm Reading ..err... also listening.

S021081 I: If you were given a task to do by your teacher, how does it always done. Is it in a group, a pair or individual?

S021082 S2: usually in a group. Usually we discuss and then some times teacher ask us to say in front of the class, and sometimes we make presentation using power point. And during the presentation on that day so.. many types...if ada computer senang nak buat kerja.

S021083 I: Who always do the work, the planning, the writing, the graphic

S021084 S2: We bahagikan kerja. Ada yang buat presentation, ada yang taip, ada yang buat decoration. Everybody ada kerja dia. So , kerja lagi cepat.

S021085 I: So, do you have anything else to say.

S021086 S2: Tak ada.. hehh.

S021087 I: Well, that's all. Thank you very much.

Student 3:

S031001 I: Ok, how are you?

S031002 S3: (smiling)

S031003 I: Can you please tell me your name?

S031004 S3: I'm Christina.

S031005 I: OK, Christina. Do you like English subject?

S031006 S3: Err, Yes, it's nice.

S031007 I: yes!... do you like learning it?

S031008 S3: Ya, because English is an international language so, it is good to learn. And also I enjoy learning it.

S031009 I: Any other reasons?

S031010 S3: Because I've been brought up in a family that speaks English.

S031011 I: So, it is easier for you? So family is all speaking in English. And how about your friends. Do you speak English with your friends too?

S031012 S3: Well, yes if they understand English, and I also speak with them***** (couldn't get it) but sometimes a few of them are not that fluent in the language so I could not ****

S031013 I: Aha.. Ok. Now, how did you learn English?

S031014 S3: Sometimes we learn during the class, the teacher use the white board, sometimes we go to the lab, and look at ssms in the computer.

S031015 I: How about yourself, how do you learn English?
S031016 S3: You mean at home or in school?
S031017 I: It doesn't matter at home or in school. Besides having parents speaking in English, what are other ways do you learn English?
S031018 S3: Ya, I read ... novel ...err ... some times you know .. some the words that you don't understand, you can go to the dictionary and then there's newspaper.. you know The Stars .. they have the Mind The English, sometimes I read that one.
S031019 I: You don't use internet or any (computer) program to learn.
S031020 S3: No, not really.
S031021 I: Why?
S031022 S3: Eer...because the internet is so big, and I don't know which web to go. I'm not allowed too many hours on the internet also.
S031023 I: How about in school, do you use internet ... multimedia .. during your lessons?
S031024 S3: Yes...
S031025 I: How often?
S031026 S3: Actually, there was at one time, Pn Jugdeep took us two time a week.
S031027 I: Do you like it?
S031028 S3: Ya.. but it is a little bit easy..
S031029 I: What do you mean by a little bit easy?
S031030 S3: The questions that we learn, they are all very basic.
S031031 I: You mean that the program is very basic?
S031032 S3: Yes
S031033 I: So, what kind of program do you want?
S031034 S3: hmm, a more challenging one you know.. but something that is suitable for us ...** (can't get it)
S031035 I: So you want that kind of program. So what kind of exercises do they have here?
S031036 S3: err ... just fill the blanks ... you know ... the usual one ... I think like kindergarten one.
S031037 I: So you don't enjoy it?
S031038 S3: I like the graphic, the interaction in the computer ... you know ... but some how it doesn't help much in my study.
S031039 I: So, the program does not help you to improve you English proficiency?
S031040 S3: ya.. it does not but it might help the others.
S031041 I: What learning situation do you like best... having the teacher in the classroom or using the multimedia?
S031042 S3: Normally when we are in the multimedia room the teacher is always around.
S031043 I: OK , what I mean is in the multimedia room you are doing your work on your own right? In the classroom the teacher is there teaching you ..
S031044 S3: I prefer the teacher to be in the classroom. You know when there is any question you can ask teacher ... when you are computer room, you are alone and sometimes you don't know ... you can't ask the computer, but you ask the teacher.
S031045 I: So you prefer to have teacher to teach you.
S031046 S3: hmm
S031047 I: What do you like best when using computer?
S031048 S3: Using the computer is more colorful like err when we click on the computer and something comes up, furthermore... it is more interesting ... and sometimes when the teacher talks in the class is very boring subject.
S031049 I: What are the assignments that the teacher gives you that you need to use computer?
S031050 S3: arr. ...usually the teacher hands out the assignment through our computer, basically she did it in school but outside class hours, using SSMS. We have to pass up at the end of the program (lesson) the teacher can evaluate our progress something like that.
S031051 I: Can your teacher evaluate your progress?
S031052 S3: Yes, once we have finished our scores ..eer... immediately sent to the teacher through the mail **** (not clear)
S031053 I: Now... arr... compared to before... in your primary school, do you have ... err... does the school have the multimedia lab.
S031054 S3: Actually, in our school only got lots of computer when I was in standard 4, so before that we didn't use much computer.
S031055 I: How did you learn to use the computer?
S031056 S3: I mean in primary school, there was one period that is called literacy computer, they teach you the basic in computer, how to on and how to off, how to use micro softword...
S031057 I: So from there you learned.
S031058 S3: Ya, and also in form I that we had to go for class computer every week and there we learned more.
S031059 I: So, during the English lesson does the teacher teach you the computer skills?
S031060 S3: No, we just do the program.
S031061 I: Do you have any choice of choosing any program?
S031062 S3: No, we don't have any choice.
S031063 I: How would you like it to be?
S031064 S3: May be they could divide it into separate level, like basic, intermediate and advance. So, if the teacher said you can go to advance you can go to a more challenging one. So, it won't be the same for every one.
S031065 I: Do you get any benefit from the program?
S031066 S3: hmm, ya... I get to learn some new words from there and learn how to pronounce it properly. And the new English rules. Sometimes we use, you know, after the pronunciation that is not good, you know by using it, we can learn more about the word and know how to speak it.
S031067 I: How to pronounce it?

S031068 S3: Ya
 S031069 I: Alright..... do you have anything else to add?
 S031070 S3: Ahh, not really... but, using computer in class is also OK, but you shouldn't focus too much on the computer either, because the computer is not everything. We also need to communicate with the teacher in the classroom so that we can get more "aras" that we need.
 S031071 I: You mean the communication?
 S031072 S3: Ya, because we look at the screen, we don't communicate with your friends or your teacher. What I mean is the teaching.
 S031073 I: How do you think that the school can improve the English program?
 S031074 S3: There are a lot of English program out there, so I think the school can get some and Err also the teacher should be taught how to use the computer. Sometimes there are problems with the program so it will disturb our learning so if only the teacher can be taught to correct the program
 ...
 S031075 I: Well, I think that is all, thank you.

Student 4

S041001 I: Hi. Can you please tell me your name?
 S041002 S4:
 S041003 I: Do you like English subject?
 S041004 S4: Ya, it is interesting.
 S041005 I: Do you like learning it?
 S041006 S4: Err... learning it.. ya..
 S041007 I: Why?
 S041008 S4: Interesting... err.. it gives you more knowledge Err ... I don't know lah..
 S041009 I: It's OK. How do you learn it?
 S041010 S4: Sometimes we use the computer, the SSMS program, we go to the computer lab, each of person has one computer to do their own assignment, or we do activities in the class, group work, sometimes individual work. Teacher gives out worksheets and she asks us to present it sometimes ... and she did exercises in the exercise book, ... as homework lah.
 S041011 I: How about you, how do you learn it?
 S041012 S3: I read newspaper, I read e-mail on the internet. In school, I read story books also .. err.ya
 S041013 I: Do your family speak English?
 S041014 S4: Ya.. most of the time, except to my maid, we speak Malay, because she is from Indonesia. She can't communicate in English.
 S041015 I: Now, in your school is using multimedia computer in the classroom, so what do feel of using multimedia in your learning?
 S041016 S4: It's good I think... it is a progress. Last time we used to use a textbook and exercises. But now they are using the computer, we print out the exercises we do on the computer ... we don't use much of textbook anymore.
 S041017 I: Do you like it that way?
 S041018 S4: Ya... textbooks are heavy. Now they use files, then they put all our work sheets in there. All our workbooks are also in there.
 S041019 I: Do you feel that using multimedia in the classroom improves your English proficiency?
 S041020 S4: Hmm ... sometimes. But if I don't work there is auto correct there, and if I do mistakes, it will unlined it. I don't feel so, I don't think, it is almost the same.
 S041021 I: What do you mean?
 S041022 S4: like you use the text the teacher will mark it for you, but if you use the computer, the computer will mark the exercises. Because using the SSMS program the teacher does not have to mark it. The answers are already in the program. It's not much of different actually, just less work for the teacher.
 S041023 I: Is it because you feel that the program is quite simple, or you feel that the teacher teaches you more?
 S041024 S4: The teacher does teach more. Because .. like when we use SSMS program we have to finish it on the spot. There's no other time we can go to the lab and do it. Sure it gives us a chance to finish our work faster not delay them. Well, like if she gives us work from the exercises book, oo... we say we do tomorrow lah ... she's not going to check today but when we use the computer the teacher will check it on the spot. It's better. Gives us the chance to learn more.
 S041025 I: What do you mean you learn more?
 S041026 S4: It means that if we finish faster, we can learn other things also. She can teach about other subjects. I mean other topics in English.
 S041027 I: You mean that you can go further than that?
 S041028 S4: Ya.
 S041029 I: What is your opinion on the program in the computer lab?
 S041030 S4: I think it is good. It involves reading, writing, listening and ya ... observing.
 S041031 I: Are those program up to your level?
 S041032 S4: Ha..Ha..Ha.. that one... it is quite simple actually. But I think it is for the students who can't really cope with the work in English. But I think it is quite simple.
 S041033 I: What do you mean?
 S041034 S4: For me I need more challenging exercises. Most of the exercises the answers are already there. It doesn't exactly ... it just ask you to find the answer in the text. It doesn't actually make you think. It doesn't actually need the general knowledge because when they give the text all the answers are in there. It is quite simple to do actually.
 S041035 I: So you need more challenging exercises?

S041036 S4: Ya, in my opinion.
S041037 I: Do you feel it is a waste of time for you?
S041038 S4: Well, no it is not a waste of time. It gives you more practice actually. Let say, like you do a careless mistake, even if you done an easy question and you accidentally did a careless mistake, you would learn from that mistake. Because if like ... if you think that you know it already, so you don't do the easy exercises, but when you go there you do a simple exercise and you can learn from your mistake, actually. Because they have the assessment in the program and I do careless mistakes actually.

S041039 I: What learning skill do you like best in the program? Well, it has reading, writing, listening and
....
S041040 S4: and observing
S041041 I: no speaking?
S041042 S4: Speaking ... ya ... but very some... but not all of it. Let say they give you a dialogue, they ask you to give the response, and then you can record your voice in there, and you can listen to it also. Ya...you can speak also.

S041043 I: Which one of the skills do you like best?
S041044 S4: I like ... I don't know... I think I like writing the best. I like to write.
S041045 I: Do you think the program helps you?
S041046 S4: Ya... they have some exercises. Most of the exercises you write. But they have the answers already. You just have to choose it lah.

S041047 I: so, it is not an essay writing.
S041048 S4: Certain exercises are free writing, but most of it is just matching.
S041049 I: It is not challenging.
S041050 S4: hmm... it is quite simple.
S041051 I: So, what do you like best when using multimedia?
S041052 S4: hmm ... basically I like all of it. It is very interesting.
S041053 I: So when do you start using computer?
S041054 S4: Oohh... that I can't remember. Quite long a go, when I was in primary school. Arr.. around standard 2, 8 years old.

S041055 I: Who taught you to use computer?
S041056 S4: First my friend taught me, and when I am at home either my parents of my sister teach me. I come to school my friend and my teacher guide me lah.

S041057 I: Do you have a special class for that?
S041058 S4: No,no. But, last year we went for class. We had to go for computer class. It is compulsory for everyone. So I learn also from there. Because they teach about Excel, PowerPoint, Words and PrintShop.

S041059 I: How about in your English lessons. Do you learn computer skills?
S041060 S4: In English lessons, the teacher doesn't exactly teach because we already know the basic what to do. She just explains the exercises what...err... how to do it.

S041061 I: So, how about the computer in the classroom. Do you use it?
S041062 S4: Ya, but we only use it if we can't go to the computer room, because here they have only limited ... only 5 computers and only 4 of it is working. So, we seldom use the computer in the class. But for other subjects like BM, we do it in class. We just have to search for information. So we just use the internet. Because it is all group work, not individual work.

S041063 I: How about your class presentation. Do you use multimedia?
S041064 S4: Ya, we use the PowerPoint program or either ... slides or OHP. They also use "Mahjung" paper, the manual way.

S041065 I: Which one do you like best?
S041066 S4: I prefer to use powerPoint. Because it is more.. very... in PowerPoint you can choose fond you want and the design you want. Arr.. like the picture also.. when you use OHP or the "Mahjung" paper, you have to draw and write yourself and I think PowerPoint is more interesting.

S041067 I: What do you like your teacher to use in teaching?
S041068 S4: Not using computer all the time. Give us other activities, like group work, pair work, or individual work. Not the computer all the time lah. But certain time with out the computer also.

S041069 I: Do you get a lot of information from the computer?
S041070 S4: Ya, the internet mostly.
S041071 I: OK. Do you have anything else to say, like the improvement of the program?
S041072 S4: Not much. More difficult questions. The activities, more challenging. Because the activities now are more of the basic ones. They don't... arr... Even, like the essay just now, they don't ask you to think much, they just give the text there and find the information and write it down. I like it, but give a little improvement.

S041073 I: OK, I think that's all. Thank you for your time.
S041074 S4: Thank you.

Student 5

(This interview is done in Malay language, because S5 is not confident to communicate in English. However she tried. She uses mixed languages, back and forth with Malay and English language)

S051001 I: Well, can you please state your name?
S051002 S5: Nama saya Hanis Syazwani Shamsuddin. Dari tingkatan 2 Amanah.
S051003 I: Well, I will ask the questions in English and you can answer in BM? Is that fine with you?
S051004 S5: Sure

S051005 I: Ok, do you like English subject?
S051006 S5: yep, I like it.
S051007 I: You like it.. OK. Do you like learning it?
S051008 S5: Ya
S051009 I: Well, can you tell me why?
S051010 S5: Sebab....dapat menambahkan ilmu pengetahuan. Jadi kalau kita pergi overseas ke kita dapat tahu.
S051011 I: How do you learn English?
S051012 S5: Oh... I ...kita tanya kawan ke tanya guru bantuan, punya buku latihan, computer, baca buku cerita.
S051013 I: So, you use computer. So how often do you use computer?
S051014 S5: Sometimes, using SSMS in school
S051015 I: How is the program? (SSMS)
S051016 S5. Macam buat latihan yang cik gu bagi. Lepas tu kita buat. Kadang-kala tu ada test kat situ. Lepas kita habis buat test tu, nanti dia bagitahu berapa markah kita dapat.
S051017 I: Jadi Hanis sukalah program itu?
S051018 S5: Suka
S051019 I: Bahagian mana yang Hanis suka?
S051020 S5: Oh.. listening..
S051021 I: Kenapa listening?
S051022 S5: Sebab nak dengar pronunciation.
S051023 I: Jadi Hanis suka penggunaan MM dalam pengajaran, jadi apa lagi yang Hanis dapat?
S051024 S5: Ia nya dapat improve sikitlah... boleh lah tahan. Macam dulu Hanis tak pandai sangat B. Inggeris, tapi sekarang ni boleh lah Hanis improve sikit sikit. Ambil masalah (utk improve) Program SSMS tu, Hanis rasa senang ke susah atau pun sesuai untuk Hanis?
S051025 I: Program SSMS tu, Hanis rasa ia adalah sesuai untuk Hanis. Tak susah tak senang.
S051026 S5: Hanis rasa ia adalah sesuai untuk Hanis. Tak susah tak senang.
S051027 I: Tadi Hanis kata ada peningkatan dalam pemelajaran B. Inggeris, aaa. Adakah ia melalui penggunaan multimedia computer atau pun sebab lain?
S051028 S5: Mungkin cara lain. Sebab di dalam kelas ramai yang menggunakan B. Inggeris, jadi bila dengar tu boleh lah.
S051029 I: Antara menggunakan multimedia dan guru di dalam kelas, mana yang Hanis rasa seronok belajar?
S051030 S5: Hmm... mungkin guru, sebab guru dapat Bantu..kiranya macam kita tidak tahu sesuatu tu, kita boleh Tanya guru dan guru boleh menerangkan kepada kita dengan lebih baik lagi....Computer,... mungkin untuk latihan sahaja.
S051031 I: Adakah Hanis rasa yang Hanis belajar lebih baik dengan menggunakan multimedia.
S051032 S5: May be.
S051033 I: Macammana tu?
S051034 S5: Kiranya bila kita menggunakan multimedia, kita boleh pergi ke internet, untuk mencari apa-apa yang di perlukan, jadi bila cari maklumat, kit abaca, jadi boleh menambahkan pengetahuan.
S051035 I: Macammanakah cikgu menggunakan computer di dalam kelas?
S051036 S5: Ahh.. selalunya jarang. Dalam BI jarang, selalunya kita pergi lab.
S051037 I: Jadi, jarang menggunakan di dalam kelas. Kalau menggunakan dalam apa ye?
S051038 S5: Mungkin boleh buat SSMS yang cigu bagi, kalau tidak pergi lab.
S051039 I: Setakat ini bagaimana penggunaan MM bagi Hanis?
S051040 S5: Baguslah..Setakat ini belum adalagi menggunakan multimedia untuk membuat presentation, tapi ada bagi matapelajaran lain. Seperti sains, sejarah.
S051041 I: Bagaimana presentation itu dilakukan? Hanis sendiri atau dalam kumpulan?
S051042 S5: Haa... selalunya di dalam kumpulan. Bagi sains tu, kadang-kandang dalam group dan ada juga individu.
S051043 I: Macam mana Hanis suka belajar? Secara kumpulan atau individu atau berpasangan.
S051044 S5: Berkumpulan, sebab nya kita boleh bertukar pendapat.
S051045 I: Apakah yang Hanis suka bila menggunakan computer?
S051046 S5: SSMS
S051047 I: Ada yang lain?
S051048 S5: tak
S051049 I: Adakah program SSMS tu memberansangkan pemelajaran Hanis?
S051050 S5: Ya, kiranya bila kita kerap guna, kita boleh membuat latihan, dan boleh meningkatkan pengetahuan. Dan SSMS tu sesuaiilah untuk Hanis.
S051051 I: Do you think that your English language proficiency has improve when you use this program.
S051052 S5: Boleh, rasanya. Kadang-kadang tu ia menggunakan: perkataan baru, di situ ada macam A-Z yang kita boleh tengok maksudnya.
S051053 I: Apakah pendapat Hanis mengenai SSMS?
S051054 S5: Ia tidaklah terlalu senang, tapi kalau boleh adakan latihan yang lebih mencabar.
S051055 I: Hanis ada mempunyai computer di rumah?
S051056 S5: Ada
S051057 I: Ada mempunyai talian internet?
S051058 S5: Ada
S051059 I: Adakah Hanis selalu menggunakan internet?
S051060 S5: Kadang-kadang, bila ada masa lapang.
S051061 I: Apakah kebaikan multimedia ini pada Hanis?
S051062 S5: Ia nyamacam senang untuk membuat latihan, lepas tu kiranya tak susah sangatlah. Tak semestinya kita refer kat buku, kita boleh menggunakan multimedia. Selain dari bantuan guru dan rakan-rakan kita boleh menggunakan multimedia. Selain dari itu saya memperbaiki bahasa Inggeris saya dengan membaca buku dan bukan bergantung kepada multimedia.

