

8th Annual CamTESOL Conference

on English Language Teaching

**Language and
Development**

25–26 February 2012
National Institute of Education
Phnom Penh, Cambodia

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Preface

Welcome to the 8th Annual CamTESOL conference on English Language Teaching (ELT). This conference is the result of a collaborative effort of individuals from a wide range of educational institutions in Cambodia and institutions internationally (see the acknowledgements at the back of this handbook).

The aims of the CamTESOL conference series are to:

- provide a forum for the exchange of ideas and dissemination of information on good practices within ELT
- strengthen and broaden the network of ELT teachers and all those involved in the ELT sector in Cambodia
- increase the links between the ELT community in Cambodia and the international ELT community
- showcase research in the field of ELT.

The theme for the 2012 conference is *Language and Development*. Development can take on different meanings when it relates to education. Our plenary and featured speakers have considered this topic and we look forward to a variety of perspectives on development as it relates to our work in the field of ELT.

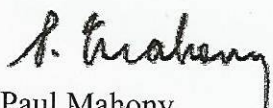
The 2012 conference has two pre-conference forums. The Quality Assurance Forum again brings together administrators from ELT institutions and the ELT Research Workshop brings together those working on ELT research with both forums attracting participants from the Bosphorous to the Wallace Line.

Presenters of papers may submit their papers for consideration for publication in *Language Education in Asia*. Papers are peer reviewed by an international Editorial Board. The publication is mounted on the conference website and may be found at: www.camtesol.org/index.php/publication

We encourage you and your colleagues – both local and international – to submit an abstract for the 2013 conference. The 9th Annual CamTESOL conference will take place on 23-24 February 2013. The theme will be *Language and Empowerment*.

This conference is being spearheaded by IDP Education, with the active participation of a broad range of institutions involved in ELT in Cambodia. Your presence at this conference is helping to establish a meaningful and sustainable forum that we believe is contributing to the growth and quality of English language education in Cambodia.

We hope that you enjoy the conference.



Paul Mahony
Conference Convenor

Letter from the Minister, Ministry of Education, Youth and Sport

KINGDOM OF CAMBODIA

Nation Religion King



MINISTRY OF EDUCATION, YOUTH AND SPORT

No. 36 MoEYS/Adm

15 February 2012

Dear CamTESOL participants,

Welcome to the 8th Annual CamTESOL Conference on English Language Teaching.

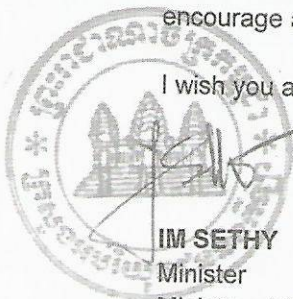
The Ministry of Education, Youth and Sport of the Kingdom of Cambodia is proud to be associated with the CamTESOL conference series. We welcome conference participants from around the world to Cambodia. We invite all international speakers and delegates to share their ideas and work with us for the development of education and an improvement in quality for the delivery of English Language Teaching.

We always consider the efficient development and use of intellectual capital as the foremost priority. We continue to place a strong emphasis on capacity building and human resource development through supporting strategic plans and prioritising programs in order to continuously raise the quality and efficiency of education at all levels, and to ensure Cambodia's competitiveness in integrating the country into the region and the world.

This conference helps us to achieve the aim of greater engagement with professionals in other countries. Since the conference started in 2004 and including this year, over 2200 Cambodian teachers have been sponsored to attend to assist with their professional development; 700 from Phnom Penh and 1500 from the provinces.

The Ministry of Education, Youth and Sport needs good teachers of English. We want more professional development for our teachers so that they can deliver their language teaching at an international standard. For this reason, we are very glad to see so many teachers from our Government high schools and teacher trainees from Teacher Trainee Institutes in Phnom Penh and the provinces at this conference. We encourage all of you to take as much benefit as you can from this conference.

I wish you a fruitful and enjoyable conference.



IM SETHY
Minister

Ministry of Education, Youth and Sport

Letter from the Australian Ambassador



AMBASSADOR

AUSTRALIAN EMBASSY
PHNOM PENH

Dear CamTESOL participants

Welcome to CamTESOL 2012.

Australia is proud to be involved within the education sector in Cambodia. As teachers you know that a strong education sector is fundamental to Cambodia's population on an individual level, and also for the nation's successful social and sustainable economic development. As English language teachers you have realised that English is the language for international communication, and therefore essential for Cambodia's participation in world affairs: whether it be management of international relations, poverty alleviation, regional economic integration, or just keeping in touch via the internet.

This conference provides you with an invaluable opportunity to extend your professional development within the field of education. CamTESOL 2012 will include presentations from international leaders within the field, international publishers, and colleagues, not only from within Cambodia but also neighbours within the Southeast Asia region, as well as Australia, the USA, Japan and the Middle East. You will be able to hear and learn about the latest international research in your industry, network with others, and widen your circle of professional friends.

I encourage everyone to make the most of these opportunities by actively participating in CamTESOL 2012. By doing so, not only will you be enriching your own professional development and benefiting your own students, you will also be contributing to Cambodia's economic growth, and to your country's growing voice in international forums.

I wish you a rewarding and enjoyable conference.

Yours sincerely

Penny Richards

Penny Richards

Letter from the U.S. Embassy



Embassy of the United States of America

Phnom Penh, Cambodia

February 25, 2012

Dear CamTESOL Participants:

The U.S. Embassy is proud to once again support CamTESOL this year by sponsoring the registration fees for approximately 200 Cambodian English language professionals, including 100 teachers from the provinces.

Within the last year, we have also supported English language education in Cambodia in many other important ways:

- Our English Access Micro-scholarship Program has supported 122 Cambodian students from disadvantaged families and minority groups to learn English;
- A Senior English Language Fellow is working with the National Institute of Education and the six regional teacher training centers to strengthen curriculum development and professional skills;
- The U.S. Embassy is implementing Secretary Clinton's Lower Mekong Initiative English for Special Purposes (LMI-ESP) program to improve the technical English-language skills of professionals in the fields of health, environment, and infrastructure; and
- The U.S. Embassy provides Cambodian English-language instructors with practical resources such as the English Teaching Forum Magazine and TOEFL preparation books and CDs.

I wish all CamTESOL conference participants great success and hope each of you finds the conference to be a rewarding experience.

Sincerely,

A handwritten signature in black ink that reads "Jeff Daigle".

Jeff Daigle
Chargé d'Affaires, a.i.