S051063 I: OK, Hanis. Setakat ini dulu... terima kasih.

Student 6

Name: Geh U Shen

Form: 2 Berdikari

S061001 I: Can you please tell me your name?
S061002 S6: My name is Geh U Shen. Form 2 Berdikari.
S061003 I: Ok.. What shall I call you?
S061004 S6: Shen.
S061005 I: OK, Shen... Do you like English?
S061006 S6: Yes
S061007 I: Do you like to learn English subject?
S061008 S6: Yes
S061009 I: Why do you like to learn English subject?
S061010 S6: Because..arr.. it's fun, easy, one of my mean of communication, and it is easy for me to score.
S061011 I: Do you speak English at home, with family?
S061012 S6: Yes, all the time.
S061013 I: How about with your friends at school?
S061014 S6: Most of the time.
S061015 I: How do you learn English?
S061016 S6: My parents, they speak in English, so slowly I pick up.
S061017 I: Other than that?
S061018 S6: I went to international school when I was young, I learnt from there ..
S061019 I: What would you do when you find something that is difficult?
S061020 S6: I will look it up in the dictionary.
S061021 I: What are other ways?
S061022 S6: Internet.
S061023 I: What do you mean by internet?
S061024 S6: Go in line lah. And there's a dictionary type of site, and they teach you.
S061025 I: How about grammar, do you have any problem with grammar or sentence structure?
S061026 S6: No, not really. but if there is I'll go on line... Portal Utusan or something like that for the solution.
S061027 I: Do you use multimedia in school? Does your teacher bring the class to the multimedia room?
S061028 S6: Yes
S061029 I: How often do you use it?
S061030 S6: Not often, only sometimes. Most of the time we did discussion, group discussions, sometimes she uses internet. As a source of "maklumat", as a source of information.
S061031 I: What do you mean when you said sometimes? So far how many times has your teacher bring you to the lab?
S061032 S6: Not really sure... maybe 3 or 4 times.
S061033 I: What did you do there?
S061034 S6: We went on-line to Portal Utusan and do some grammar work and composition.
S061035 I: Do you have to serve internet to get to Portal Utusan or is it a software?
S061036 S6: We have a software for it. It's SSMS metaphor and sometimes we go on-line Portal Utusan.
S061037 I: Do you think that it is helpful?
S061038 S6: Ya..ar it actually helps us lah ... I don't know what to say it.
S061039 I: How about yourself?
S061040 S6: As for myself... it's like revision lah.. because if you go on line .. then ... because there is no turning back when you answer that questions you cannot answer that question again. You have to finish it all, and if you want to do it again you can, so it is like you have to think it fast.
S061041 I: Is there any time limit for that?
S061042 S6: No, but our teacher usually gives a time limit, let say for 30 minutes, so we have to finish it off.
S061043 I: Are those exercises from a software?
S061044 S6: Some are from software but some from internet.
S061045 I: How do you find the program?
S061046 S6: Simple.
S061047 I: Is that mean it doesn't really help you?
S061048 S6: OkLah ... some words are hard lah not all and I think it's OKlah.
S061049 I: Do you enjoy doing that kind of exercises?
S061050 S6: Ya... because nice lah. Usually we study in the classroom, doing it in paper, and now we just click the button and it's done, I mean you can get the answer immediately and all those stuff.
S061051 I: Is it important for you to get the answer immediately?
S061052 S6: Yes. So that we can actually like if you get it wrong... why you get it wrong, there must be a reason right, so you have to survey, I mean like yalah..
S061053 I: The teacher does not give you any feedback?
S061054 S6: There is but ... I like to study myself, I like to get things myself.
S061055 I: You prefer to have the computer when learning? You don't really need the teacher.
S061056 S6: Ya.
S061057 I: How much do you think you learn when using multimedia?
S061058 S6: As is how?
S061059 I: How long have you used it?
S061060 S6: since standard 6

S061061 I: well, before that did you use any multimedia in your learning? Like any computer program?
S061062 S6: yes, very seldom.
S061063 I: So how do you find it when you are using it now? Do you learn much better now then before?
S061064 S6: Yes, as in last time right, we only go on line, like a disk, and our teacher will ask us to do from that and it is like we do it again and again, like an old servers, like in the internet, in the SSMS metaphor, it like new one, it's like updated, so it's better lah and it follow the new syllabus. And last time is like a plain one, just like a normal one, the disc, its not on-line, made by teachers or something like that.

S061065 I: What do you understand with the word multimedia?
S061066 S6: IC – information technology, multimedia Haa .. it has various use. I mean at multimedia, as in multi as in multi-functions has a lot of use and as one of the media.

S061067 I: Is computer one of the media? What else besides computer.
S061068 S6: Yes. Television, telephone, fax machine and all those stuff.
S061069 I: Beside serving internet, and using software that is there, how are other ways that you use computer?

S061070 S6: We use computerwe do our project, assignments.
S061071 I: Can you explain the kind of project?
S061072 S6: Like when teacher asks to do PowerPoint presentation, then we have to do the slide in the computer, and present it in front of the class.

S061073 I: Do you like it?
S061074 S6: Ya, it is fun. I like it in a PowerPoint slide.
S061075 I: Does it motivate you to learn?
S061076 S6: yes
S061077 I: What aspects of multimedia computer that motivates you to learn?
S061078 S6: It like my friends who are good in it, they can do their presentation it inspires me lah. They can do why can't I. So I must like learn from them.

S061079 I: Do you always use the computer that is in the classroom?
S061080 S6: Very seldom. As only in group discussion, only then we do it. Like to get source, internet is the source of information.

S061081 I: other then that.
S061082 S6: I don't think there is more, may be there is.
S061083 I: How about yourself?
S061084 S6: No. If I have to do my assignment, then I do it with the class computer.
S061085 I: How about the software program here, what do you think of it?
S061086 S6: It's alright, because usually it is updated, and it is not only one software, for English there's one for one month, then after one month they change or after one week they change. And it is like, you don't do the same and get board of it. It's like a new one every time.

S061087 I: How about the level of English?
S061088 S6: Medium. Actually, it's Okaylah, not that simple and not that hard. Because there are some words that they use is a kind of hard, ya .. lah..there is a time limit and you have to finish it at that time. No doubt that it is challenging, it's like fun, it's hard, I mean you have to think fast and do it fast. It is not that hard as in some of the arr... let say grammar they give it..they ... the questions they give, is like my teacher Cik Mamiza did, she did it before, and it is not that hard also.

S061089 I: when you find something that is difficult, for example words, what would you do about it?
S061090 S6: I look up in the dictionary and find the meaning from the computer. You just click the button the dictionary comes up.

S061091 I: Do you have any vocabulary book?
S061092 S6: Ya, but it is not of school one, it is mine.
S061093 I: Did the teacher ask you to do that?
S061094 S6: No
S061095 I: Do you think you get any benefit when using multimedia?
S061096 S6: Ya, as it help lah ... let me see ya Arr it helps, I save time, I don't need to go home and do it, I mean my schedule is very packed, I don't have time, usually if I get to do my homework at school, like beneficial lah, and if in school there is teacher, and when I encounter any problem my friends and my teacher will help me, and my AJK computer will help me.

S061097 I: What do you mean by AJK computer?
S061098 S6: that person is Hanis, and she know about computer very well.
S061099 I: Did you go to any computer class?
S061100 S6: Last year, it is compulsory.
S061101 I: Did you learn from there?
S061102 S6: Not really, because I used to skip the class.
S061103 I: So how did you learn to use the computer?
S061104 S6: I don't know... I learn it by myself.
S061105 I: Are you confident to use the computer?
S061106 S6: Ya
S061107 I: Tell me the programs that you know how to use.
S061108 S6: PowerPoint, Excel, Publisher, Words,
S061109 I: Do you use it in school?
S061110 S6: Yes, in my presentation. If like in grammar presentation you do it in powerpoint, but then sometimes teacher wants us to make brochure and we use Microsoft Publisher, and Words is like when you do homework lah, it just like you writing it, it is just like print it from the computer.

S061111 I: So you use it for your writing. There are four skills in English learning, speaking, writing, listening and reading. Which of these four skills your teacher always use?
S061112 S6: ar.. reading, listening, ... aaa.. I think that's all.

S061113 I: No speaking and writing?
S061114 S6: No speaking, writing there is.
S061115 I: Which of these that you like most?
S061116 S6: Listening
S061117 I: Listening? Why?
S061118 S6: Because it actually helps me to be more attentive. I like it lah.. I like to hear than reading it. Because i get bored reading it.
S061119 I: Ok, so when you go to the lab or use the computer, does the teacher ask you to do it in a group or individual.
S061120 S6: Individual.. sometimes in group
S061121 I: When do you always do individual work?
S061122 S6: arr.. usually when we do Portal Utusan, our own exams and each one do 1 exam, and each one do the same test, but in a different computers because there are so many computers there so everyone does the same test and will get their marks together, and all those stuff lah... and usually we do group work when there are limited computers like in the class, there are no 35 computers, so we do it group work. That's it lah..
S061123 I: when you said you do test, what kind of test is it. Is it a practice test or ...
S061124 S6: Ya it is a practice test.
S061125 I: So do you have to serve internet to get the test / site?
S061126 S6: Ha..
S061127 I: How do you get the marks?
S061128 S6: Actually, I don't know how, but after you have finished, you have to click the button go, and your marks will just pop out:
S061129 I: So, the test is not from the school?
S061130 S6: The school there is also, but this one is not.
S061131 I: Does your teacher always use computer?
S061132 S6: Aaar ... Okey lah ... balancelah
S061133 I: Which one do you prefer to use the computer in the class or go to the lab?
S061134 S6: Go to the lab.
S061135 I: Do you think that the program here need to improve?
S061136 S6: The level of the standard ..the grammar and all those stuff, I think it is easy. It should be in a higher standard. Compared to Singaporean standard, ours is easy.
S061137 I: You have seen and use the Singaporean one?
S061138 S6: Yes,..my cousin is from there and he used to send papers down. And I go to international school so it is like .. the level of English is higer.. so when I come here, I learn the same thing I learn in standard 1.
S061139 I: So, there is no chance for you to choose, what level you want.
S061140 S6: Yes, there is. Aras 1, ... level 1, level 2 and level 3. Even level 3 is sometimes it is easy.
S061141 I: When you say level 1, level 2 and level 3.. is it being programmed by the teacher?
S061142 S6: yah.. it is being programmed.
S061143 I: like the whole class do level 2, today and you don't have any choice.
S061144 S6: Ya... ya..
S061145 I: And you do what ever the teacher ask you to do?
S061146 S6: ya...
S061147 I: I think that's all. Anyway do you have anything else to say?
S061148 S6: No
S061149 I: Ok, thank you very much
S061150 S6: Welcome

Student 7

S071001 I: Ok, can you please tell me your name?
S071002 S7: My name is Hamizah, from 2 Berdikari.
S071003 I: Hamizah, do you like English subject.
S071004 S7: hmmm... yes.
S071005 I: Do you like it a lot?
S071006 S7: Yes.
S071007 I: Do you like learning the subject?
S071008 S7: Yes
S071009 I: Can you give me your reasons, why
S071010 S7: because, I don't know. I just like English, it is important, and when you learn English, when ... when ... macam .. mix tak pe ke?
S071011 I: arr. Ok
S071012 S7: Macam berbual dengan orang dari luar Negara ke jadi kalau kita pergi ke negeri lain ke, so communication easy lah.
S071013 I: So, you like English is for communication purpose.
S071014 S7: ya
S071015 I: How do you learn English?
S071016 S7: I ... arr... beside school .. I search internet, I chat quite a lot, and I think by chatting I can improve my English. I chat with somebody from other country, so and I read a lot actually, especially in inspirational book.
S071017 I: Do you speak English with your parents at home?
S071018 S7: No

S071019 I: Do they speak English?
S071020 S7: No. Only with my friends, Chinese friends.
S071021 I: Friends, Chinese friends? Not Malay friends?
S071022 S7: No, if I speak with them, they think I belagak or something, that's why.
S071023 I: Ohh ... So. I believe that you learn your English through your friends and internet.
S071024 S7: Ya
S071025 I: So, let say you find something that you don't understand, Ok.. like when you learn English, you find it you don't understand, how do you do about it?
S071026 S7: I'll ask my teacher first, if the teacher don't know I'll ask my friend, and then if I still don't know I search internet, or I ask my sister.
S071027 I: How often do you serve internet?
S071028 S7: aahhhmmm usually once a day. Ya it's a must everyday.
S071029 I: Do you... I mean ... what site do you go?
S071030 S7: SMN.com, learning and research, then I search for latihan, especially on maths, and check my e-mails, chatting.
S071031 I: Do you learn a lot from there?
S071032 S7: Yes
S071033 I: Ok. In school has this multimedia, right? So, what do you understand of multimedia?
S071034 S7: uh uh .. I don't know. It is something like technology and you can use computers and you can communicate easy with people around the world. And that's all.
S071035 I: That's all. OK ... How many multimedia rooms does the school have?
S071036 S7: 2 multimedia lab.
S071037 I: How often does you teacher bring you there?
S071038 S7: arr ... you mean English.. never.
S071039 I: Never .. how about other subjects.
S071040 S7: BM
S071041 I: ha.. for what purpose?
S071042 S7: arr.. to do the exercise, search internet for information, and then do some notes about it and then we go to SSMS to do the latihan.
S071043 I: How about portal utusan, is it for BM?
S071044 S7: ye, sometimes.
S071045 I: Not for English.. you never go there?
S071046 S7: no, so far. And I would like to go there for my English class.
S071047 I: arr.. do you find it interesting to learn using multimedia?
S071048 S7: ya, because it is other than writing.
S071049 I: In what aspect do you think that MM is useful to you?
S071050 S7: Easy to find information fast, and I I think it is very useful and .. I .. aarr... I don't know.
S071051 I: You don't know. Ok, now .. since the teacher never brings you to the lab, so you don't know what is there for you.
S071052 S7: Ya, for English.
S071053 I: And other subject is only BM?
S071054 S7: Ya... only BM
S071055 I: OK.. How do you prefer to learn? Do you prefer to learn using computer or having the teacher teaching you?
S071056 S7: ahh.. depend on the subject ...if it is sastra quite boring teacher teaching in class, I use some other materials.
S071057 I: good. How about English?
S071058 S7: *English .. so far it is OK in class, but I think the lab is more interesting.*
S071059 I: What are other ways does the teacher teach you in class? Beside lecturing, you have group work?
S071060 S7: Yes, and presentation.
S071061 I: What else?
S071062 S7: Nothing. That's all.
S071063 I: How do you do your presentation?
S071064 S7: The easy way is for you to read it from the computer.
S071065 I: You read form the computer?
S071066 S7: Notes, ya, from the speaker's notes. In the power points there is a speaker's notes. We read from there or print it out, so when we presented we read lah and refer to the notes.
S071067 I: you use powerpoint to do your presentation. OK do you like to do it that way?
S071068 S7: ya, easier..
S071069 I: what do mean by that?
S071070 S7: you don't have to put it in "mahjung" paper or manila paper. You have to write it your own and you have to paste it on the board. You don't have to "tampal" on the board, paste it on You have to it out and paste it on the board before you present it. It is so "kelam kabut" (messy). It might ruin everything.
S071071 I: And using power point?
S071072 S7: It is easier, where you only have insert the diskette, and then go to floppy A and then click the slide show and play it, that's it.
S071073 I: OK beside it, what else do you do using computer?
S071074 S7: Science report, experiment reports and everything if teachers allow us to use computer to type, I do it.
S071075 I: Is there a template that you use in your science report? Or you just use Microsoft Word?
S071076 S7: Microsoft Word.
S071077 I: When you were in form 1, did you use the computer in the English lesson?
S071078 S7: Never

S071079 I: Only in class when we are to search information from the internet. Just like that.
S071080 S7: Do you think that it is very informative to use internet to find information?
S071081 I: I have no idea what the speech is about, so, search internet it gives us ideas lah.
S071082 S7: so you get your points from the internet.
S071083 I: Do you think you learn more when you use multimedia.
S071084 I: How about the program, like the multimedia program?
S071085 S7: The program is simple. When you use it everyday it is going to be very simple.
S071086 I: Do you learn more when you use multimedia?
S071087 S7: Yes, like when I don't understand words I look in the dictionary, then I learn new words.
S071088 I: The dictionary from the program?
S071089 S7: Yes
S071090 I: How would you like to do your work? Individual, in pairs or in group?
S071091 S: Depend on the work. If it is too much for me to do it alone, I like to do it group work.
S071092 I: In the multimedia you have 4 types of task: reading, writing, speaking and listening. In Bahasa Melayu you also have this four skills. Which of these 4 skills that you always use? That you use most?
S071093 S7: reading .. speaking .. does it include chatting?
S071094 I: no
S071095 S7: If it is the program here, I don't know.
S071096 I: How would you feel if your teacher brings you there for English lessons?
S071097 S7: Ok.. I mean it might be fun, and excited, and if the topic is boring it might be boring.
S071098 I: In BM lessons, when you go to the lab, how do you feel?
S071099 S7: Depends on the topic, if it is tatabahasa then, it is going to be boring, 'cos all we search for is all latihan, and if it is sastra then it is interesting, because it got pictures and maklumat, ...
S071100 I: Do you think that you would learn more if the teacher always brings you to the lab?
S071101 S7: Yes, because you learn about the subject and then how to use multimedia also.
S071102 I: Ok ... what do you like best when you use multimedia or computer?
S071103 S7: Hmm .. I like the program because it makes things easier. And it is also a challenge.. what do you mean?
S071104 I: Does the program challenge your mind and your thinking?
S071105 S7: ya, it is very challenging. And I think if it is not challenging it is not value the point. Challenging is very important la..
S071106 I: That's all. Do you want to say anything else?
S071107 S: No
S071108 I: Ok, so thank you.