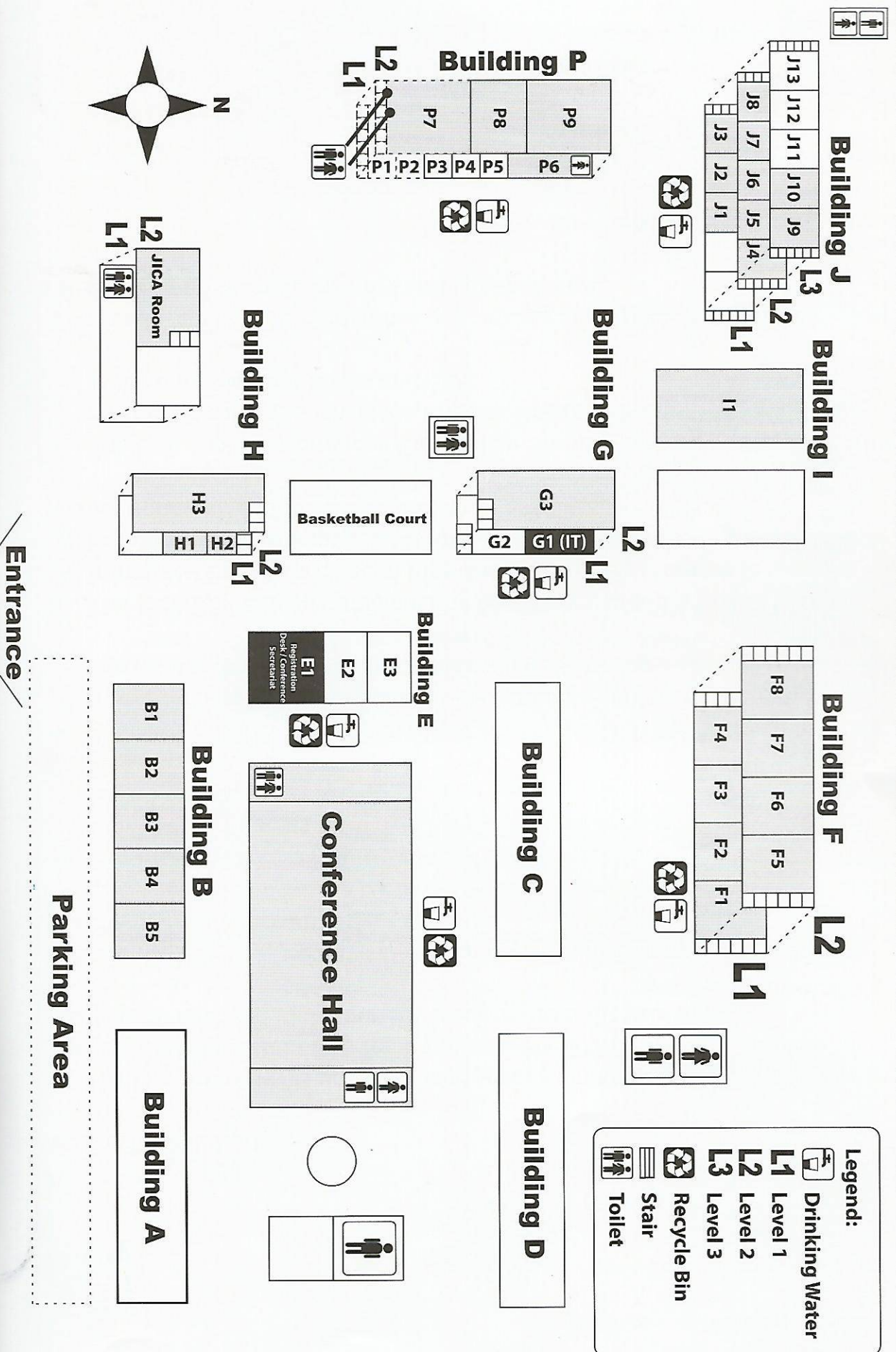


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CamTESOL Stream Abbreviations

CMD	Curriculum and Materials Development
EAP	EAP and ESP (English for Academic Purposes and English Specific Purposes)
MEK	ELT in the Mekong
GR	Grammar
IND	Independent Learning
LP	Language Policy
MOT	Motivation
PD	Professional Development
POS	Poster Session
PRM	Program Management
PUB	Publishers' Stream
RES	Research-based Stream
LIS	Teaching Listening
REA	Teaching Reading
SPE	Teaching Speaking
WRI	Teaching Writing
YL	Teaching Young Learners
TES	Testing
TEC	Using Technology
VOC	Vocabulary

Acronyms Used in Abstracts and Biodata

ANOVA	Analysis Of Variance (statistics)
ASEAN	Association of Southeast Asian Nations
BA, BEd, BSc	Bachelor of Arts, Bachelor of Education, Bachelor of Science
CALL	Computer Assisted Language Learning
CELTA	Certificate in English Language Teaching to Adults
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
DELTA	Diploma in English Language Teaching to Adults
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EIL	English as an International Language
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
iBT	(TOEFL) Internet-based Test
ICT	Information and Communication Technology
IELTS	International English Language Testing System
IT	Information Technology (computer-related)
L1	First language
L2	Second language
MA, MEd, MTESOL	Master of Arts, Master of Education, Master of TESOL
NGO	Non-Government Organisation
NNEST	Non-Native English Speaker Teacher
PhD	Doctor of Philosophy
SEAMEO RETRAC	Southeast Asian Ministers of Education Organization Regional Training Center
SLA	Second Language Acquisition
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English for International Communication
TPR	Total Physical Response

ESL/EFL students of blog-facilitated methods of English learning will be explored to see the correlation between reading and writing with the author's demonstrations of students' linguistic practices. Reading acquisition requires ESL/EFL students to answer questions about given texts with the instructor's guidance. Writing can be polished when students go on the blog and post their articles in three stages. The first step is feedback on the weekly selected sample article. The second step is students' first draft of a targeted topic. The third step is explanation of both the instructor's and peers' feedback on the first draft with a collaborative method.

TEC 102

45 Minute Workshop

Digital literacies: Teachers and learners

Mr DUDENEY Gavin David and Prof PEGRUM Mark

In the Web 2.0 era, the idea of basic numeracy and literacy ("the three Rs") has expanded to take in a wide range of new interactions – both interactions with content and social interactions with an increasingly global audience. In this session the presenters will break down the idea of "literacy" in the new digital era and examine what it means both in terms of the people they teach, and how they teach them. The session starts with a theoretical overview of what it means to be digitally literate, and examines the literacies emerging in the Web 2.0 era. It will then move on to consider how these literacies fit into teaching, how to motivate and engage learners within the digital literacy framework and how to ensure that they are prepared with suitable digital skills and experience. By the end of this session participants will have a general framework for identifying and understanding a range of digital literacies and for considering their application in everyday teaching practice

TEC 103

45 Minute Paper

Factors influencing EFL teachers' use of ICT at CFL, Can Tho University, Vietnam

Miss VO Kim Hong and Ms LE Xuan Mai

Using information and communication technology (ICT) in education, including in ELT, has increasingly gained educators and researchers' interest. A large body of research in the field has indicated that teachers play decisive roles in making ICT use in teaching a success. Therefore, what factors impact teachers' implementation of ICT in their practices deserves rigorous study.

This paper presents the results of qualitative research on what promotes and hinders Vietnamese teachers' use of ICT in their classes. 13 teachers of English from the Mekong Delta of Vietnam participated in the study. Data was collected by questionnaires and semi-structured interviews. Results showed that teachers' confidence in their ICT skills, their positive beliefs in the impact of ICT integration, the availability of ICT facilities and support of educational leaders were enabling factors. This paper will also bring insights into how to provide teachers in a context like Vietnam, with professional development working in an online learning environment.

TEC 104

45 Minute Paper

Learning beyond the classroom: Using Facebook to facilitate the informal learning of English communication

Mr HARWOOD Christopher and Mr BLACKSTONE Brad Franklin

In January 2011 the use of Facebook pages was introduced in two National University of Singapore (NUS) communication courses focusing on skills such as effective presentation techniques, interpersonal communication and business writing. The Facebook pages were utilised in both courses as a means of encouraging student interaction and further content exploration, both in and out of the classroom.

The presenters report on their experience using Facebook for educational purposes. They discuss the decision-making processes concerning what type of Facebook page to use, the design form and content of those pages, guidelines for lecturer and student use, as well as the means by which lecturers can encourage students to increase participation in courses using Facebook as an educational tool. Detailed student survey feedback is also discussed.

TEC 105

45 Minute Paper

Parallel reading: Students' recognition of learning English reading mediated by computer

Mr MULYONO Herri and Dr SURYOPUTRO Gunawan

Despite the Indonesian government's initiative for enhancing technology in educational practices, the use of computers to mediate teaching and learning seems to be hesitant. This paper aims to expose students' recognition of learning English reading mediated by computer. A case study was used as research design. Results of the research expose no evidence that students with better English backgrounds would be successful in this mode of learning reading. However, students who participate more in learning sessions tend to have better achievement in English reading. Furthermore, students recognise that computer-mediated learning of reading is interesting and brings benefits from the view point of learning flexibility, interactivity, variety of content, and performance – all of which motivate them to complete their own learning. The absence of teacher has two impacts: (1) the teacher's absence would lower students' psychological burden, and (2) explanations from a teacher remain needed in face-to-face interaction.

To: **Gunawan Suryoputro**
Presenter
8th Annual CamTESOL Conference on
English Language Teaching
Phnom Penh, Cambodia, 25-26 February 2012

From: **Paul Mahony**
Conference Convenor
8th Annual CamTESOL Conference on
English Language Teaching
Phnom Penh, Cambodia, 25-26 February 2012

IDP Education (Cambodia)

ABN 59 117 676 463

No. 657, Kampuchea Krom Blvd.

Sangkat Teuk Laark 1

Khan Toul Kork

P.O. Box 860

Phnom Penh, Cambodia

Tel (855 23) 881 017

(855 23) 881 018

Fax (855 23) 881 020

info.phnompenh@idp.com

www.cambodia.idp.com

Subject: Recognition of Presenter

This letter serves as recognition that you presented at the **8th Annual CamTESOL Conference** on English Language Teaching, held in Phnom Penh, Cambodia on 25-26 February 2012.

Details of your presentation are recorded below:

Name of Presenter: Gunawan Suryoputro
Title of Presentation: Parallel reading: Students recognition of learning English reading mediated by computer
Mode of Presentation: Paper

The CamTESOL conference series commenced in 2005. Attendance at this conference has averaged over 1200 delegates. While it is a national conference, international participation is substantial. Registration by non-Cambodians this year surpassed 500, with more than 400 participants coming specifically for the conference from around 30 countries. Details of this conference series may be found on the conference website: www.camtesol.org

This letter is provided by way of official recognition of your presentation at the above conference.



Paul Mahony
Country Director, IDP Education (Cambodia)
Conference Convenor

26/ 02/ 2012

Students' Recognition of Learning English Reading Mediated by Computer*

Herri Mulyono

Uhamka University, Jakarta, Indonesia

hmulyono@uhamka.ac.id

Gunawan Suryoputro

Untar, Jakarta, Indonesia

gunputro@yahoo.com

Abstract

Despite of Indonesian government's initiative for enhancing technology in educational practices, the use of computer to mediate teaching/learning seems to be hesitant. This paper is to expose students' recognition of learning English reading mediated by computer. Case study was used as research design. Results of the research expose no evidence that students with better English background would be successful in this mode of learning reading. However, students who participate more in learning sessions tend to have better achievement in English reading. Furthermore, students recognize that computer mediated learning reading is interesting and brings benefits from the view point of learning flexibility, interactivity, variety of contents, and performance by which motivate them to complete their own learning. The absence of teacher falls into two: 1) teacher's absence would lower students' psychological burden, and 2) explanations from teacher remains needed in face-to-face interaction.

- Presented at the 8Th CamTESOL Conference on English Language Teaching Phnom Penh, Cambodia, 2-26 February 2012

Background

Internet has been used worldwide by which number of people using it is increasing by years. From the region, the internet users as reported by the Miniwatss Marketing Group in 2011 shows the most users are in Asia with 44% from the total followed by Europe 22.7%, North America 13%, Latin America 10.3%, Africa 5.7%, Middle East 3.3% and finally Australia with 1.0%. In Asia, the internet users particularly in Indonesia are the fourth (39.6 millions) after China (477 millions), India (100 millions), and Japan (99.2 millions).