Student 8

S081001 I: Can you tell me your name and your form, please?
S081002 S8: My name is Ong Sze Min. I'm in form 2 Berdikari.
S081003 I: Ok. What shall I call you?
S081004 S8: Sze Min
S081005 I: Sze Min, Ok Sze Min. Do you like English?
S081006 S8: Ya, I like. It is my favorite subject.
S081007 I: OK, Do you like learning it?
S081008 S8: Ya. I like.
S081009 I: Why?
S081010 S8: Because I think it is easy to learn English lah. I've been brought up using English, so it is easier for me to communicate using English.
S081011 I: Are your parents using English to communicate at home?
S081012 S8: Ya
S081013 I: When you are learning and you find something that you don't understand, how would you go about it?
S081014 S8: First I would try to solve it by myself, and if I can't solve it, I go and ask my teacher lah. And I also look into dictionary lah to look for further information, and sometimes I go to the internet and find the information lah.
S081015 I: Do you always do that, serve the internet?
S081016 S8: yap
S081017 I: What site do you always go?
S081018 S8: hmm, I go to like tutor.com.my one, the tutor and then I go to that the Portal Uisan, and there is another one Kakaktua.com one, hah... I go there.
S081019 I: How often do you go there?
S081020 S8: Usually like twice a week.
S081021 I: Do you serve it at home?
S081022 S8: Ya, at home.
S081023 I: You cannot use the computer here?
S081024 S8: Ya lah... 'cos here the teacher like sometimes, if they come in and serve they have some other work right? So I got no time to see, in school ha...there are a lot of work and not enough computer in the classroom and sometimes we need to rush to use it in the multimedia room. sometimes there are a lot of students.
S081025 I: What do you understand of multimedia?
S081026 S8: haa,... multimedia multimedia to help us .. I mean, let say I don't understand how to
Ahh I don't understand the English stuff, I can go to the computer and make me more understand.. I mean aaa.. I can understand better lah like that.

S081027 I: Here you have 2 multimedia lab, right?
S081028 S8: ya
S081029 I: Have you been there?
S081030 S8: Ya
S081031 I: When? Is it this year?
S081032 S8: Ya, this year.
S081033 I: What subject?
S081034 S8: English.. and my Malay language. So far only this two only.
S081035 I: How often does the teacher bring you to the lab?
S081036 S8: Some it depend. Sometimes once a week sometimes twice a week.
S081037 I: So far how many times have you been there this year?
S081038 S8: aaa... this year aahh.. more then five times already.
S081039 I: How about English?
S081040 S8: English ha... I think twice only.
S081041 I: Do you like learning there, using the multimedia?
S081042 S8: Ya, I like.
S081043 I: When you use multimedia, in the room, what software does the teacher use?
S081044 S8: aah, they use SSMS .. that is the Smart School Metaphor System. And this software inside there got all the program inside like the subjects lah. And all the questions are there, listen and do.
S081045 I: What does the teacher always ask you to do? Reading, writing, listening or speaking?
S081046 S8: Aaa... usually is listening, and after that answering the questions, by writing.
S081047 I: How do you find it?
S081048 S8: Well, quite nice, quite interesting lah.. 'cos I think it is better, when you write by hand right it is so painful, so when you type by computer it is easier.
S081049 I: How about the program? The exercises?
S081050 S8: The exercise is good everything.
S081051 I: I mean for you.
S081052 S8: Actually it is quite simple for me, but it based on PMR format lah.. so it is OKlah. It is good for me lah.
S081053 I: How do you know that it is based on PMR format?
S081054 S8: Because if you compare to the books outside, the program inside one is almost the same.
S081055 I: That mean no challenge and not interactive?
S081056 S8: No, no got interactive.. I mean like you know the passage lah usually they read in the book, that one they have more pictures and it is more fun. You can return and you can understand better. But the questions are like PMR format.
S081057 I: You like it?
S081058 S8: Ya, I like.
S081059 I: Do you like to have another program?
S081060 S8: Another program... aaa... I don't know.
S081061 I: Do you think that you have improve your learning when using computer?
S081062 S8: Ya, actually I think I've improved.
S081063 I: In what way and how do you know that you have improved?
S081064 S8: Because like last time my essay is not very good, now like it getting better lah. 'Cos you know if you.. if you listen to the computer right, you know what kind of grammar and what you are suppose to use, so I got to know better lah what grammar usage, I mean what I'm wrong and what I'm right. So, I know better lah.
S081065 I: So, do you get your feedback right a way?
S081066 S8: ya
S081067 I: Are you more motivated to learn when you use multimedia?
S081068 S8: Ya actually.
S081069 I: Why is it?
S081070 S8: I don't know. because I'm very interested in computers, so if I use computer I feel like I can do better.
S081071 I: What make you feel that you can do better?
S081072 S8: I feel very exiting, interesting. In the class usually teacher is very monotonous, you know when they explain I can sleep in the class, so like this one aa.. it is very interesting and wouldn't fall asleep.
S081073 I: So, you learn a lot and got a lot of information when you use computer?
S081074 S8: ya.
S081075 I: The program that they have it in the lab, do you like it?
S081076 S8: It is okay.
S081077 I: If you were given a chance what level to choose, would you prefer it that way? Would you prefer to choose what level you want when you use the multimedia program (software).
S081078 S8: Ya, actually I prefer that way, because sometimes the exercises are too easy, so I don't think it is that challenging. So I think it is better like intermediate or may be like higher level. It is better lah.
S081079 I: So. You don't have the chance to choose. Then who choose / fix it for you?
S081080 S8: Actually it is from the telecom company for all the Smart School were given this program. So the ministry choose the program, it is not my school.
S081081 I: How did you know about this?
S081082 S8: That is what they say. I mean when my form 1 orientation they said that this is from the ministry.
S081083 I: So, do you prefer to have another set?
S081084 S8: Ya I think so.
S081085 I: Is there any other activities that you do in the classroom?
S081086 S8: Presentation lah... we use power point and sometimes we use the 'Majong' paper. Then

- sometimes we have to know and explain to the students something like that la..
- S081087 I: Which one do you prefer, power point or the other one?
S081088 S8: I like power point better, because you can animated it you know and then I think it is easier because 'majong' paper you have to measure and write properly whereas the presentation, the power point one you can just straight away type and present it.
- S081089 I: Beside that what else?
S081090 S8: What else haa...no actually nothing much.
S081091 I: Would you like more of those kind of activities
S081092 S8: If I have the time may be I like lah...
S081093 I: What do you mean by 'have the time'?
S081094 S8: aa.. because there are a lot of co curriculum activities, so I have to stay back almost everyday, so like I don't have time to do those computer project.
- S081095 I: How would you like to work? Individual, pairs or in groups?
S081096 S8: I think I prefer individual, because I feel it is good na.. because sometimes like my group members they are very irresponsible, they don't want to do the work, so I have to do everything, and they get the credit.
- S081097 I: There are computers in the classroom. Do you always use it?
S081098 S8: Not really.
S081099 I: What subject do you always use?
S081100 S8: Science, you know the program I told you, the SSMS, we also have Science. So, like after we learnt 1 chapter, like the ... after we finish 1 chapter, the teacher will ask us to go and do the exercise inside there.
- S081101 I: In the classroom?
S081102 S8: Ya
S081103 I: Is it a group work or individual work?
S081104 S8: That one is a group work.
S081105 I: Do you find it helpful?
S081106 S8: aaa...well..actually I don't really find it very helpful, because we have to take turn to do the questions and it is very difficult lah..
- S081107 I: So, one person do it at one time?
S081108 S8: no, we have to be in a group to do it, because there is not enough computer in tha class, so we all like to take turn to answer few questions.
- S081109 I: Do you feel that you are more motivated to learn using computer than using books?
S081110 S8: ya, actually. Because aa.. using computer the programs are more interesting, because books right sometimes it is black and white, and very dull. So, computer program is more interesting and I understand better lah.
- S081111 I: Do you prefer the teacher in the classroom (teaching) or use the computer?
S081112 S8: I prefer the teacher to be in the classroom and at the same time ask us to use the computer because if there is no teacher right, there is nobody to guide us. Like if I don't know how to do the questions, may be I can ask the teacher and explain to me.
- S081113 I: Are you able to do the work on your own?
S081114 S8: Ya,
S081115 I: Are you confident to use the computer on your own?
S081116 S8: ya..
S081117 I: How did you learn to use computer?
S081118 S8: I learn it by myself. Because my father said it is a waste of money to go outside to learn computer through computer classes. So, some I just click lah.. the computer buttons so I learn lah from there.
- S081119 I: Do you learn English through computer?
S081120 S8: Ya, sometimes.
S081121 I: What about other subjects, do you use computer to learn?
S081122 S8: Ya, BM lah.
S081123 I: How do you feel about it?
S081124 S8: I think it is good, because like my parents they have to check my work, they mark straight away, and I get the feedback very fast, so I might know the mistake laa, what I make and how much marks I get.
- S081125 I: OK, I think that's all. Thank you.
S081126 S8: OK.

Student 9

- S091001 I: Hi, can you please state your name and form?
S091002 S9: My name is Ros Zayanah, from 2 Berdikari.
S091003 I: I will ask you simple questions regarding your learning of English subject. Well, do you like English subject?
S091004 S9: Yes.
S091005 I: Do you like learning it?
S091006 S9: Yes.
S091007 I: Why do you like English subject?
S091008 S9: aaa ... Why do I like? Aa.. aaa I ... it is fun to learn English.
S091009 I: It is fun to learn English ... (Repeat the answer because she answered it very softly.) Beside that?
S091010 S9: No, I don't know.
S091011 I: How do you learn it?

S091012 S9: aaaa... by

S091013 I: OK, now.. how.. how.. did you learn English." Macam mana?

S091014 S9: How .. aa .. I don't really understand the question?

S091015 I: Do you learn it by watching TV, reading or friends..

S091016 S9: I learn through talking to my parents and friends, and when I am watching television and learning is school.

S091017 I: Learning in school ... so.. If you find something that you don't understand while learning, how do you overcome that kind of problem?

S091018 S9: I ask my teacher or my parents.

S091019 I: your teacher or your parents .. how about your friends?

S091020 S9: I sometimes ask them too.

S091021 I: Ok now... do you know what multimedia is?

S091022 S9: aaa .. a little .. aa .. I think multimedia is something about the computer and all the technology.

S091023 I: Do you think that multimedia is a helpful tool for learning?

S091024 S9: Ya

S091025 I: Can you tell me how?

S091026 S9: aaa .. like if you want to find any information about anything, just search internet.

S091027 I: What kind of information?

S091028 S9: aa .. aa.. anything.

S091029 I: How often do you search internet for information?

S091030 S9: aa..hmm.. . not very often.

S091031 I: Not very often ... Do you have internet access at home?

S091032 S9: Ya.

S091033 I: Are you allowed to use it?

S091034 S9: yes.

S091035 I: How many times in a week do you serve internet?

S091036 S9: aaa About once a week.

S091037 I: How about using multimedia here in school. You have 2 multimedia lab. OK, have you been there?

S091038 S9: yes

S091039 I: how do you feel when using it?

S091040 S9: aa.. aa.. I think it is quite fun, the first time I use it I was quite scared because I didn't really know about computer, so the help from my teacher, so I'm able to use it.

S091041 I: Are you confident to use it now?

S091042 S9: ya.

S091043 I: Do you like to use it?

S091044 S9: yes

S091045 I: Why?

S091046 S9: because it is very helpful but if you have anything to search and it is easy .. I mean you don't have to search it in the book, you can just search it in the computer.

S091047 I: Is it fun?

S091048 S9: ya

S091049 I: What aspect of the multimedia that makes it fun to learn?

S091050 S9: aa..aa ..

S091051 I: Do you like the animation, do you like the exercise, do you like the feedback?

S091052 S9: It's ..aa.. the Aa.. arr.. Ithe most I like about it is because you can find anything in it

S091053 I: That is using internet, right, you can find anything. Using the program you have in school here, well when you go to the multimedia lab, and you use the software, ok, how would you say about the program?

S091054 S9: the program.. I think it is very fun and interesting .. because we can aa.. we can do exercises ...

S091055 I: Do you like the exercises? Is it different from what you have in the classroom?

S091056 S9: Yes. And it is not very much different.

S091057 I: What do you mean by that? .. not very much different?

S091058 S9: Because it is aaa what the teacher teach in school is aa .. about the same thing

S091059 I: Do you think you learn a lot when using multimedia compared to the classroom in the computer. Aa.aaa....where teacher is teaching? Which one, do you think multimedia helps you a lot?

S091060 S9: Yes.

S091061 I: In what way?

S091062 S9: aa...aa... in ... aaa ... hmmm ... aaa....

S091063 I: Don't be afraid, just answer the question...belajar apa?

S091064 S9: Aaaa ...belajar Aaa .. banyak.. macam .. aa.. macam untuk BM... cik gu suruh cari maklumat ... ada topic lah cikgu suruh cari ..

S091065 I: Untuk subject English pula macam mana?

S091066 S9: Untuk English ... English .. jarang pergi computer lab, so tidak guna banyak computer lah.

S091067 I: So, masa BM ajelah gunakan computer?

S091068 S9: hmm...

S091069 I: How about the computer in the classroom, is it useful?

S091070 S9:

S091071 I: Ok, computer dalam kelas ini,ya, adalah untuk apa?

S091072 S9: Untuk... buat latihan .. dari .. ada dari website.

S091073 I: Well, I think that's all. Do you have anything else to say.

S091074 S9: No

S091075 I: OK thank you.

Student 10

- S101001 I: Hi, can you tell me your name and your class please?
S101002 S10: My name is Lauren Chong and I'm from 2 Berdikari.
S101003 I: Do you like English?
S101004 S10: Very much.
S101005 I: Do you like learning the subject?
S101006 S10: It depends on how the teacher teaches lah ...if she teaches boring, then I'll be boring too.
S101007 I: What do you mean by boring here?
S101008 S10: Because what she is teaching exactly, if she teaches something like it is boring like tense or something like that, yes she can teach about tense but then make it something like in away that you are lucky like having 'crease' or something like that instead of being like those like public speaking that lecih..
S101009 I: You don't like public speaking?
S101010 S10: no
S101011 I: Is it because you don't like speaking in front or because of something else?
S101012 S10: I don't know..probably .. I mean like the topic she gave about pollution ..
S101013 I: you don't like the topic..
S101014 S10: ya
S101015 I: What other ways that you like?
S101016 S10: Probably we can have games or games while learning or we go around the school learning different places, instead in the class every day facing the white board
S101017 I: You don't like it. OK now.. How do you learn English?
S101018 S10: How do I learn English? Mostly I learn from school, secondly would be from my parents and my sisters. Or either I read the newspapers and if I don't understand something I'll ask them or look in the dictionary, if they do not know.
S101019 I: So.. your parents speak English all the time?
S101020 S10: yap
S101021 I: Do you speak English all the time at school too?
S101022 S10: Depends to whom I am speaking to, if let say the person speaks BM and she doesn't understand English quite well so I speak to her BM.
S101023 I: What do you understand of using multimedia in school? What is multimedia to you?
S101024 I think it is a waste of time. Something like a waste of time, because when you want to open something, it takes time and I think without learning multimedia it is much much faster because you have to on the computer and wait for them to reinstall first. So I think I don't like learning using the computer.
S101025 I: Does it mean you don't learn much when using the computer?
S101026 S10: We do. But then it is like difficult so see, because when we learning on the computer, it is like difficult because we ..when someone is reading out ..and normally if they read it too fast and we have to like read back. I mean if the teacher when she is reading it and if we don't understand we ask her and she will be reading the whole thing back slowly. Instead of the computer, press again it is very fast. So I don't like it.
S101027 I: So, have you been to the computer lab?
S101028 S10: Yes
S101029 I: In English class?
S101030 S10: Never, because we have computers in the class, so we don't do there unless we are doing individual work.
S101031 I: what kind of individual work?
S101032 S10: Like answering questions on the computer using SSMS. And work given by teacher individually like writing essays. We have to write it and not in group, so we do it on the computer straight forward.
S101033 I: What program do you use?
S101034 S10: We usually use power point, publisher and SSMS or we go online to find pictures. We paste it on our presentation.
S101035 I: Do you have to do it here or at home?
S101036 S10: aa .. at school.
S101037 I: Which computer do you use?
S101038 S10: In the lab.
S101039 I: Do you like that kind of activities?
S101040 S10: Ya. I like it. Because it is quite interesting in away, but it just takes time.
S101041 I: What about the SSMS? Can you tell me something about it?
S101042 S10: Once SSMS is ... aar.. the teacher has the program and she sends it to every of her students through the computer, and each of us receive the SSMS program. And we just click on it, and the questions are all there and sometimes teacher is not around, she went for kursus or something like that we can on the program SSMS because they have explain just like arr.. program which they explain to us, let say like science they explain to us. There are many topics lah.
S101043 I: How about English?
S101044 S10: English, we never use SSMS so far.
S101045 I: So, all this while what do you use?
S101046 S10: we never use computer for English before, so we just learn on the ... point the picture ... point the picture lah
S101047 I: You never been to the lab for English?