Yet, the high amount number of internet users in Indonesia does not seem to potential for the encouragement of English learning mediated by computer with internet access. Though schools over Indonesia have been equipped with computer facilities as stated in the regulation of the Ministry of Education of Republic of Indonesia since 2003, the use of internet for e-learning purposes is still reluctant. Internet which has been used by teachers, students and administrators is merely devised for learning resources, communication, and social networking that is not integrated to e-learning system.

This paper is to show students' recognition of learning reading mediated by computer. The recognition is examined on how students respond to the application serving the learning reading mediated computer and how they feel the activity of learning reading mediated by computer.

Theoretical Framework

Computer Mediated Communication (CMC)

Using computer as tool to mediate learning is to bridge teacher communication to their students. Responding to such statement, Ahmad (in Hartoyo, 2008, p. 23) says that: "Computer may be able to generate natural communication, and the computer can become less of a mechanical devise and begin to humanize machine-based learning." This type of computer use is understood by its term of computer mediated communication or CMC.

In CMC practices, teacher and students are put at same place but somewhere else out of a learning classroom. In this situation, computer is used as mediating bridge for teacher to carry out his or her teaching tasks while students, in other places, are invited to join the course using computer-internet equipment or other network system. Hardware and network system used by CMC which integration of multimedia technology are seen to be motivating and proactive learning media that might improve students' reading and learning write as well as grammatical function beside its use to communicate with other teacher and students through internet facilities (Sussex, Cumming, and Cropp, 1994, cited in Hartoyo, (2008, p. 24) and Warschauer and Healey (1998, pp. 57-58).

In brief, CMC practices should be seen as computer use to accommodate learning by mediating teaching and learning communication from teacher to students (teacher-centered learning) or even among students themselves (student-centered learning). The use of CMC has to be seen as beneficial alternative to improve students' language learning although the process of teaching and learning itself does not occur in real-world classroom but a virtual classroom.

Online Learning as CMC Practice

The term *online learning* known as *web-learning* or as *e-learning* principally brings similar understanding of the practice of teaching and learning mediated by internet or website. Number of traditional to comprehensive definitions offers wide argument for the use of internet to mediate learning. Traditionally, Carliner (in Anderson, 2008, p. 17) explains that the online learning is particularly seen as learning course (material) presented on a computer.

Moreover, comprehensive definition of *online learning* is brought out by Ally as cited in Anderson (2008, p. 17) by saying that:

[t]he use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.

Hence, online learning is defined as particular education programs and resources that engage teachers and students to teaching and learning practices. In online teaching learning practice would be greatly flexible in time and place, particularly in making an access to particular learning content and administration.

Principle in Using Computer Mediated Communication to Teach English

In the effort of applying CALL in CMC mode using *Moodle*, there are five principles to consider; namely interactivity, usability (flexibility), content appropriateness, effectiveness and performance (or attractiveness) (Hartoyo, 2008, pp. 90-91).

According to Hartoyo, interactivity is viewed on the side where the CALL program (in this study is in mode of website) is able to provide interaction room for the user (student) with the program (that in blog term could also include teacher teaching in virtual classroom). This interaction is undertaken in two conditions, first, the effectiveness of the program in providing clear instruction, and second, how the program could give feedback on students' learning.

Furthermore, usability or flexibility is the second requirement to justify *Moodle* as media to teach language particularly the teaching reading. Usability refers to easiness and interest the program might offer to the students to conduct the distance learning via internet. In addition, the usability or flexibility of CALL program is seen on side where students could easily explore the learning materials on the website.

In *Moodle*, calendar tool is used as learning schedule and personal account make students possible to access any types of learning served via the application. Using the calendar, students might be possible to conduct new learning materials or even review what they have learnt already in the previous materials by navigating the dates within the calendar. Yet, calendar is not often to be the most alternative for the students to do website navigating. Students might also be assisted by learning category which is provided by the website to choose particular materials they want to learn.

Moreover, the appropriateness of contents and effectiveness in *Moodle* program is deeply relied on the learning syllabus teacher has to design in initial plan. The last performance is viewed as images used by the application to lead students' interest. Performance according Hartoyo refers to "presentation, layout of the screen, the color, and the illustration" through out design. In developing *Moodle* as type of CALL-CMC, *Moodle* could be designed and managed by applying template presentation which later teacher could equip their teaching and learning materials with sounds, picture and video as well. The presence of images, sound and video might be beneficial to assist students comprehend the reading passages (Meier, 2002, pp. 194-197). This multimedia of course would be a value for students' further learning particularly in reading lesson.

In addition, social environment is seen as the most influential factor for students' learning. Regarding to this issue, the appropriate cognitive construction students are pursuing is strongly affected on how students are able to manipulate their own social interactions. Therefore, Budianingsih as cited in Warsita (2008, p.78) suggests that students are supposed to manipulate (manage) their own environment so that the successful learning could be achieved.

The above principle is then adopted in *Moodle* practice. Cole and Foster (2008, p. 5) show up two main indications. The first indication is in term interface. When *Moodle* is regarded as tool-centric, it builds some effective instruments that interface students and their own learning. In this environment, learning is centered to students' activity where teacher's role has already swift just as learning facilitator. Surya (in Warsita, 2008, p. 130) characterizes student-centered learning by first saying that student's role is crucial as center of learning and remains interactive. Second, the student-centered learning encourages collaborative learning where students could be also undertaken as learning resource and peer teaching is also motivated to sustain the teaching and learning activities.

Intensive Reading

Reading is of receptive skills besides listening where message is digested from any written materials and absorbed as understandable information. Reading is simply seen as activity of converting symbols in written mode of language into meaningful information. This information is derived from Smith's three aspects of reading: letter, word, and meaning identification (Smith, 1973, p. iv). Letter and word are written language symbol used to convey certain meaning. To arrive at appropriate understanding one may need to make effort of identifying meaning from those two letters and words. Of course, two elements of eyes and brain appear to do such reading activity (Harmer, 1991, p. 190). Letter and word as language symbols are retrieved visually by the eyes and brain will do its function to identify meaning beyond the visual language symbols. Using this perception of reading, it is obvious that reading carries out mostly visual information that Smith figures it out as information which "comes from in front of the eyeball, from the printed page" (Smith, 1973, p. 6).

However, Smith argues that visual environment of printed page contribute less information for reading comprehension. From psycholinguistic point of view, Smith notes down that there is information carried out by reading behind the eyeball, that is, where the brain plays its processing function. This type of information is called non-visual information from reading (Smith, 1973, pp. 5-7).

Reading is also seen as an effort to create meaningful information one might need to achieve at a particular level of comprehension. According to Sheng, comprehension itself is understood as “understanding meaning of the written materials and covers the conscious strategies that lead to understanding” (Sheng, 2000, p. 12). Instead of their similarity, Sheng also notifies that there is a significant difference between reading and comprehension. Within the process of arriving at a level of understanding from written material, the reading activity mostly deals with language form while the process of comprehending a written language discourse emphasizes on the language content. Language contents lead someone to pursue more complex psychological involvement. It is intended to meet some understanding between the author and the reader including the author’s personal feeling around the reading environment.

Hence, it can be viewed that reading comprehension is understood as one’s effort to arrive at a particular level of understanding where the readers’ point of view might meet the original one’s from the author. The deeper part of reading comprehension is when a reader might also feel the author’s feeling which mostly influences the reading materials.

Approaches in Teaching Reading Online

There are two approaches in teaching reading namely an extensive approach and intensive approach (Aebersold and Field, 1997, pp. 42-46). According to Aebersold and Field (1997, p. 43), an extensive approach in teaching reading is mainly relied on “the belief that when students read for general comprehension large quantities of text of their own choosing their ability to read will consequently improve.” In other words, the reading activities are carried out in order to complete certain tasks such as written summary, a report, a review and etc. This suggests students to be free and responsible in selecting particular reading materials which suits to their excitement for further they would go along with to improve their reading capability. This view of extensive reading seems to put reading into the practice on how reading is carried out in real daily life.

In addition, the other intensive teaching reading approach puts teacher’s role to monitor students’ reading activities particularly in providing direction and assistance just before the activities are applied. When students start doing their reading activities, teacher is urged to make sure that students might have arrived on proportional understanding toward the materials they select. Teacher is determined to make some reading exercises to find certain level of students’ reading comprehension, understanding what is either implied or stated in the reading materials, justifying the inferences, identifying grammatical properties within the reading (Aebersold and Field, 1997, p. 45). Responding to the intensive reading approach, Harmer (2000, p. 213) emphasizes role of teacher as organizer, observer, feedback organizer and prompter. The organizer means teacher has to inform the students that reading activities must be purposeful. Sequentially, students must be given clear instruction and alternatives to achieve it considering the time allocation students might have.

Along with Harmer, Nuttall (1985, p. 148) mentions that instead of interesting text, teacher is assigned to choose suitable text for their students particularly in line with objective of the lesson itself. Tasks and activities are to be directed to develop particular skills intended by the lesson. Harmer’s point of view on role of observer and feedback organizer is likely similar to what Nuttall understands on making sure the students to work productively during the learning session and improve in accordance to their own competences.

The teaching reading online using intensive reading approach in this study followed steps offered by Nuttal (1985, pp. 146-166). The first step is to set the objective of the lessons, particularly in relation with objective for reading the text. It is proposed to give general picture of thing going to achieve after the completion of overall activities. The second step is to introduce the text. Giving initial information about the text might benefit students. Such introduction is directed to lead students into the right mood and establish their interest in reading the text. The third step is to carry out the skimming or scanning exercise on whole text. This exercise is motivated to establish students' understanding on issue in the text.