S101048 S10: Never
S101049 I: Do you like to go there?
S101050 S10: No. because we have to line up and it is even difficult to get the whole class to line up properly, it takes time, probably it takes 20 minutes to reach the lab and 10 minutes for start. Takes time like one period gone already.

S101051 I: You have seen the program like?
S101052 S10: Oklah.. just OK.. It is like cartoon, very colorful.. they show funny stuff. It is alright lah .. it is our level.

S101053 I: How about your level?
S101054 S10: It should be 1 step higher. Because I think it is quite easy and then for me it should put real people instead of cartoons. I don't like cartoons.

S101055 I: Do you serve internet?
S101056 S10: I used to but now I never, because I don't have internet at home. I serve it in school.
S101057 I: Do you think that you can learn better if you use internet?
S101058 S10: It is depend on what we are doing anyway. Sometimes we go to this website, and something different comes out.

S101059 I: Beside that what do you use computer for?
S101060 S10: use computer if we want to do presentation, we use power point, aar or have entertainment you know like games.

S101061 I: How would you prefer to do your school work?
S101062 S10: I prefer to do my work .. it depends on what I'm doing because normally if aarr.. I do using hands, my work will be very messy, like if I'm using pen and then the ink smirch and messy, sometimes I prefer to use computer.. depends on what I'm doing.

S101063 I: Do you like to work in a group?
S101064 S10: No, because it is difficult to give their point of view and sometimes you don't the point of view and then they like get hurt so I do not like. so I prefer to do it individually, so no one get hurts.

S101065 I: So, you don't like to use multimedia. Why?
S101066 S10: I think the computer slows every thing down. Like our school computer, when we want to open something and then sometimes we don't get it. Some computers are fast but then I don't have the patient to wait.

S101067 I: So you prefer to have a teacher there teaching you?
S101068 S10: Yap. Because teacher can elaborate much more. The computer 'cos it has program it that they have put into so I think if the teacher she can elaborate more, she can add in something else. The computer is what inside there is what we learn. Nothing new. It is quite simple. What the information they are giving is not arr ..all you know .. but if the teacher she can add something else, or do some research.

S101069 I: How often do you use computer for learning?
S101070 S10: in school, mostly every day we use computer. And then at home sometimes only.
S101071 I: When you say you use the computer in school, is it the computer in the classroom or in the lab?
S101072 S10: It depends actually. Depends on which one the teacher wants us to use lah.. if she wants to use the computer lab go use the lab other wise we use in the class. But this is not English. This is Bahasa Malaysia.

S101073 I: Do you go there to search for information?
S101074 S10: Sometimes we do project sometime we do some research on the internet.
S101075 I: Is it useful?
S101076 S10: Ya, I think is useful but not all the time.
S101077 I: Well I think that's all. Do you have anything else to say?
S101078 S10: no
S101079 I: OK, thank you.

Student 11

S111001 I: Can you please tell me your name and class?
S111002 S11: My name is Nabilah Kamarudin from 2 Cemerlang.
S111003 I: I will ask the questions in English but you can answer in Malay if you feel it is more comfortable.
S111004 S11: OK
S111005 I: Now, do you like English subject?
S111006 S11: Boleh lah..
S111007 I: What do you mean by 'boleh lah' ?
S111008 S11: aa.. ikut dia punya topic lah. Macam literature tu kadang kadang tak suka sangattah
S111009 I: Do you like to learn English language?
S111010 S11: ya, because penting untuk masa depan... macam harian ... daily .. at least kita boleh understand English lah. Macam itu lah..
S111011 I: Do you speak English with your family?
S111012 S11: Kadang-kadang aje lah.
S111013 I: OK, now.... Katakan kamu tidak faham semasa belajar Bahasa Ingeris, bagaimana Nabila buat untuk memahaminya?
S111014 S11: Tanya guru ke, kawan, selalunya Tanya kawan sebab malaslah Tanya cikgu lah. Sebab duduk kat belakang tu, nak gi depan tu, jadi malas lah nak Tanya cikgu lah. Tapi kalau kawan pun tak faham Tanya cikgulah.
S111015 I: Sekarang ni sekolah menggunakan multimedia, jadi Nabilah tahu tak apa itu multimedia?
S111016 S11: Tahu.
S111017 I: Apa dia?
S111018 S11: Menggunakan computer, internet.. itu saja lah .. taktau sangat lah.

- S111019 I: Apa perasaan Nabilah bila menggunakan multimedia di kelas oleh guru dan kamu?
S111020 S11: OK.. biasa je.
S111021 I: Biasa macam mana tu?
S111022 S11: Macam ... nak suka sangat tu tak lah.. sebab saya tidak suka menggunakan computer. Sebab tak expert.. kan.. so bila tak tau tu mesti Tanya kawan kan so macam saya rimas.
S111023 I: Nabilah tidak ada belajar menggunakan computer?
S111024 S11: Tau gunakan, tapi macam entah .. suka lagi guna buku.. daripada computer.
S111025 I: Jadi Nabilah lebih suka menggunakan buku ...
S111026 S11: Kecuali maklumat lah .. macam yang tidak ada dalam buku jadi kena cari kat internetlah.
S111027 I: Ada activity yang cik gu bagi..
S111028 S11: Ya ada.
S111029 I: How often do you use computer in the class for yourself?
S111030 S11: Nak kata everyday tu tak lah. Kalau dalam kelas tu macam tengok activity apa yang cik gu buat lah, kalau macam semalam tu cari dalam computerlah, dalam internet lah... ha.. macam itulah. Mana yang tak ada dalam buku, kita cari kat dalam internet.
S111031 I: Kamu suka activity macam itu?
S111032 S11: Suka ke tidak suka kena buat lah.
S111033 I: Jadi terpaksa lah?
S111034 S11: Bukan .. macam ..kita nak.. jadi kena lah buat ..
S111035 I: Nabilah rasa, Nabilah belajar tak daripada activity yang Nabilah buat tu?
S111036 S11: aa.. belajar macam mana tu?
S111037 I: Ya lah.. ada tak Nabilah mendapat ilmu baru dengan belajar cara itu?
S111038 S11: Ada kot.
S111039 I: Ada kot?
S111040 S11: Ya lah.. sambil kita belajar English kita tahu juga pasal multimedia.
S111041 I: Selain daripada itu?
S111042 S11: Selain daripada itu..?
S111043 I: Apa Nabilah rasa bila menggunakan computer di dalam kelas?
S111044 S11: Kadang-kadang tu rasa macam buang masa juga lah ... entah tak tau... sebab may be saya tak suka computer kot.
S111045 I: Jadi, kamu suka bagaimana?
S111046 S11: Saya lebih suka Cik gu mengajar di dalam kelas.. sebab dia dapat explain lagi terang lah.. macam computer entah ... saya rasa cikgu boleh terangkan lagi faham lah.. macam computer ..kita.. sebab computer .. kita kena cari baru dapat kan ..macam itu lah.
S111047 I: Nabilah pernah menggunakan SSMS tak?
S111048 S11: Belum lagi lah. Masa form 1 tu ada lah.
S111049 I: Macam mana pendapat Nabilah mengenai penggunaan nya?
S111050 S11: Quite OK lah sebab soalan nya tu.. OK lah..
S111051 I: Kamu suka tak menggunakan nya dan ada kah kamu belajar melalui nya?
S111052 S11: Tak banyak lah.. entah... macam .. saya rasa apa yang saya belajar kat computer tu tak keluar kat exam, so ... Nabilah lebih suka apa yang nak keluar kat exam, itu yang belajar.
S111053 I: Bahasa Inggeris setakat ini belum lagi masuk lab, bagaimana pula dengan subjek lain? BM? Ada membantu tak pemelajaran Nabilah?
S111054 S11: Tak , sebab Nabilah tak suka.
S111055 I: Kenapa?
S111056 S11: Sebab tak suka computer, so macam apa-apa pasal computer pun ...tak suka.
S111057 I: Kenapa Nabilah tidak suka computer?
S111058 S11: may be, macam leceh lah menggunakan computer ni. Tapi masa nak buat homework tu, kena .. ia lebih cepat lah sikit nak buat. Tak payah tulis kan. Macam belajar ni, lebih suka kalau cikgu yang mengajar.
S111059 I: In your opinion is there any benefit of using computer in learning?
S111060 S11: Kalau nak cari maklumat tu ada, tapi kalau nak belajar sendiri tu tak kot.
S111061 I: Selain dari guru yang mengajar, kamu suka cara mana untuk belajar?
S111062 S11: Study, baca buku, belajar sendirilah ... Group discussion tu, suka juga sebab dapat banyak lagilah.. kalau kita tak tau jadi kawan tau lah..
S111063 I: Macam activity semalam tu, kumpulan Nabilah menggunakan computer ke tidak?
S111064 S11: Tidak, sebab satu kumpulan kami buat last minute, second sebab tak tau kumpulan, oh ya sebab 3 dari computer kelas kita orang tidak boleh diguna.
S111065 I: Ada berapa computer?
S111066 S11: Ada 6 kot. Sebab 3 tak boleh guna, jadi kumpulan cepat yang dapat lah, jadi yang tiga kumpulan ni je lah yang menggunakan computer.
S111067 I: Di rumah ada mempunyai internet access?
S111068 S11: Tidak ada.
S111069 I: ok, saya rasa setakat ni dulu. Terima kasih Nabilah.
S111070 S11: Sama-sama

Student 12

- S121001 I: Do you like English language?
S121002 S12: Yes
S121003 I: How about learning the language? Do you like it?
S121004 S12: Yes
S121005 I: OK, Do you think it is important?
S121006 S12: Yes, because it is an international language.

S121007 I: Now, why do you like learning English subject?
S121008 S12: Because when I was a little kid, teach by my father and mother used to read English books and part of usual for me already and it is easy for me.

S121009 I: Easy for you?... to learn English?
S121010 S12: Ya, because it is easy to understand and I got use to it.
S121011 I: How do you learn the language?
S121012 S12: Ok, firstly from books, from story books. I start with the easy one to a higher level and I keep on learning new words. If I don't understand the words I check the dictionary.

S121013 I: How about your family, do they speak English?
S121014 S12: Sometimes they do but ...but.. in school normally I do talk English with my friends but at home .. at home.. I'm quite weak in BM so they try to ask me to talk more of BM rather than English. Because I'm use to it now in school.

S121015 I: OK ... when .. if you are doing some exercises in English and you don't understand, how do you overcome the problem?
S121016 S12: Understand the questions or understand the word in the questions?
S121017 I: Just when you do your reading, or when your teacher ask you to do the exercises and you don't understand. What would you do?
S121018 S12: I probably ask my friends to help me first, let say she doesn't know the answer or the questions I of course go to the teacher.

S121019 I: Ok.. now the school is using multimedia in school... right? Well, can you tell me your understanding of multimedia? What do you understand of multimedia?
S121020 S12: aaa.. using computers and internet to find information.
S121021 I: Is it useful for your learning?
S121022 S12: Ya, it is useful to find information that is... are beneficial. Like yesterday, the presentation most of it came from the internet, so to type and print is so important.

S121023 I: What do you feel when using it?
S121024 S12: I think it is easy because you just type on keyboard and you don't have to use much of your energy and all those stuff. It gives knowledge, because there's a lot of knowledge there, so when I read stuff it gives a lot of information.

S121025 I: Does it help you to improve your English?
S121026 S12: Yes
S121027 I: In what way?
S121028 S12: Because there are a lot of words and new words, so when I learn new words I find the meaning so I can use it.

S121029 I: Do you always use internet to search for information?
S121030 S12: Yes
S121031 I: How about the multimedia in the school, how often do you use it?
S121032 S12: multimedia room?.. in English class?
S121033 I: Ya
S121034 S12: Well, normally we don't go to the room, we stay in the class and open the computers to presentation.

S121035 I: What kind of presentation?
S121036 S12: Some printing, power point, publisher.
S121037 I: So when do you go to the multimedia room?
S121038 S12: In English none because we don't we learn literature by the book and normally we open the internet when the work is given by the teacher.

S121039 I: Do you like to go there?
S121040 S12: yes
S121041 I: Can you give your reason?
S121042 S12: Because in the class there are only 7 computers but in the multimedia room there a lot and it is enough for us.

S121043 I: How about other subjects?
S121044 S12: Other subjects yes.
S121045 I: What subjects?
S121046 S12: History, sometimes BM, maths we don't normally use and science we also not normally use.
S121047 I: So what do you always do there?
S121048 S12: in other subjects?
S121049 I: Yes
S121050 S12: In science we use a textbook and do the experiments.

S121051 I: Using multimedia?
S121052 S12: we only use the computer to do reports of the experiments. And the folio.
S121053 I: How about your BM?
S121054 S12: I don't think we normally use it. But we use it to make presentations for BM.
S121055 I: Do you think it is useful for you if your teacher brings you to the multimedia room?
S121056 S12: Yes it is useful.
S121057 I: In what way?
S121058 S12: useful to do don't have to share the computers because it is uneasy actually, being two people and use to play the computer at one it is not really but I don't know. When you go there you can use the computer by your own self and you can do what you want but not out of the subject that the teacher wants you to do.

S121059 I: For your learning... do you think you benefit anything when using multimedia?
S121060 S12: Yes, information like I told you before... and it is more neater to use a computer then writing your hand writing.

S121061 I: How did you learn to use the computer?
S121062 S12: From my parents, because they teach me how to use the computer. So, because last year I only

- transferred to this school, so I'm sort of a new student last year but so that mean I learn to use the computer by myself.
- S121063 I: In form 1, did you go the MM room to use the computer?
S121064 S12: No, stayed in the class. Do you mean in English classes or other classes?
S121065 I: In English classes.
S121066 S12: In English classes no, we just use the computer in the class. Like ... because normally we do it in group work. Because in group work lesser people use the computer actually, so there's one student who handles the computer work, to gather the information and the other doing the writing.
- S121067 I: Do you like it that way?
S121068 S12: hmm.. group work ... I'm sort of self-dependng.. so I don't really like group work, because I depend on my self normally, so I don't really think I like group work that much. Sometimes people don't co-operate. I think that I'll be able to do my way not with other people intruding with my ideas.
- S121069 I: How often do you use the computer in the class?
S121070 S12: hmm... quite often, because we normally use ... because we normally do presentations, like public speaking and yesterdays vehicle one..so...we often use it is in class.
- S121071 I: What is the benefit do you think that you gain from there?
S121072 S12: hmm ... I learn how to use the computer more because to open more windows and the skills like control , sometimes I don't really know and I'm not really sure about it and I ask my friends who knows more about the computer.
- S121073 I: Besides the skills what else do you learn?
S121074 S12: hmm... I learn to do more program like publisher, like before this I didn't know how to use publisher, so I learn that.
- S121075 I: So, who taught you?
S121076 S12: hmm.. my friends.
S121077 I: Not the teacher?
S121078 S12: Because they are more to teaching us about the subjects that they are trained in, so I normally ask my friends.
- S121079 I: so how often do you the computer for learning?
S121080 S12: Aaar ... I try to use it often lah..because the work is much neater than writing.
S121081 I: Well, beside typing what else do you use the computer for?
S121082 S12: I search pictures and aa.. hmm..
S121083 I: Do you go to any other sites that give you exercises..?
S121084 S12: aa.. tutor.com mangga, ... I don't normally go there but sometimes I do to search for information and try the exercises.
- S121085 I: Do you always do the exercises from the internet?
S121086 S12: no, not normally because I have only one telephone line at home, my father didn't install another one for the internet, so I can't really use internet at home.
- S121087 I: How do you feel of using computer in learning?
S121088 S12: Well, each time we on the computer, to wait for the computer to start the program, it is time wasting I guess.
- S121089 I: So, is it useful?
S121090 S12: yes
S121091 I: But it is a waste of time?
S121092 S12: I'm not saying it is a waste of time using the computer but it is a waste of time when we want to open it. Because it takes time.
- S121093 I: well, I think that's all. Thank you.
S121094 S12: Welcome.

Student 13

- S131001 I: Can you please tell me your name and your class, please?
S131002 S13: My name is Piriya Darshini and I'm from 2 Cemerlang.
S131003 I: Do you like English subject?
S131004 S13: yes
S131005 I: Do you like learning it?
S131006 S13: Yes
S131007 I: Can you give me your reasons?
S131008 S13: Because you see, it is an interesting subject and more of us like ... it's the world's language like people interact mostly using English and it is easy to communicate using English. Ya that's about it.
- S131009 I: How do you learn the language?
S131010 S13: Well, sometimes we have group activities, we do have presentations, multimedia activities in the sense that we find information from the internet on what we are suppose to present and we also have public speeches
- S131011 I: Now. How about yourself, how do you learn the language?
S131012 S13: myself I learn the language by communicating that the main thing that I do, and another thing is like the when teachers teaching and I go for extra tuition and group activities also help me in this, studying English language.
- S131013 I: Do you speak English with your parents?
S131014 S13: Yes, I do, mostly in English.
S131015 I: If you learn something and you don't understand it , how do you always overcome the problem?
S131016 S13: I would confront to my teacher about the problems that I have, and ya .. if can I would like ask

- my friends, my parents and my tuition teachers.
- S131017 I: The school is now using multimedia, what is your understanding of multimedia?
S131018 S13: Hmm.. I think it is information technology and like a ... basically multimedia is things that has been done in graphic .. ya , we could get a lot of information, not only from one place, because usually we always find difficulty of getting information from other places. As you can see, that we have this program called internet, right, so using the internet we could get infos. from outside.. something like that.
- S131019 I: In the class, what are other teaching aids that your teacher has used?
S131020 S13: Computer, she just uses posters sometimes, and she checks thing a lot, ya she checks things and she
- S131021 I: Do you like her approach?
S131022 S13: It is depend on the situation if let say I don't understand something, I might need different source of help.
- S131023 I: How do you feel of using multimedia in your learning?
S131024 S13: It's easy to learn, and it's very useful as in finding information, like I said before, and ya.. communicating with people using e-mail and chatting. Ya.. and you get to know more about the outside world.
- S131025 I: Do you get any benefit from there?
S131026 S13: Yes, I gain more knowledge from the information that I get and I know more general knowledge as well like I know what other countries doing and you like not out of time, you know what is happening now through the internet.
- S131027 I: Have you use SSMS for English?
S131028 S13: This year so far no. Last year also we didn't use. But for other subject ya.
S131029 I: Do you like it?
S131030 S13: Ya, it is quite nice. The questions that they give like it is given in an interesting way like, you know the person like tell you the questions like as teacher interacting to you.
- S131031 I: OK. What is your opinion about the program?
S131032 S13: I think they should let the students use more of SSMS program because it helps to build your word power and helps as in to do like a normal textbook or what, it is like very bored for the students, so by using SSMS it makes... you get to learn the same time but ... even though you are given the same information, it is more exciting.
- S131033 I: OK. Tell me about your computer skills?
S131034 S13: OK lah...I'm not very good in it or not so good in it.. but I think I'm average. I find it easy to use.
S131035 I: Do you think using multimedia helps you improve you English?
S131036 S13: Yes it does, it helps improve my English and because like you are getting more information from the outer world and we know.. I mean you have to build your word power by using it and by using different types of words and stuff you find there.
- S131037 I: OK, now... How do you usually use the computer in the classroom?
S131038 S13: We usually use it to find information for our presentation, and we usually use it to do our school work, as in our homework. Like last week our teacher asked us to "forbes" on the literature and she ask us to find the characteristics, the physical characteristic of the characters and the pictures of the persons, so we ... it also helps us in our school work.
- S131039 I: There are only 6 computers in the classroom. Is it enough for the whole class?
S131040 S13: no, because like some of the computers are not working and then there will be a problem for the students. 'Cos usually the 6 computers are divided into groups to use the computers .. so like let say one or a few are not working, then it will be hard for the students to use. You have to win, to get there first, so the group and someone would be able to see which computer is free and stuff like that.
- S131041 I: Yesterday during your class, the teacher asked you to do a group work. Do you like it that way?
S131042 S13: Doing it in group is also good. As in a sense like if I do not know anything I would confront my friend and so it will be easier to work , and the work can be done faster.
- S131043 I: So, do you like group work?
S131044 S13: Ya
S131045 I: What do you like best when using the computer?
S131046 S13: Serving the internet. I think I'm much interest in site seeing, and I like typing though especially in my power point presentation, I like doing graphic designing and stuff like that. It would be easy to have more computers in the class, even though they do have computer labs where it is enough for 35 students, each for one person, but I would suggest to have more computers in the class. And we should use more multimedia in our study, as in use it in our work and activities using multimedia. That will help broaden our knowledge.
- S131047 I: Ok, that's all for now. Thank you.

Student 14

- S141001 I: Can you please tell me your name and your class?
S141002 S14: My name is Kimberly Lah and I'm from 2 Cemerlang.
S141003 I: Do you like English Subject?
S141004 S14: Yes
S141005 I: Do you like learning it?
S141006 S14: Yes. It is interesting, and it is fun. Because English is an international language, so it easier if you want to study overseas, to communicate with others.
- S141007 I: How do you learn the language?
S141008 S14: Usually I communicate in English, and beside that I can read, reading...communicate English at home.

- S141009 I: if you find something that you don't understand, how would you overcome the problem?
S141010 S14: Sometimes if I'm too lazy to find a dictionary, I ask my parents, my teachers and my friends.
S141011 I: Now that the school is using multimedia in teaching and learning, what do you understand of multimedia?
S141012 S14: What I know is using computers in doing your assignments, presentations and so on.
S141013 I: What are the benefits that you think that you can get from it?
S141014 S14: It is easy to find information ... is faster.
S141015 I: Other than that?
S141016 S14: Not much. Because I enjoy typing. Because in our class we don't use computer much so we ... usually use hands.
S141017 I: OK, when you use multimedia do you think you learn something from it? Not the skills.
S141018 S14: ya, I learn how to **** from the website that I don't really know.
S141019 I: Have you use the multimedia in the lab?
S141020 S14: No we never use it before for English.
S141021 Usually for History, only for History.
S141022 I: Do you like it?
S141023 S14: It's OK. Usually the teacher asks us to find what she wants so we find la...
S141024 I: Did she give you the title?
S141025 S14: Ya, the title that she wants us to find.
S141026 I: Do you like it?
S141027 S14: ya, it is interesting because I've never been to that site before so I learn lah. Easy or me to find for other subjects.
S141028 I: Do you like to go in for English?
S141029 S14: Ya, sure...because we never use it before, so I think it is interesting to learn.
S141030 I: Have you been there for Bahasa Melayu?
S141031 S14: No,.... Only for History..., somehow every Thursday we go there and find out any information that is related to what we learn.
S141032 I: How about last year? Did you go?
S141033 S14: Last year... we didn't go.
S141034 I: There are 4 skills that you can use when using multimedia, for example reading, writing, listening and speaking, right? Have you used any of these skills before?
S141035 S14: Ya,.... but we never used before. I saw 2A they use, so I was like how come our class never use, and I was surprised.
S141036 I: Do you like to go there?
S141037 S14: Yes
S141038 I: Why?
S141039 S14: Because I saw them, 2A, it's very nice you know, I see them wear the speakers and they learn using SSMS, I think so lah.. and I saw them doing some exercises,
S141040 I: How often do you use computer for your learning?
S141041 S14: For English, is depends on the assignments.
S141042 I: What program do you like?
S141043 S14: usually I use Microsoft word, power point is usually for our science presentations,
S141044 I: How about other activities that you have in the classroom? Do you use computer?
S141045 S14: Ya, we use it, but yesterday's work our friend do everything at home, so we use computer to check it.
S141046 I: What do you like best when you use computer?
S141047 S14: Fun lah, because I like typing.
S141048 I: Do you have computer at home?
S141049 S14: Yes
S141050 I: With internet access?
S141051 S14: Yes
S141052 I: Do you always search internet?
S141053 S14: depends lah usually I check my e-mails, usually during the weekends.
S141054 I: Ok I think that's all for today.. thank you.

Student 15

- S151001 I: Hi, can you please tell me your name and your class?
S151002 S15: My name is Beatrice Chan and I'm from 2 Cemerlang.
S151003 I: Do you like English subject?
S151004 S15: Yes, it is my favorite subject.
S151005 I: Do you like learning it?
S151006 S15: well it is fun.
S151007 I: Beside fun, why do you like learning the language?
S151008 S15: aarr because my parents are English teachers, so we grew up with English, and we use English in everyday activities.
S151009 I: How do you learn the language?
S151010 S15: me and my family talk in English often and we use English more than Chinese and that's all
S151011 I: When you find something that you don't understand, how would you overcome the problem?
S151012 S15: Well, I might ask my parents or the teacher or I go and find it in the library or ask friends.
S151013 I: Now the school is using multimedia in teaching and learning. Do you understand what is multimedia?
S151014 S15: ya, it is computerize ... it has to do with computer
S151015 I: Do you like learning using it?

- S151016 S15: ya
S151017 I: Why?
S151018 S15: Because it is a new thing... like last time my school didn't use computer, this time we use computer, and it is quite fun lah...
- S151019 I: Fun... what do you mean by fun?
S151020 S15: we can explore more ... if we use the book, right... the things inside the book are like we always read it and like inside the computer we can actually explore more.
- S151021 I: Do you think it will improve you English?
S151022 S15: well, I think English will be improve by talking. It will improve my understand of new words lah..
S151023 I: Do don't think that using multimedia will improve you English?
S151024 S15: Ya, it can. It makes us understand more new words and we can .. like... if the teacher give us a project we can find some there. But for grammar I think the teacher teaches better.
- S151025 I: Now.... Have you tried the SSMS program?
S151026 S15: Ya
S151027 I: How do you feel about it?
S151028 S15: It's OK.
S151029 I: What do you mean by it's OK?
S151030 S15: The program there is like a test in an exam, we have to answer every thing and at the end we get our marks.
- S151031 I: Do you like it?
S151032 S15: It's just like an exam, only this time you get the marks faster.
S151033 I: What subjects have you used it for?
S151034 S15: Every subjects are inside... but I use for Maths, English and Sciences.
S151035 I: Is it useful to you?
S151036 S15: It is useful?
S151037 I: Why is it in school or at home?
S151038 S15: eerr... in school... if the teacher want us to study on ourselves we can on the computer and go to SSMS.
- S151039 I: In the classroom?
S151040 S15: Ya in the computer lab and we can go to the library too.
S151041 I: Do you always go there?
S151042 S15: I only do it in the computer lab and the classroom.
S151043 I: Do you like to go to the computer lab?
S151044 S15: Yes, because the computer lab we can do our own stuff and we can on anything. When the teacher is teaching and ask us to find information, so our class has to sign for that.
- S151045 I: What subject was that?
S151046 S15: History ... and Malay in the class. And I enjoy doing it.
S151047 I: How much did you learn when using multimedia
S151048 S15: quite a lot ... it's more like... I'm not sure, I think it's for every one. It is usually when we use multimedia, we do group work, right, group work lah ... so we can Every body will find something like try and error, so, like everybody will put up all the information and then gathered it together and everybody will run something.
- S151049 I: Would you like your teacher to take you to the multimedia lab for English?
S151050 S15: I think I can use multimedia and really learn in the class, I think both offer the same.
S151051 I: So, which one do you prefer... to learn on your own using multimedia or having the teacher in the class to teach you.
S151052 S15: I prefer the teacher to help me with the reference... so that we can gathered and finish it at the end. Sometimes I don't understand what we are suppose actually do ... so if the teacher is there it is easier, she can like guide us.
- S151053 I: So all this while you have to do the work on your own?
S151054 S15: The teacher will walk around and when we don't understand we can ask.
S151055 I: How do you feel of using multimedia in your learning?
S151056 S15: I think I like it.. and I think that I learn a lot from there... experiencing stuff, like get new words, and also if we use multimedia we will know the correct answer.. like if we use the SSMS and when we answer the question, if we wrong the correct answer will come up. Sometime the teachers if they ask the questions even the teachers don't know the answers. They will give more that one answer. But inside the computer they come up every one every answers ..
- S151057 I: well I think it is all for now. Thank you.

Name: Geh U Shen (Student 6)
Form: 2 Berdikari
2nd interview

- S062001 I You did mention about using power point during your first interview, right? How do you go about in doing the power point? Tell me the process of you doing the power point.
S062002 S6 The process is get the notes, you try to find short notes, and then you make it a presentation in a power point. Use slide.
S062003 I How did you decide or your group decides what points to put in?
S062004 S6 Actually is we do it one by one because our group is really organized in such, one by one, one person does the slide and then pass the disk on and on, and at last the last person will actually check all if it is OK or not.
S062005 I Did you discuss what to put in first?
S062006 S6 Ya, discuss first before we do our project.
S062007 I How do you choose which points to put in?

S062008 S6 When everybody agrees on that point.
S062009 I Now we go to MM. How much do you think you have learnt when using MM compared to the teacher teaching in the classroom?
S062010 S6 Not much. Because I like studying in the classroom better because I interact more with the teacher. Communication skills.
S062011 I Do you think that using MM as a learning tool can motivate you to learn?
S062012 S6 May be... Yes... because MM is very attractive, it has a lot of buttons and then it is very attractive and it make me want to know more about it. Teacher is fun, she tells grandma's story, and not so serious. I rather have classwork. I like computer as a tool to study by myself, but then in school I rather have teacher teaching.
S062013 I So, you also use computer at home to study?
S062014 S6 Yes.
S062015 I OK, so what have you learnt from the MM courseware?
S062016 S6 As for English... Grammar, and then I think only grammar.. But not really much. My teacher, before we use the MM she actually explain it to us first. I get the information more from the teacher than the computer.
S062017 I When you do the exercises do you think that the computer makes you think?
S062018 S6 Sometimes, when the questions are challenging, like the last time the automobile, it is kind of challenging, the questions. You have to take down short notes, it really makes you think.
S062019 I How do you know that you have learnt?
S062020 S6 When I know what it is actually about, and then I can answer the questions correctly.
S062021 I What aspect of MM that you like most?
S062022 S6 Listening, because I don't have to talk, I just have to listen and understand. I listen to the sentences and I put it into practice.
S062023 I How would you go about when you find something difficult when learning using MM?
S062024 S6 Using dictionary. Computer, the is a library web, so go there lah. If grammar, I used to ask my teacher.
S062025 I Do you think that you English level will improve when you use MM?
S062026 S6 Not really. Because MM you have to learn yourself and if you don't understand you ask teacher, you don't ask the MM, I mean you don't ask the software, you ask the teacher. It doesn't help me a lot, but help also lah. My teacher helps me more.
S062027 I What is your best way to learn?
S062028 S6 Studying by myself. I study as my own, without anybody, no destruction nothing. In school I like the teacher but in my own study pace, I like to study on my own. Read and do exercises
S062029 I Do you have any learning goal? Why do you study?
S062030 S6 Because it is my job as a student and I want to achieve better level next time so studylah.
S062031 I How do you think that you can achieve it?
S062032 S6 Study harder, ask when I don't understand.
S062033 I What do you think of a role of a teacher in language learning?
S062034 S6 To motivate you, to guide you, to help you if you don't understand.

Student 7

S072001 I How much you think you learn when using MM compared to teacher teaching in the classroom?
S072002 S7 I think using MM is much better then teacher teaching because when teacher teaching it is a kind of boring. I think in MM we can learn something new and it is much more interesting because we don't know much about MM.
S072003 I What do you mean when you say 'interesting' and 'we don't know much about MM'?
S072004 S7 I don't know, because there must be something that I don't know about and I must go and find out.
S072005 I Do you think you learn anything from MM?
S072006 S7 A lot. I don't remember but I think I learn a lot from there.
S072007 I What have you learnt?
S072008 S7 I don't know, I think abouter...er.. I think if I open the computer I think I know lah.
S072009 I So you are saying that you learn better using computer than the teacher?
S072010 S7 Ya
S072011 I How do you think that MM computer can encourage you to learn?
S072012 S7 Because it is much more interesting. As I said before you don't know much about it and I still learn new things.
S072013 I Do you think that the exercises in MM computer (software), make you think?
S072014 S7 ya, when doing the exercises you have to think for the answer, and ...
S072015 I When you find something that is difficult when using MM how do you go about it?
S072016 S7 something difficult, I just try and try again until I get the answer, but the exercises are quite easy.
S072017 I Do you think that your English level will improve if you use MM as a learning tool?
S072018 S7 Ya, if I find new words, I will look it up in the dictionary, so that you know..my English will be better day by day if I know new words.
S072019 I What have you learnt from there?
S072020 S7 I have learnt how to make notes. Actually, I never use computer during English lesson, so only once, so I never know. For BM maybe, we make our note, from sastera, from short stories, poem and we make notes and translate what that means and all that.
S072021 I What is your best way to learn?
S072022 S7 My best way is using MM because it makes everything easier, we can save time and quick, easy. That's all.
S072023 I Do you have any learning goal?
S072024 S7 Learning goal, no. I just learn for the sake of learning. I can't force my self, if I did it won't work. I

- just can't force myself, if I'm not into it. If I force myself then the result will be worst.
- S072025 I What is the role of a teacher to you?
- S072026 S7 Role of a teacher... I don't know. To be more understanding, be patient, more into MM, hopefully, and ... just teach..
- S072027 I We go to a group project. Can you tell me how your group did it?
- S072028 S7 When we get the title, we divide the job, and then we find information for our parts and we combine it together and make it short, write using Kertas Mahjung, or power point and then you present it.
- S072029 I How do you go about in selecting ideas?
- S072030 S7 We take the best one, I don't know,....I think it depends on the title, depend on the information we got. I don't know...
- S072031 I Do you think you learn anything from that kind of activity?
- S072032 S7 Not much. I think we learn about how we organize the information.
- S072033 I How about language, do you learn any language from there?
- S072034 S7 No
- S072035 I Why not?
- S072036 S7 I don't know. I think because we use to think that kind of words everyday, and it just we need something new to learn new words, like new reading materials, on internet you can find many things that are new so I think it is better to learn new words.

Name: Ong Sze Min (Student 8)
Form: 2 Berdikari
2nd interview

- S082001 I How much do you think you learn using MM compared to teacher teaching you in the classroom?
- S082002 S8 MM we learn a lot because teacher sometimes when she explains sometimes the information she explains is not correct, you know, so if we use the MM the correct way so we learn more.
- S082003 I How do you know that the teacher is correct?
- S082004 S8 Because when she teach that day and when I go home I refer the book you know and then some of the information is not correct.
- S082005 I In what way can MM encourage or motivate you to learn?
- S082006 S8 It is easier, I mean all the program inside is easier to understand and then ... I don't know what to say... the information there are all the correct one. So I think it motivates me..
- S082007 I Do you think that MM courseware / the exercises make you think while doing it?
- S082008 S8 Ya, through their exercises. Like some exercises they have this puzzle type, you know the crossword, we have to figure out, the use of thinking skill. So I think this way is good for thinking skill, like this KBKK- Kritis and kreatif. And I like it.
- S082009 I Do you think you learn more?
- S082010 S8 Ya, actually I learn more of a general knowledge because sometimes when the teacher teaches she only teach like according to the syllabus, so when using this MM we can learn general knowledge also.
- S082011 I How do you know that you have learnt?
- S082012 S8 Because you see sometimes you got like a passage one right, and then they talk about a famous person and we get to know more about the person. And when the teacher sometimes in science and history they got this famous person thing and I can answer more because I know more about that person.
- S082013 I What aspect of MM do you like most?
- S082014 S8 I like the internet, because the first thing is there are many search engine so you can search all the information, the second thing is there are a lot of games there you can play, then it is easier to keep in touch with people. You see if you send by mail, the post, you have to pay for the stamps, e-mail you just go and click the thing and it is sent already.
- S082015 I Do you think that your English language level will improve if you use MM as
- S082016 S8 Ya, through because MM they have this listening program thing, and when you hear it you will understand more. So I think it will improve the difficulty. And the writing part, because you know when you get the feedback straight a way so when I get the feedback straight away, so I know my mistake there. It improve my difficulty.
- S082017 I What is your best way to learn?
- S082018 S8 I like to use the computer to learn because I like computer and I feel computer is easy to use and the software is usually based on the latest PMR format, so I like to learn through the computer.
- S082019 I Do you have any learning goal?
- S082020 S8 To be the best among the best. And to achieve my ambition which is to be a software engineer or may be a web base designer.
- S082021 I Do you think that you can achieve your goal and how are you going to do it?
- S082022 S8 I think I can get my goal if I study hard for I and I practice more computer at home so that I can learn more about those computer thing and actually I've made a few web pages already but then I want to try my best, I want to use the 'flesh', I want to improve that part.
- S082023 I How did you set your goal? Did your parents or teachers or yourself help you to set your goal?
- S082024 S8 I set it myself.
- S082025 I Now, what do you think is the role of a teacher in the classroom?
- S082026 S8 I think a teacher is an important role in the classroom because if we don't know anything we can ask her, and might explain to us and may be she will help us finding more information from the outside and then tell us.