The fourth step is to tackle the text section by section. This step is initially conducted by presenting key language items in the context and assigns signpost questions. This signpost questions will give directions to students in their reading activities. Silent reading will be encouraged for the students after they have read the signpost questions. This silent reading is supposed to run by sections in the reading text. The fifth step is to assign task, either in group or individual. This is to see how far each group or individual obtain information from their reading and take part in completing each section to the overall understanding. The sixth step is the role for each group or individual to attempt task and finally the seventh step is for feedback and evaluation.

In some ways, implementing those steps in online atmosphere is not much different from in other classroom situation such as in context of learner's need assessment, development of materials and teaching and learning activities, and in term of evaluation. However, Anderson, Rourke, Archer and Garrison (in Anderson, 2008, pp. 344-352) mention that the *online learning* environment teacher plays three critical roles; teacher role in design and organization of the learning, in managing interaction, facilitating discourse and conducting assessment.

Teacher's role in the design and organization of the learning deals with three major assignments; first teacher is assigned to create an opportunity for flexibility which is not constrained by time and place for then it would stimulate independent study. The second assignment for teacher covers the development of learning materials and completes those materials with their timeliness as well. In addition, teacher's role in managing interaction is carried out in making combination between the two online models as previously have been discussed: synchronous and asynchronous interaction and independent study activities. In this regard, teacher may develop their video or audio presentation in order to enhance their existence in online teaching and learning.

Furthermore, facilitating discourse is crucial in providing room for discussion where students may share information to others. By having so, students might have found particular misconceptions they have during the learning and how to correct them. Sequence for this assignment for teacher is to play his role in conducting assessment on students' learning.

Research Methodology

Participants

In this study, 35 students involved as the subject. Those students were from grade XI senior high school. The students also came from homogeneous group and had already achieved Intermediate

English proficiency with fair ability to respond in oral as well as written English. In pre-research session, the students were trained to utilize some functions and facilities as well in further learning website as part of promoting computer familiarity.

Data Collection

In conducting this study, the researcher initially designed the application of web-based learning using *Moodle* in teaching reading lesson. The CMC under *Moodle* practice would record students' learning portfolio. This record of students' activities then was undertaken as valuable data for further analysis.

Furthermore, questionnaire was administered to reflect students' response if the design followed the procedure of planning, application and evaluation. The questionnaire was also to see students' recognition of the web learning.

Data Analyses

Under the design of case study, data collected were analyzed through two ways. First, this research analyzed protocols retrieved from the internet. The protocols would be students' activity report including students' lesson learning, reading activities, quiz sessions, students' involvement in chat and discussion forum. Evaluation of the social interaction in the web learning was focused on their discussion whether or not what was being chatted would be about the lesson and directed to contribute to their understanding toward the lesson. In accordance to this, Naidu (2006:31) says that assessment has to be encouraged to indentify skill development (learning progress), learning reflection and solutions of any learning problem.

In addition, evaluation of criteria for students' posting followed the Dabbagh's Creteria (Anderson, 2008: 355) shown in table below:

Criterion	Excellent	Good	Average	Poor
Timely discussion contributions	5-6 postings well distributed throughout the week	4-6 postings distributed throughout the week	3-6 postings somewhat distributed	2-6 not distributed throughout the week
Responsiveness to discussion and demonstration of knowledge and understanding gained from the reading	Very clear that readings were understood and incorporated well into responses	Readings were understood and incorporated into responses	Postings have questionable relationship to reading material	Not evident that readings were understood and/or not incorporated into discussion
Adherence to online protocols	All online protocols followed	1 online protocol not adhered to	2-3 online protocols not adhered to	4 or more online protocols not adhered to
Points	9-10	8	6-7	5 or less

Table 1 Dabbagh's evaluation of criteria for facilitating online discussion

Furthermore, data from the questionnaire conveys qualitative data showing strongly agree, agree, fair, disagree and strongly disagree. The indicators for questionnaire are as follows:

No.	Indicators	Item Distribution
Instructional Design		
1	Preparation/ Initial Planning	1, 2, 3, 4, 5, 17
2	Instructional Activities	20, 29, 30, 31, 32, 47, 50
3	Evaluation	34, 35, 36, 37, 38, 39, 40, 41, 49
Moodle Design		
1	Flexibility	7, 11, 12, 13, 14, 16, 19, 24, 43, 44
2	Content Appropriateness	18, 21, 22, 25, 26, 27, 28
3	Effectiveness	15, 23, 33, 42, 44, 45, 46
4	Performance	6, 8, 9, 10, 48

Table 2 Questionnaire Indicators

In effort of supporting the main data analysis, the calculation of r correlation was carried out to see connection among the learning sessions in this study.

Discussion of the Findings

In designing computer mediated communication in teaching reading, there are three aspects to involve; instructional design, web design and students. The instructional design covers the area of planning, implementing and making evaluation. To apply into these areas, a designer has to review materials to learn, learning activities, and teachers' and students' roles in instruction.