- S082027 I OK, now we go to your presentation. Can you tell me how you and your group complete the project work given by your teacher?
- S082028 S8 Firstly, when we get the title what the teacher wants, we have to go and divide it to every group member then after that we go home and find the information first and the next day we stay back after school and we do the computer work in school. If we don't have time, usually one of use will bring it back and do it at home.
- S082029 I How do you decide which idea to put in?
S082030 S8 It depends, we see which one is the most suitable. Because sometimes the idea they gave are almost the same. So we choose which one in the same and which one is better.
- S082031 I How do you know which one is better?
S082032 S8 It depends on the title because like those like the history presentation, the information is based on the textbook so, we try to follow like the text book. If anything not from the text book, we'll ask the teacher first to make sure it is relevant to the title or not.
- S082033 I Do you think that you learn anything new from this kind of activity?
S082034 S8 ya, actually more on how to cooperate with people like team work and how to get along. Because sometimes we fight a lot in the group because we cannot agree with each other ideas, so I think this one is a good lesson on how to get along.
- S082035 I How about language?
S082036 S8 Language, ya actually I think we learn a lot. You see like BM presentation, my BM is actually not very good, so when I discuss with my group member I learn more new words and more things ... I mean more grammar in BM language.
- S082037 I Good, well that's all. Thank you.

Name: Ros Zayanah (Student 9)
Form: 2 Berdikari
2nd interview

- S092001 I How much do you think you learn when using MM compared to the teacher teaching in the classroom?
- S092002 S9 I think I learn more when using MM because like other information that the teacher didn't give so I can find it from the MM>
- S092003 I In what way do you think that MM can encourage or motivate you to learn?
S092004 S9 Not really, because it is depend on your self, if you want to study, you will, if you want to do something you will do it, and I don't think that MM will encourage you... guide the person to learn more.
- S092005 I Which part of MM that you like most?
S092006 S9 it is fast, and I like the animation and the information they give it is a lot.
- S092007 I Do you learn anything from there?
S092008 S9 A lot like something about history, if we want to find somebody's biography
- S092009 I Do you think your English level will improve when you use MM as a learning tool?
S092010 S9 Yes, because when you use MM you can find new words, and if don't know the meaning you can find it from the dictionary or ask someone.
- S092011 I What is your best way of learning?
S092012 S9 I think through reading because it can improve your sentences and remember something and it also can improve your vocabulary or something.
- S092013 I Do you have any learning goal?
S092014 S9 my learning goal is I get all As for all my subjects.
- S092015 I What would you do to achieve your goal?
S092016 S9 By studying hard, prey to god
- S092017 I What do you think is the role of a teacher in the classroom?
S092018 S9 A teacher is important because she explains to us about the topic if we don't understand she can answer and explain, she explains it until you understand. So the role of a teacher is very important.
- S092019 I Now we go to a group discussion. Ok how do you go about completing your project?
S092020 S9 We make discussion first, give opinion, suggestions, and then we start doing the work. And then
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- S092021 I How do you choose which idea to put in the power point?
S092022 S9 First we give opinion, then we choose the best point by discussing.
S092023 I OK that's thank you.

Student 10

- S102001 I: In one part of your interview you said that you don't like cartoon, can you tell me why?
S102002 S10: I prefer it to be like real life, real people doing it, because we are quite grown up.
- S102003 I: How did you go about preparing the power point?
S102004 S10: I didn't prepare it, the others in the group prepare it, I just presenting it.
- S102005 I: So, you don't know, so how about during the discussion?
S102006 S10: During the discussion, she didn't say anything, she just said that I'll do the points and you just present.
- S102007 I: No discussion on what points to put in?
S102008 S10: No.
- S102009 I: How about the rest of them?

S102010 S10: The rest of them present together.
S102011 I: Did they contribute any idea for the presentation?
S102012 S10: 'cos after the presentation, the teacher will ask few questions, and that is our job to answer.
S102013 I: Now we go to MM computer... OK, how much do you think you learn when using MM computer compared to the teacher teaching in the class?
S102014 S10: I think I learn much more on the computer than the teacher, sometimes you get disturbance from your friends, right, like if they don't understand they ask and then that will slow us down. So when I use the computer individually, and if I don't understand I'm the only one who don't understand, and the rest of the students in the class can go on with their work while I go through back using the computer.
S102015 I: In what way do you think that MM computer can encourage or motivate you to learn?
S102016 S10: No, it does not motive me, but I don't know why.
S102017 I: when you use MM, do you think the software is challenging?
S102018 S10: sometimes it does. Sometimes the task that is given is difficult and then that is when we have to think it on our own.
S102019 I: What have you learnt when you use MM software?
S102020 S10: I've learnt about the transportation. And that is the first time we use the computer for English?
S102021 I: How do you feel about it?
S102022 S10: Funny, because we couldn't hear it clearly, so we keep on playing the same thing and the person who was speaking was quite funny. Because he keeps on repeating and repeating and so it is a kind of funny.
S102023 I: How about the exercises?
S102024 S10: The exercises it was alright, can answer.
S102025 I: Did you find any difficulty when doing it?
S102026 S10: Yep, because we do not know where to go after we have done the exercise, so that was the problem.
S102027 I: Did the teacher help you?
S102028 S10: Yep, she tell us to go to another page.
S102029 I: What aspect, what part of MM do you like the best?
S102030 S10: I don't know.
S102031 I: Do you like to use MM computer?
S102032 S10: Sometimes depend on my mood. Because sometimes the computer slows everything down, so like just now I only use the computer and I can't it is very stressful.
S102033 I: There are many components in MM, like listening, reading and others. Which one do you like most?
S102034 S10: Answering the questions, I do not like to listen because I feel that it is boring.
S102035 I: Do you think that your English can improve when using MM computer as your learning tool?
S102036 S10: No. because we are just answering the questions given, they don't ask like grammar, they just give you a story and answer. They don't like fill in the blanks like 'a', 'the', so I don't think we learn from there. It is just the fun of learning English, and that just it.
S102037 I: so what do you like?
S102038 S10: instead of answering the passage that is given, I like grammar.
S102039 I: Can you please tell me what is the best way for you to learn?
S102040 S10: I think we have to play games, make the subject interesting, fun, exciting and not just learning with out playing games. I mean, ya we do waste time, but at least when we play games we get to remember what we learn.
S102041 I: Do you have any learning goal? Why do you learn English?
S102042 S10: because that is my father's tongue and I don't like ,B.M that much.
S102043 I: beside that do you have any reason for learning English?
S102044 S10: Because I think when we go to university, it is based on English and not BM. So if we do not learn English, in the primary and secondary and we go straight to university with out learning English, so it is going to be difficult. Because we do not know the term in English. So we always use to BM and not in English. That will be a problem if we do not learn English.
S102045 I: What do you think is a role of a teacher in?
S102046 S10: Just to show use how to use English properly, a person can not learn by itself. It needs somebody to teach it, that's why that is the use of the teacher for.
S102047 I: do you belief that you can learn on your own?
S102048 S10: No, so I think it is better to have a teacher there.
S102049 I: When you did your group discussion, can you tell me the process of how do you go about in finishing it up?
S102050 S10: how we deal our group properly to make sure that our work is good one, good material, we would just ask all the group members to give out their opinion on the subjects or topic that is given, than we'll find the best one. We pick out the best one than we combine it together and we have good material.
S102051 I: Where do you get the materials?
S102052 S10: Using internet, books, magazines..
S102053 I: Which: is the best way for you to get materials?
S102054 S10: All of it, all of the above. Sometimes the parents also help. But I think the best way is books, encyclopedia.
S102055 I: How do you decide which idea to take?
S102056 S10: When we are doing a project, we have to discuss, that is what group work has to do. If we don't discuss than it won't be a group work. We choose what we think is the best one we give upon majority. If the other people do not agree on what we are picking, so we will give to them, explain to them why we pick this. We can not just simply pick and then ask them to agree on what we pick. So we have to tell the reasons why. And if the other person has a better reason on

- their side why they take the other one, and then if theirs is good then the majority didn't come in here.
- S102057 I: Do you think that you learn anything from this kind of activity?
- S102058 S10: Just group work. We do learn what the teacher gives. If the teacher gives on pollution, then the other person gives the reasons why pollution, the cause of pollution and then we learn it from there what is the cause. Because we do refer to the books and internet. So by that we can learn about pollution at the same time.
- S102059 I: How do you know that you have learnt?
- S102060 S10: Because each time you on the TV, advertisement on, about pollution, they give the template to recycle then that's when I know that I've learnt about pollution and what is the cause of pollution. What happens after pollution, how to prevent pollution from happening.
- S102061 I: How do you like the teacher teaching you?
- S102062 S10: Make jokes while teaching. So that we will be awake instead of always teaching and teaching and it is so boring... probably she should teach outside of the class, in the SAL, library, others doesn't matter.
- S102063 I: OK, I think that's all. Thank you.

Nabila Kamaruddin (Student 11)
Form 2 Cemerlang
Second interview

- S112001 I: Ada kah Nabila mendapat ilmu drp internet?
- S112002 S11: Ada, macam ada yang kita tak tau tu kita dapat tau. Macam maklumat yang tiada dalam buku tu bila kita cari dalam internet kita jumpa, jadi kita tau lah.
- S112003 I: Apa yang Nabila dapat belajar daripada itu?
- S112004 S11: Dapat ilmu baru, information, macam language kadang2 kita tak pernah gunakan ayat itu and then dapat tau jadi ohh macam ni ayat tu so dapat tau lah. Sekali gus dapat tau macam mana nak guna computer lagi lah. Macam cik gu, dgn Cik Azanim, dia pun faham kot dengan saya, nak gunakan English pun tak leh, so kalau macam baca kat internet tu lagi power, saya dapat study vocabulary dari yang itu lah.
- S112005 I: Pernah pergi ke MM lab? (Bilik Computer)
- S112006 S11: Pernah sekali. Cari about transportation dekat Malaysia, yang awam punya, lepas itu dia bagi satu website, lepas tu pergi, then buat karangan. Apa kita dapat.
- S112007 I: Apa yang Nabila belajar dari situ?
- S112008 S11: Ia lah kita baca kemudian kita dapat lah cara nya, macam cara nak naik benda tu, kalau macam LRT kan, kita kena beli dia punya tiket. Kemudian kita buat karangan. Vocabulary pun saya belajar dari situ. Kalau perkataan yang saya tidak faham dari situ, saya Tanya cik gu, tapi mulanya saya tanya kawan, bila kawan tak tau saya Tanya cikgu lah.
- S112009 I: Nabilah ada mempunyai vocabulary book tak?
- S112010 S11: Ada, tapi gunakannya kadang-kadang je.
- S112011 I: How do think you learn using MM compare to teacher teaching? How much do you think you learn?
- S112012 S11: Cik Gu kot, kalau macam MM ni kita kena cari baru kita dapat, tapi kalau cikgu ni kita Tanya dia dah bagi tau, jadi kita dapat tau pada masa itu juga kan? Macam MM kita kena cari, kadang-kadang information tu salah, apa yang kita cari selalu salah, kalau terlalu komen sangat kan yang kita nak cari tu, so dia bagi yang lain. So macam banyak kerja.
- S112013 I: In what way can MM encourage you to learn?
- S112014 S11: Tak sgt kot.
- S112015 I: Do you know what is MM?
- S112016 S11: Computer, internet ..
- S112017 I: That SSMS is one of the MM program
- S112018 S11: Boleh kot.
- S112019 I: OK we go back to the question, do you think you learn more when using MM compared to the teacher teaching you in the classroom?
- S112020 S11: kalau macam tu ... kadang-kadang MM tu bagi jawapan yang straight, sama juga kot, kalau internet tu Cikgu lah, kalau SSMS tu sama je lah,
- S112021 I: Does MM exercises make you think when you are doing it?
- S112022 S11: Buat, macam dia bagi pilihan jawapan, dia bagi faham lah, Kita ingat balik apa yang cikgu ajar semua,
- S112023 I: jadi kalau language tu macam mana?
- S112024 S11: language tu tak pernah, tapi yang lain tu ada buat exercises, tapi tidak ada presentation atau explanation yang menggunakan MM.
- S112025 I: Penah tak masuk dalam tajuk Vehicle untuk English dgn menggunakan MM?
- S112026 S11: Tak pernah.
- S112027 I: OK, if you are using MM, how do you know that you are learning and you have learnt by using MM?
- S112028 S11: sebab kita dah buat exercise lah then dia dah cakap betul ke salah ke, then baru kita tau bila dia cakap ianya betul, baru kita tau.
- S112029 I: Bah. Mana yang Nabilah suka dlm MM?
- S112030 S11: Dia bercakap lah, bila memberi penerangan, jadi tak payah membaca hanya mendengar nya. Ia tidak penat, kalau macam baku sgt tu baru baca.
- S112031 I: Apakah cara pembelajaran bahasa inggeris yang paling sesuai dgn Nabilah?
- S112032 S11: Cikgu. Kita boleh Tanya dia. Macam MM ni kita susah, dia ada yang kita dpt belajar, jadi macam cikgu ni, ia manusia kan, pengetahuan lebih luas, so kita boleh Tanya.

- S112033 I How would you do if you find something difficult when you are using MM? For example spelling, vocabulary... apa yang Nabilah buat?
- S112034 S11 Kalau susah saya Tanya cikgu, cuba buat sendiri, Tanya kawan, cuba faham kan.
- S112035 I Do you think you English language might improve when you use MM as a learning Tool?
- S112036 S11 Entah lah, ya. Kalau macam dengan cik gu tu, kita banyak cakap dalam BM, macam English tak betul lah tapi kalau iMM tu kita baca, so oh kalau kita nak Tanya soalan nya macam ni, so macam itu lah. Dapat dia punya ayat tu betul. Tapi dengan cikgu tu macam pasar jc. Asal kan dia faham saya faham jadi lah.
- S112037 I OK lah jadi macam mana Nabilah boleh perbaiki tahap B inggeris Nabilah?
- S112038 S11 Macam cakap dgn kawan B. inggeris lah. Bila salah cakap, nanti dia betul kan, so OK. Dengan kawan lah saya cuba cakap. Dgn family lah. Dalam writing, kita baca the real punya tu, kita tengok dia punya grammar dia dan isi dia.
- S112039 I when using MM you have to think right when choosing the answer, how do you decide the answer?
- S112040 S11 Tengok logic jawapan tu, lepas tu macam apa yang kita belajar kita rasa dah belajar, so kita rasa yakin lah. Kita pilih lah jawapan tu.
- S112041 I Do you like learning English using MM?
- S112042 S11 Utk B. Inggeris belum lagi menggunakan MM.
- S112043 I Ok tak pe. Do you have any learning goal?
- S112044 S11 untuk untuk exam ni yang utama, untuk pengetahuan am, untuk guna daily, so macam visitors Tanya apa-apa ke, jadi kita tau lah.
- S112045 I Do you think you would get your learning goal?
- S112046 S11 Boleh kot, kalau berusaha. Setakat ni tengah berusaha lah. Dalam kelas tu kalau boleh nak bercakap dalam B inggeris tak nak gunakan BM lah.
- S112047 I How did you set your learning goal?
- S112048 S11 Saya sendiri, may be benda tu kena buat tu kena ikut lah, kalau tak wajib pun, maybe it is important untuk benda lain lah. May be juga untuk dapat A dlm B. Inggeris and untuk future lah.
- S112049 I Katakanlah BI tu tak penting. Nabilah ambil tak BI sebagai elective?
- S112050 S11 Ambil untuk future lah, at least kalau kita tak boleh cakap pun kita faham.
- S112051 I What do you think the role, the function of a teacher in language learning?
- S112052 S11 dia sebagai sumber pengetahuan, saya dapat ilmu dari dia ah. Dia buat lagi faham, dia bagi homework utk buat latihan biar lagi power lah, macam literature dia bagi homework, jadi kita lebih faham lah. Penceria suasana, macam cikgu tak masuk kelaskan, memanglah best kan, tapi macam rugi lah macam tu je hilang masa untuk belajar.
- S112053 I Nabilah boleh tak belajar tanpa guru?
- S112054 S11 Tak boleh, susah kita pun tak tau sgt, jadi kita perlukan orang terror untuk ajar kita. So macam itu lah.
- S112055 I Bagaimana dengan mencari dari bahan lain?
- S112056 S11 Malas, tapi mungkin lah kot kalau tak ada jalan lain.
- S112057 I Nabilah ada membuat group discussion kan? Boleh tak Nabilah ceritakan macammana Nabilah dan kumpulan membuat perbincangan untuk menghabiskan project atau presentation?
- S112058 S11 Sekarang kita tengah buat carta. Kita orang buat pasal friendship. Kita orang cari buku berkenaan dgn friends, kemudian kita org senaraikan lah, kalau macam ni, dia macam ni, so nanti baru kita orang tampal under chart. So hantar lah.
- S112059 I Jadi, dari mana Nabila dan kumpulan dapat maklumat mengenai friends?
- S112060 S11 Dari buku, internet, dan kita org sendiri, macam kalau kita kawan dgn dia ni, kita rasa apa, dgn dia ni kita rasa apa. Jadi diri kita org pun ambil juga, pengalaman sendiri.
- S112061 I Siapa ketua dlm ini?
- S112062 S11 Kita org ada satu ketua, tapi kita org menghidarkan dia. Sebab kita org rasa kita org buat kerja lebih dari dia, jadi kita org buat kerja apa yang patut. asal kan siap dan semua ada tugas dan semua ada kerja tangan dia org. cukuplah. tugas ini di bahagikan oleh saya atau pun Amira. Sebab tengoklah.. pandai-pandai lah..
- S112063 I Siapa yang banyak memberi sumbangan (contribute) dlm project ini?
- S112064 S11 Kita tiga org, yg selalu buat havoc tu.
- S112065 I Macam mana decision di buat masa tu?
- S112066 S11 Kita org choose the best lah. Macam kita bandingkan mana lagi elok, mana lagi bagus untuk project itu, kita ambil, so ia mesti ada persetujuan dari semua org. kalau tak ada, kita pujuk dia ke, cari yang lain atau Tanya apa yang dia hendak.
- S112067 I So, semua kena "compromise"
- S112068 S11 Ya
- S112069 I Do you learn anything from that kind of activity?
- S112070 S11 Kita tau lagi banyak apa jenis friends, lagi tanggungjawab, buat benda tu, kerjasama paling penting, kalau tak ada tak adalah. Selain dari itu saya belajar grammar, language lagi kita dpat menggunakan ayat ini ayat itu. Kan kawan ada banyak jenis kan, jadi kita tau lah macam mana nak describe pasal kawan dalam one word oohh macam ni. Jadi tak panyah lah panjang-panjang. Saya tau dari membaca bahan yang di cari.
- S112071 I Semasa perbincangan kumpulan Nabilah menggunakan BM atau BI?
- S112072 S11 Campur-campur.
- S112073 I Dari situ boleh tak nabilah belajar?
- S112074 S11 Boleh, macam kalau ada ayat baru yang tak pernah dengar, jadi bila dlm discussion kita dapat tau, oohhh macam itu bunyi nye. Kita tak pernah dengar kita dengar, kemudian kita tanyalah apa benda tu, then mereka bagi tau. Jadi dapat tau lah dan saya suka macam itu.
- S112075 I Apakah cara belajar BI yang paling Nabilah suka dan kenapa?
- S112076 S11 Yang paling suka ialah Cikgu dengan kawan. Cik gu macam tadilah, dia adalah sumber ilmu, so kita boleh dapat kan dia, kita dah biasa dgn dia, so dia pun Ok je, dia pun dapat macam contoh

ayat tu, macam fakta tu susah sangat, so dia bagi tahu tu macam cara kitalah, ayat kita, macam cara dia bagi contoh semua. Kalau macam kawan, dia macam bila kita tak faham dia bagi tahu, macam Cikgu juga, tapi cikgu tu lagi..pengetahuan tu lagi banyak lah, cara tu sama je kot. MM dan computer tu ada juga menolong dari segi bahasa, perkataan-perkataan dia lagi canggih. Tapi saya lebih suka pada cikgu mengajar di depan. Saya tak suka buat kerja sendiri. Tapi tengok kerja lah, kalau kerja tu macam tak buat sendiri tu, kawan lah yang membantu. Saya perlu Cikgu. Itu saja.

S112077 S11 OK Nabilah setakat ini dulu, terima kasih.

Student 12

S122001 I: Have you been to MM room?

S122002 S12: Yes

S122003 I: Do you know what MM is?

S122004 S12: Yes MM is technology that you use to help you with your everyday life or something.

S122005 I: OK SSMS is one of the multimedia programs. Have you use that?

S122006 S12: Yes

S122007 I: In what lessons?

S122008 S12: In science, so far only science. I do the work inside the SSMS. It gives you quiz and they ask you to answer the questions and then the correct answers of the quiz will be sent to the teacher to be analyzed or something. And I like to do it that way because it is easy, not the question is easy. Because you only have to click and listen and follow the "arahan"(instructions) and all that.

S122009 I: How much do you think you learn when using MM compared to the teacher teaching you in the class?

S122010 S12: I think MM not more. I think the teacher teaching is much better because I get to ask questions, you know when I use the MM, I don't get to ask questions, when using MM it doesn't help that much compared to when teacher teaching in the classroom.

S122011 I: What do you mean that MM doesn't help much?

S122012 S12: Like I said before like asking questions, and when I don't understand something I can ask the teacher, and the teacher can explain it to you and the computer doesn't do that.

S122013 I: In what way can MM encourage / motivate you to learn?

S122014 S12: It is easy, as in how you use it then writing the questions and then answer so, that's it. And I can listen to the pronunciation. Like English I think do the correct spelling of words, and learn new words and through that it improves my language. Like how they pronounce the word through the speaker, then you listen and you can know the correct way to pronounce it. So it helps. But for me through the computer instructions for grammar, I think it is better the teacher. For me when listen to one voice for instruction, is like you can easily understand. But when you read instructions it gives you another part of feelings that you don't understand whereas you really understand. But I don't know, it is not that good compared to the teacher teaching skill for me.

S122015 I: Do you need to think when you do the MM exercises?

S122016 S12: yes, because all the questions are like the same, you don't know how to answer, is like ... the variety of questions it gives through the exercises make me think. For instance they give you one paragraph, the comprehension part, you find the answer inside the paragraph, but for grammar you must be strong with your basic, like for instance somewhat consider some other words, between the words, so that you can apply You have to know... In the comprehension, it needs me think when I compare the statement inside the comprehension to decide which one is the answer.

S122017 I: Do you like to learn English using MM?

S122018 S12: Ya, the internet, the programs that you said earlier, the SSMS. It is easier I think. Not in a sense that it easy the questions. In fact, that you just click a button, you don't have to write, you don't have to move your figure that much, it just like easier to control it.. for me.

S122019 I: Do you think you learn when using MM?

S122020 S12: Spelling, the exercises. Ya I think I learnt something. For example when you use internet right, it gives you a lot of new words, so I try to remember the new words and then I use it in my daily life. so that I can remember and put inside my vocabulary or something.

S122021 I: Can you tell me what your best way to learn English is?

S122022 S12: reading story books, because it can improve your grammar. Because there are many steps and stages in reading. We start from the basic to the harder, so when you start from the basic and you go to the higher level, you improve your sentence making, so you can use the hard words and basically inside the exam, they give marks for our language right, so you can apply it in the exam. And being English as an International language and most people speak in it, so it is better by reading it can improve. And I am doing it.

S122023 I: Do you have any learning goal?

S122024 S12: What I want to achieve. I like English but ... I really, really like English but the fact that both my father and mother are both doctor and dentist, may be I can make English as my what do you call it... arr... another subject that is second. How do you say it... like I want to be a doctor but then I like English ... and I want to include it as my priority, even though I'm don't think that I'm good in English, it just that I love English, but I have to think for the fact that my mother and father ask me to be what they want me to be. I want to make my English as my second priority. My learning goal is to be the highest in class, and maybe in form 5, after SPM, maybe I can take A level in literature or something.

S122025 I: So your learning goal is to get a better result in your English exam.

S122026 S12: Ya

S122027 I: Do you think you will be able to achieve your goal?

- S122028 S12: ya,
S122029 I: How are you going to do that?
S122030 S12: Read more and more, then try to get.. raise my standard of vocabulary. Improve my speaking. I've been doing that through books like, "Nianner" Harry Potter, Lord of the Ring. The "Nianner" one is a very old type of book, Harry Potter is like modern English, so if I applied it both together it can make my English better, I think.
- S122031 I: What is the role of a teacher in language learning?
S122032 S12: Being a reference to us. If you don't understand we can ask her lah, she can explain. Beside that she is a guidance, she can guide us and she is someone that we want our English to be as standard as her, and may be when we grown up we can be like her.
- S122033 I: We go back to your learning goal, who set your goal?
S122034 S12: Both my parents. They know that English is my best subject so if my other subjects are low so English can back me up, so that may be I'm going for my SPM, they ask me to take something about literature and something about English, so I can set my goal. My parents decide my goal and partly is my love for English.
- S122035 I: Now we go to group discussion, the class presentation. Can you tell me how you and your group complete the project?
S122036 S12: We give the jobs to each person, different, so we can finally after the work is finish we can compile it together and do the presentation. Every one have to give at least one idea, and Ok for example, we gave subject on transportation, we have to... maybe some of us know something about cars or something like that is to contribute the ideas to give us the information to do the presentation.
- S122037 I: How do you decide which ideas to take?
S122038 S12: Let say if the teacher gives one important subject, I think what we did was that we chose one of the most brilliant idea and the most closest to the theme that the teacher wants us to discuss about, so we can... after choosing it from the best idea, then we adapt it to the project.
- S122039 I: Who decide what idea to choose and that's the brilliant idea?
S122040 S12: Normally, the leader. By relating it to the subject that the teacher wants us to look. For example for cars, she wants us to find about the engine, the tyres and description of tyres. So to find the most closest thing that the teacher wants us to look.
(Interrupted by an announcement)
- S122041 I: Do you think that you learn anything from this kind of activity?
S122042 S12: the main thing is think about the idea. As I told you earlier, we have to contribute ideas, so because when we are in form 5 do our presentation the teacher only gives us length for time right so we need to make decision quickly and then contribute ideas quickly, so, it helps me in thinking and makes up my mind and thinking up ideas quickly. So that when let say in essay, we need facts right, to do a fact essay, we need facts, so we need to think faster ... the facts. It makes me think faster in making decision.
- S122045 I: Will that contribute to your learning of English and in what way?
S122046 S12: Yes, because if I make up my mind quickly I can use the spare time to read and finish the essay quickly and then to move to another essay. So if I make up my mine about ideas that I chose, so it helps in writing of my essay. Beside that I can also learn about cooperation and I'm trying to accept other people's ideas rather than our own. Because in the past, I told you that I'm a little bit self-dependent, right, so through this group work I can accept other people ideas rather than only my own.
- S122047 I: Do you think you can improve your English?
S122048 S12: Through the group discussion it does not really help much, because in group work you only have to think out of ideas right, so it doesn't really help you to improve your English, it just help to think of the idea faster.
- S122049 I: Do you think in English or BM?
S122050 S12: English
S122051 I: Does that trigger your mind? Your vocabulary, ...
S122052 S12: Ya, like the news report we did, we have to have formal English when we do the news report, so we ... it helps you to strengthen your vocabulary or something like that. In fact, there are many types of English right, some are formal and some are informal, so let say the news reports, it helps me in making my sentences more shorter and formal for the news report.
- S122053 I: Does the teacher give you the objective of that day lesson?
S122054 S12: no, she just gives us the subject and then We know it from the topic that she gave us. For example about the transportation, so of course we will learn about transportation, so I think I know from the topic the teacher gives us.
- S122055 I: Do you know that the objective of the speech is on how to give a report? How to broadcast news? Do you have that kind of idea when the teacher ask you to do it?
S122056 S12: Not spontaneously, in fact when I do the work only when I think what, when, why the teacher wants us to do like this because she what she think is because bla...bla..bla.. so I don't think when teacher gives us topic that we learn today, when I do the work, only then I think of what the teacher actually ask us to do this work, not right there and then but I think not consciously, not immediately. And I know about it is when I do my work. I figure it out.
- S122057 I: How do you know that you have learnt?
S122058 S12: Maybe after the presentation, I will remember bits and bits of it, so that I can use it later. In fact that I remember what I did.
- S122059 I: How do you like to learn?
S122060 S12: I like to see and learn then reading, because reading is I'm not saying that it is hard. It just that reading is... if they give you instruction, just read, bare lessons on white piece of paper, rather than seeing someone reading the instructions, I think I understand more better to visualizing the instructions.

- S122061 I: I see that the teacher give the feedback at the end of the lesson, how do you feel about it?
 S122062 S12: I think it is better, because if she gives her commends from the starting of the presentation, then you know what the mistakes and what we are not suppose to do so when she gives us the feedback after the presentation that mean you know your mistakes rather than you don't know your mistakes and then you try to figure it out for yourself after the presentation.
- S122063 I: So, which one do you prefer, do you prefer the teacher to give you the feedback right after the presentation or during the presentation?
 S122064 S12: Right after, because if during the presentation it will complicate things a bit because while talking the teacher tries to give her commend, so I like it to be at the end, right after my presentation.
- S122065 I: OK, I think that's all for now. And I might be calling you again.
 S122066 S12: OK.

Student 13

- S132001 I: In our last interview you did mention about needing different source of help, what do you mean by that?
 S132002 S13: Let, say I couldn't confront my teacher about the problem I'm having, I will either ask my parents or my tuition teacher. But for a more complicated matters I will search the internet so I can know in detail about it.
- S132003 I: When you say that we should use more MM in our study, what do you mean by that?
 S132004 S13: That mean we should have more activities done using computer. We should do more power point presentation, more graphic designing.
- S132005 I: Can you explain?
 S132006 S13: Because, now you can see all over the world, a lot of, mostly people are using computers so must cope up with everything, so if we were to know, learn more about MM, will be easier to us when it come to outside world. As in whenever we were to work, do our job, it would be easier for us to use the computer. It is better to have a strong foundation of the basic, like doing the presentation, we know how to use the power point, put in the graphic or animation. So it is easier for us when it comes to a higher level of learning.
- S132007 I: What is MM?
 S132008 S13: From my opinion MM is sort like a program, it's information technology and you use computers. For example if we go to present it, and if you want to use mahjung paper it will not be that interesting, it is more interesting to use the computers and it is a fast way to do it, it saves time.
- S132009 I: One of the MM program that you have in school is SSMS. How much do you think you can learnt when using MM compared to teacher teaching in the classroom?
 S132010 S13: So, far we haven't done any study through SSMS program. Even as last year. But we did go for other subject. For example science, it is just like a test, the think that you learn and it is implemented it into questions and we would answer it and it will give us the score. So, ...
- S132011 I: OK we go back to the question, so how much do you learn when using the MM program compared to the teacher teaching you in the classroom?
 S132012 S13: Even if we use the program, we still depend on the teacher teaching. Because we don't have much computer using, the SSMS. For this year, we only use SSMS for science, we usually use it for answering questions but it is quite interesting, we just sit and do, like an objective papers you just shade the answers. In SSMS, you do learn how to enable and when a person is talking to you, asking questions to you, you find it more interesting and will be more understand and the students will understand what the question is about.
- S132013 I: In term of learning, which do you learn more through using MM or the teacher?
 S132014 S13: I learn more through the teacher because she explains more and I guess when you do SSMS, it just basically answering questions, and the teacher can explains and you can ask more questions. And in case you want something additional you can just ask. And she gives you a proper definition.
- S132015 I: Do the exercises in the program make you think?
 S132016 S13: Definitely, when it comes to answering, you have to think in order to answer the questions. So, it does involve a lot of thinking and IQ as well. Because, sometimes it is a combination of maths also, where we have to calculate few questions.
- S132017 I: How did you decide the answer to the question?
 S132018 S13: Through studying of course. Like you learn the subject and you remember. Mostly when you study, especially through the text book as well, reference book, when reading you tend to remember the thing, like it happening in everyday life. So when it comes to the question, you would read and answer the question, and you would know whether that is the correct answer or not, based on what you read.
- S132019 I: Do you like to learn English using MM?
 S132020 S13: I would give rating about 50% only because without the teacher explanation as well, we won't go far if we only depending on MM. and because you wouldn't feel the fun of learning it, like when you learn literature, it would be more exiting if you do it like role play, based on the characters. And when it comes to MM it would be more convenience for us to find the characters, pictures, characteristics, so it would be half-half.
- S132021 I: Do you have any learning goal?
 S132022 S13: The reason why I'm learning is because obviously to achieve my goal to life which is to achieve success in my ambition and occupation as well when I want to be in the future. So, in order to learn you need means and sources like the teacher teaching and one is also the computer, through the internet and articles from the news papers, extra classes also help which is through tuition. Well, that's about it.
- S132023 I: Who actually set your goal?

- S132024 S13: Usually I set it by my self. What I intend to do, and what I don't intend to do. But I would say the dices that my parents gave me are also important in order for me to achieve well, achieve success in my goal that I intend to achieve and teachers also help, they play a major part in teaching us, how to go about the studies.
- S132025 I: What do you think of the role of language teacher in language learning?
- S132026 S13: We need a teacher to teach a language we are learning because we need to know the pronunciation of the words properly, because if you read it, you only know how to read it, you won't know the proper pronunciation and when it comes to the teacher teaching it would be, when you communicate it would be you tend to speak the language easily when the teacher teaching you so the teacher asks you a question you would have to answer back using the language she is teaching and of course it has to follow with correct grammar and well that's about it.
- S132027 I: Now, I've seen that you have done a lot of group discussion in the classroom, can you describe how you and your group complete your work? The process of you completing your presentation...
- S132028 S13: Firstly, when it comes to a task that is given to a group, we would divide the task, actually we would discuss the main reason the task is given, and what we have to do and thirdly we will divide the task into different people. For example if there were to be an assignment we will divide it like ok, Kimberly will do the drawing, you find the info, and maybe Kristle you do the writing, we divide it in the process of completing it. So when finally after finishing all then we compile it and give it to the teacher.
- S132029 I: who decide what to put in the project?
- S132030 S13: Depends on the type of the project and title of the project. If it, when it come to the assignment we definitely read carefully then we would know what to find about and what to do, because without reading the title or what we are assigned to do we, it is easy to find what we want to do.
- S132031 I: During the discussion there are lot of ideas right, so how do you decide what idea to put in your project?
- S132032 S13: When comes to ideas we first present all the ideas, that is given by each members of the group, then we would choose which is more appropriate to the condition of the assignment, and which one stresses more on the assignment because sometimes you would get some not very important ideas, but it is an idea but it doesn't play a major role to the assignment, so we pick the more important one and stress on it , and maybe later we see if we got enough time to add in the other ideas and we'll do that.
- S132033 I: Where do you usually get the information?
- S132034 S13: Well, serving through the internet, that is the main one where you can get a lot of information and others are maybe from the library, from newspapers, like it you want to do History project, take pictures or anything, the Museum is compulsory, like we have a Museum in our school, so when it comes to doing an history of the old school, there we can take photographs and there we can learn more about the old school.
- S132035 I: Do you think you learn anything from this kind of activity?
- S132036 S13: Yes, you do learn moral values, like learning that you have cooperate within the group members and you would learn how to build up your brainstorming skills, you turn to get more ideas from other people and you would share your ideas, and it is quite beneficial when it comes to study, when you want to elaborate your points especially when it comes to essay writing and public speeches. The point can be quite important when it comes to elaborating it.
- S132037 I: How would you know that you have learnt it?
- S132038 S13: We have another group discussion, we would know how to cooperate with the other person and we know how to understand what the ideas about and you will get more general ideas by communicating and it does also play a major part in friendships as well, because when we communicate a lot, it will bond the friendship between 2 people. So during ... you would be familiar with the learning the moral value when in the next discussion and when you grow up and when it comes to a bigger meeting discussion, it will be compulsory, that everyone would have known it. What if it started from scratch, just learning from group discussion.

Student 14

- S142001 I: From the last interview you said that you like to use MM because you are good in it?
- S142002 S14: Yes
- S142003 I: What do you understand of MM?
- S142004 S14: It something about computer science and technology.
- S142005 I: Have you use SSMS?
- S142006 S14: Ya, for science only to do the questions. And not other subject.
- S142007 I: How much do you think you learn through MM compared to teache: teaching in the classroom?
- S142008 S14: It is quite different. If the teacher teaches you have face to face but when you use the computer, you just face the computer. It is much more faster to find information. But I think teacher is better because at least she explains face to face, whereas the computer is just like, for me is like we don't really use to it so I think for teacher it is better to have a teacher because we have use to it. The computer not really. I don't feel comfortable using it.
- S142009 I: In what way is computer motivate or encourage you to learn?
- S142010 S14: For English the computer will correct the mistake for me by using the green line or the red line, when your grammar or you spelling is wrong. So in that way I can know how to fix my grammar. Usually, like us teenagers, we use internet to check e-mails, chat. Depends for assignment we use it to find what teacher wants. It is very different when you get it from newspapers. At least it gives more information than papers.....

- S142011 I: Do you think that the exercises in the MM make you think?
 S142012 S14: For science, it is very different from what the teacher gave. Still the same with what the teacher give in the class. It is just like more high technology and it is more fun lah, you see.
- S142013 I: What do you think you have learnt when you use computer?
 S142014 S14: Gain knowledge, study is more interesting. For example, if you want to find one subject and you go for it, interest you like it... that's all.
- S142015 I: How do you go about when you find something is difficult while learning using MM computer?
 S142016 S14: If using computer for English, I just press where there is a format to check whether your grammar is correct. If not I ask my parents, my teacher and friends. When reading, I will read it first and if I still don't understand I will ask my teacher. Sometimes I look in the dictionary and actually it depends. What I mean is I'm sometimes lazy, usually students don't really like to find dictionary and when we ask the teacher it is faster. But if I find myself reading it, then I find dictionary. But if something is not my interest, I just ask my teacher.
- S142017 I: Do you like to learn English using computer?
 S142018 S14: It is just the same with other subjects, just typing, find information.
 S142019 I: What do you think is the best way for you to learn language?
 S142020 S14: Reading. The most important thing is if you enjoy reading because if some words you don't understand you can find in the dictionary or ask your parents. When we are young we usually read out loud, so that we know that we pronounce correctly and properly. Then communication, where you talk with your parents, teachers with proper grammar. And then newspapers, their words are strong and we seldom use it. Internet. That's all. And I learn that way, and my best way is reading. Because reading it tells stories, tell more words, and if the book is very interesting and there are words I don't understand I will go to find it in the dictionary and write it down. I can use it for my essay.
- S142021 I: Do you have learning goal?
 S142022 S14: No
 S142023 I: OK, why do you learn English?
 S142024 S14: Well, it is because a must for Malaysians to learn English. So my goal is to speak proper English?
- S142025 I: How are you going to achieve your goal?
 S142026 S14: Everyone is growing up, and the more you grow the more you learn a lot of things, you learn more English words and that is important to use in communication. That's all.
- S142027 I: How did you set your goal?
 S142028 S14: I don't know. I really want to get a proper language because if you are studying overseas it is easier for you to communicate with others. If your grammar is not that good and people don't like it and you feel like very irritating, so it is better for students to learn English.
- S142029 I: What do you think of the role of a teacher in language learning?
 S142030 S14: Guide students, to teach that is teaching. The most important is encouraged students to speak English rather than B. Melayu. It is easier.
- S142031 I: What kind of student are you?
 S142032 S14: I like to depend on people because if you are independent and then you can't find the words very hard for you and if you depend on your friends at they help you to guide us. And we can learn more things from them.
- S142033 I: Now let us look at you project. Can you please describe to me how you and your group work do it?
 S142034 S14: First we will choose a leader that will divide all the work, then we find a certain time and date to discuss and we go to our friend's house to do it. If we have any problems we ask our English teacher. Usually the leader makes the decision, or if can everyone, team work. We first discuss, and if we think that it is very suitable, we accept it. If the opinion, if the way they want it is suitable and good and we accept it. Suitable means suit the topic.
- S142035 I: Do you think you learn anything from this kind of activity?
 S142036 S14: Teamwork that is the most important thing. Communication, because if you do your work in groups and let say few members that you don't really know them but through this project and teamwork we can know our friends more. And we can gain more knowledge when we find more information. That's all. Well, in term of language, yes I learnt, but it depends on what type of topic you choose. But I think it is still no different, it is just when we do our project we still the same as we communicate with our friends.
- S142037 I: When you communicate, what language do you use?
 S142038 S14: English and Malay
 S142039 I: Do you think that this kind of discussion can improve your learning language?
 S142040 S14: Yes, especially for discussion about essays, in a group, give opinion, and then
 S142041 One of the members gives one words that we don't know about it and she explains about it. And I can learn from there.
- S142042 I: OK, I think that's all for now.

Student 15

- S152001 I: In your last interview, you said that teacher teaching is better than MM. Why did you say that?
 S152002 S15: Because with the MM they just give us the work, but with the teacher, if we don't understand, she can explain more, but the MM they only explain a little bit, if we still don't understand, they can't do anything. So the teacher, can explain more.
- S152003 I: Why did you say that learning using MM is useful?
 S152004 S15: Because it give us more work, sometimes if we use MM it is like more fun because people don't like to read books, they don't like to do exercises in the book they rather do it in the MM cos it is

- more like colorful and they got all those stuff.
- S152005 I: How much do you think you learn when using MM compared to teacher teaching in the classroom?
- S152006 S15: I think the teacher teaching is better but if you use MM you can like typing, your typing can improve and then the work we can if we don't want to do this we can to another, it is like standard if you are weak, you do the weak work. And when your level is high you do the high level. The teacher may teach all together so they don't know if you are weak, if you... like you won't ask the teacher whether she gives you more homework or less homework. Or gives us easier one because and when we use MM we can choose our own work according to our own capability. And the teachers, some of us are too afraid to tell the teacher that you are not too clever, or like asking the teacher to give us easier work or teaches more.
- S152007 I: So you are saying that some of the students are afraid to tell the teacher that they don't understand?
- S152008 S15: Ya, when you use the computer, we can choose our own lesson and if the teachers we can't choose because if it is hard the students just copy other students work, because they don't want the teacher to know that they are not capable. So if inside the computer they do more work and they can choose the level. Let say you are weak, you can choose the weak one, after you do more and you become like more better.
- S152009 I: In what way can MM motivate or encourage you to learn?
- S152010 S15: I think is the animation because usually kids like the colorful things and all the movement and if the teacher it is boring sometimes in the class. In the computer you can do and move by yourself and there is no one bossing you around.
- S152011 I: Do the MM program make you think?
- S152012 S15: Ya, because exercises usually base on some level, if that level is tough it makes you think and if the level is easy, it's like you want to do it more. It so easy, when you finish it we feel clever right. When we do the tough one, you start thinking wow.. it is so hard. So I will study more.
- S152013 I: What have you learnt when using MM courseware?
- S152014 S15: I learn like how to use the computer more often, and in term of English language I don't think so. Because if we use the computer its on our own, I think the teacher in language because the teacher explains more and the computer it just like it doesn't explain so much. They explain only about the main thing, but the teacher explains more then that so the students should understand more. When the computer explains about something, it just explains on how you do it, and when the teacher explains she will explain on how you do it and add in more information. And the teacher can give more examples.
- S152015 I: When you learn something difficult form the computer, what would you do?
- S152016 S15: If there are no information in the computer than I go to the teacher and ask her how to do it. Or find in the library.
- S152017 I: Do you think that your English will improve if you use MM as a learning tool?
- S152018 S15: Yes, gives you more exercises but does not give you much information as the teacher. But at least it gives us exercises to do so if the teacher explains and we do the exercises, then I gain more knowledge.
- S152019 I: Can you tell me what is your best way to learn language?
- S152020 S15: by talking more in English and read more. And do more exercises because if we talk more in English and sometimes those people who talk back they are actually speak in English and they come up with new words and we ask them the meaning and we can understand the new word immediately.
- S152021 I: Do you have any learning goal?
- S152022 S15: No,
- S152023 I: No, so why do you learn?
- S152024 S15: sometimes for me is fun, well my sister is quite clever so I want to beat her. And that motivate me to learn. And I want to be a successful person.
- S152025 I: Do you think you'll be able to achieve your goal?
- S152026 S15: ya, but I don't know how.
- S152027 I: What do you think is the role of a teacher in language learning?
- S152028 S15: To motivate the students. Teach them and the teacher should like if the students is weak in English, so the teacher should pay more attention to that student and of course you have to pay attention to everybody right, but more attention to that weak student that needs help. And then teacher explains more to the students and don't just give us exercise because some it is boring and she got to find ways to make learning fun.
- S152029 I: Now let us go to the presentation / project work. Can you please describe how you and your group complete the work?
- S152030 S15: Well, we work it together. Usually we go to one person who is good in English, and she is the one who will translate everything, because we got some weak ones but they have a lot of good ideas, so we come up in BM and that person will translate everything in English and write it out. And all come up with creative ideas. It is not like homework, homework is very boring, so like group work is something very fun and everybody wants to do it.
- S152031 I: How do you do the translation?
- S152032 S15: She says her ideas in BM, maybe her English is not good, and maybe she doesn't know how to translate it, so every one will look in the dictionary, or this girl will if she understands she can write it down because we have to do it inside usually we have to do it on paper so she will write it down and she is the one to do everything, the writing. She actually doesn't give the idea other people give the idea, she is the one who writes every thing down.
- S152033 I: Do you think you learn anything from this kind of activity?
- S152034 S15: Ya, because if the teacher just teach and teach usually the students will go back like... or they won't do it and come to school and copy and copy. This is a group work they will work together

- and because it is more fun, they will work together and they will learn something new. Like the teacher gave us homework, just go home and copy.
- S152035 I: What do mean when you said "they will learn something new"?
- S152036 S15: Everybody has their own ideas so if the person gives this idea and the other person never thought of that idea before and suddenly it is like it change her mind and everybody will show their ideas and everybody will have different types of ideas.
- S152037 I: In term of language learning, do you think you learn anything from this kind of activity?
- S152038 S15: ya, usually the Malays in our class they don't actually speak enough English so if they do group discussion, the teacher will like force us to talk in English, so everybody will try their best to talk in English although they really can't. so if they talk in English more, their English will improve.
- S152039 I: How do you know that you have learnt something?
- S152040 S15: Actually we don't know that we have learnt, but if you like today you are in another thing and suddenly something came into your mind, it is something new. So, that mean you learn something.
- S152041 I: When you teacher gave you the task, for example the one that is on public speaking, did she explain what the activity was about?
- S152042 S15: She told us to do everything about transportations. So everybody didn't know what to do. Some thought that they were like something to do with occupation, some thought transportation, so, everybody came out with different types of ideas. So, everybody was so different. The teacher said that everything was OK except that it should be about transportation. Although you do like occupation, a pilot, it is still about transportation. She accepted it.
- S152043 I: OK think that's all for now. Thank you so much.

2C Nurul Ain

Tuesday

DATE: 15/4

Friday

DATE: 18/4

Dear (E) diary,

3:45 pm

Today we went to the English [Self-Access-Centre] as the class's electric connection was cut. The S.A.C.s was of course more comfortable. Cik Adamim was busy explaining about the speech that groups were supposed to present tomorrow. I was the secretary and my job was to write about the speech. Anushiah isn't going to be there tomorrow. So, I'm not quite sure who'll present the speech tomorrow. I wasn't even sure about the title for the speech.

~*~*~

Dear (E) diary,

11:00 pm

Finished the speech. Very sleepy. Bye-bye,
diary. (U)

signed off = 11:01 pm

Dear (E) Diary,

10:00

place: class

Now the whole class is learning about literature. We're discussing the characters and characteristics of Erik, Christine and Raoul. Cik Adamim is explaining about it one by one. The class today is very noisy and cheerful. Cik Adamim wants us to discuss the profile of the round characters and present it in group work. The instructions were easy to understand as it was easy. We can use the computers in the class as tools to surf the internet. As homework, groups were asked to pick a vehicle to present next Wednesday. My group picked out BMW 3 Series as our vehicle.

Signed off = 11:30 am

(U)

DATE: 14.3.02

Today, on English periods Pn. Jugdeep asked us to go to computer lab 1. She has sent us a work on SSMS. The activity is about the main tourist places in Malaysia. It is very interesting to me not even the only because of the beautiful of the places that has been shown but also about the amazing details of the places. In this activity, I only have to fill in the blanks with the provided answers. It is very easy to me because this activity only used English common words. After finished answering, mark will be given in the end. Teacher asked us to print the activity and put it in English file. I continued this activity on A to Z ~~with~~ where all the bolded words in the activity are meaning. This is one of the way I improve my English. Using computers when learning is easy. I do not have to copy all the exercises on whiteboard and I also don't have to pass up the exercises to teacher because the computer will automatically marks the exercises and teachers will record it in record system.

DATE: 18-3-2003

I lined up patiently with my classmates outside the computer lab while waiting for Puan Jugdeep to come. Puan Jugdeep was late and the class was beginning to get frustrated and started making a lot of noise. Eventually, the sound of ^{shoe}heels were heard on the school's concrete floor. "Puan Jugdeep's coming! Puan Jugdeep's coming" was the word from the back. Everyone started to quieten down.

After Puan Jugdeep gave permission, the class went into the computer lab. Everyone rushed and grabbed the available computers. Unfortunately, about 3 of my classmates had to share computers since there was a system problem with their computers. Thankfully, I wasn't one of them - well at least this time! Nobody dared to on the computers until Puan Jugdeep gave the instructions - we listened intently and did as we were told. At the same time, Puan Jugdeep gave us an introduction on the topic we were going to learn today which was recording information and taking notes using the SSMS.

The exercise was quite easy for me. I managed to score a 100% successfully. But as a normal human being, I am not perfect and have to admit that I do have a few

DATE: 18/3/2003

Our class went for English lessons in the lab computer lab. I didn't feel too excited about learning in the computer lab because the last time Puan Jugdeep taught us there, she was so strict and stern that we hardly dared to do anything with the computers.

Anyway, I had to go - so I went, bringing along my English file, notebook and vocabulary book. Puan Jugdeep asked us to bring our vocabulary book wherever we went, so that we could write down the meaning of new words when she's teaching us. I went into the lab and after the customary greeting, I sat down and turned on the computer.

"Today," as Puan Jugdeep explained, "we are going to learn about recording information and taking notes through using the SSMS learning tool." She went on to explain about what we were supposed to do and gave us a brief introduction on the topic.

Actually, I was too distracted to listen to her speaking in front of us.

After she finished her explanation, we started the SSMS program.

As usual, the graphics were quite impressive. We started with some notes on recording information. Then, we went on to a few practices

and I'm glad to say that some exercises were so easy that I could finish them in less than 5 minutes, and still get a perfect score. One thing interesting about the SSMS program is that

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we can interact with the computer using earphones. Sadly, ~~as~~ the earphones on my computer were not in working order, and I had to use the ordinary speakers. Still, it was quite fun listening and recording information in the form of tables, charts and graphs.

I especially enjoyed the part where we had to read a passage and type the important information ⁱⁿ onto the given space. Our answers were to be printed and handed over to our teacher after the lesson. I was about to print mine when I suddenly remembered -

The printer wasn't connected to my computer! How was I going to print my work? I discovered this problem weeks ago and had reported this problem to my teacher, but the problem still persists.

I was certainly upset and disappointed. I aimed ^{at} being the first person to finish the work, but it seemed that my work could not even be ~~to~~ done now. Nevertheless, I asked Puan Jugdeep for

some advice. She told me to save the work on a diskette and use another computer to print the work out. So, I did as I was told and went around looking for an available computer. Some of my classmates had finished doing their work, so I borrowed their computer and printed the documents.

By now, the bell had rung, and I was waiting impatiently for my work to come out of the laser printer. At length, Puan

DATE: _____

Jugdeep asked us to go for our next lesson. She would collect our work and give it to us the next day. Thus ended our English lesson for that day.

Overall, although the work given on the computer is often too easy, it is an interesting tool, which can extend a student's interest in the English language. As usual, there will be problems as we start our lesson, in the class and outside. But I feel that if we are determined to learn, we can overcome any obstacle in our way. For example, when I discovered that my ~~own~~ work might not be printed, I tried my best to get the work done and did not lose heart. I think that if the ^{also} ~~pr~~ exercises were more difficult and challenging, I would have been able to learn better and improve my understanding on the English language. Nevertheless, I still am grateful and satisfied with what ~~we~~ we have in the school now.

2A Tillasyini

DATE: _____

JOURNAL 1

Today, is my first day writing the journal. Firstly, I would like to tell you that I have English on Tuesday, Wednesday & Thursday. Usually, on Tuesday and Wednesday, my class goes to the computer lab. There, we use the SSMS programme to learn and also do exercises. In my opinion, I think that this is a much better way to study, as it is fun. I do not exactly feel that studying without the computer is boring, I just feel that using the computer is more exciting. Furthermore, I think using the computer (SSMS programme) to study gives me the opportunity to learn about how to operate computers at the same time. Studying using the computer includes activities like observing, reading, listening and writing. Today, we learnt about directions. Although we did it in class, it was quite fun, as we did the activities in groups of six people. I would prefer

DATE: _____

to study in groups rather than doing the activities alone because, when I learn in groups, I get their opinions and I get to compare them with mine and this helps me a lot. One of the ways I learn is by asking questions. In this way, I can ask my teacher if I have any doubts. This helps me understand things more.