Planning does not only cover the instructional materials and procedures to pursue but also make preparation for students to be ready to carry out their own virtual learning. Students' recognition towards the preparation stage is shown in following figure:

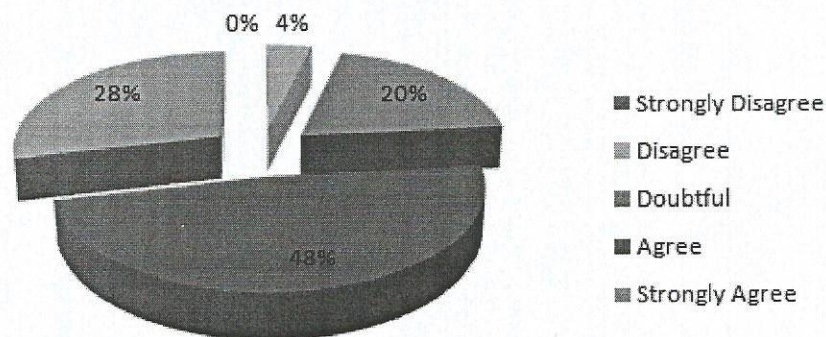


Figure 1 Students' Recognition on Preparation Stage

Students' response towards the preparation (initial planning) shows percentage of students who strongly agree (28%), agree (48%), doubtful (20%), disagree (4%), and strongly disagree (0%). Results of this research show that familiarity of computers and motivations are vital requirement for the success of e-learning activities through computer mediated communication application. This result responds Hartoyo's requirement for conducting CALL saying that "familiarity with computers may need to be considered as variable in computer-mediated language learning." (Hartoyo, 2008:71). The e-learning practices which are common in university level and encouraged in elementary level, and in this study covered the secondary high level do criticize Khashab's findings which mention that the attitude conducting e-learning is strongly affected by educational level factor. Educational level does not seem to matter if only preparation or e-learning computer practice before e-learning activities has been already introduced. This preparation will also answer problem novice would face in conducting e-learning activity.

Furthermore, a method of materials delivery has to suit the environment of virtual learning. In this research, social interaction is believed to assist students achieve more understanding toward reading text. Learning activities such as *lesson*, *discussion forum*, *chat* and *quizzes* were carried in sequence. The result related to students' attendance at the lesson session is shown in the following table:

Table 3 Percentage of Students' Participation

Module Activity	Number of Students	Percentage
<i>Lesson: Introduction to SIR 111</i>	34	97.14%
<i>Quiz: Noun Phrase Quiz</i>	34	97.14%
<i>Quiz: Adjective Clause Quiz</i>	27	77.14%
<i>Quiz: Reading Quiz 1: Two Travelers and a Big Tree</i>	22	62.86%
<i>Forum: Reading Text 1: Forum</i>	29	82.86%
<i>Forum: Reading Text 2: Forum</i>	30	85.71%
<i>Quiz: Reading Quiz 3: Solar Energy House</i>	32	91.43%
<i>Quiz: Final Test</i>	33	94.29%
<i>Forum: Additional Reading 1: Forum</i>	26	74.29%
<i>Forum: Reading Text 3: Forum</i>	31	88.57%
<i>Forum: Additional Reading 2: Forum</i>	29	82.86%
<i>Questionnaire: SIR 111 Questionnaire</i>	34	91.43%

The table above shows that students' participation to attend the lesson session reached percentage of 97.14%. This high percentage of participation indicates students' motivation toward learning motivation had successfully established particularly by promoting students' familiarity with computers, learning contents, and web site live interaction. In addition, table 4 below indicates that social interaction had become alternatives for students to improve their understanding of the reading passage (47 talk activities within 136 visit (33.08%).

Table 4 Students' Chat Activity

No	Module Name	Module Activity		Total
		View	talk	
1	Let's talk about the Fox and the Crow	89	161	250
2	Let's talk about Solar Energy House	37	29	66
3	Let's talk about Robot	30	2	32

As for a number of students' posting (table 5), the result indicates that students' improvement in understanding reading passage would encourage them to participate in discussion and progress in discussion forum increased from 43 postings in week 1, 81 postings in week 2, and 130 postings in week 3.

Table 5 Number of Students' Posting

Week	Forum Name	Total Posting	Percentage of total	Average per week
Week 1	Reading Text 1 Forum	43	17%	1
Week 2	Reading Text 2 Forum	81	32%	2
	Additional Reading 1 Forum			
Week 3	Reading Text 3 Forum	130	51%	4
	Additional Reading 2 Forum			
	Total	254	100%	

In the study, the execution of *lesson* session began first and was followed up with *forum discussion* and *chat*. This sequence was intentionally set in order to provide rooms for students to communicate among them in order to construct knowledge or match their understanding to others. In other words, students' communication as well as social interaction amongst was built to help them survive from the reading difficulty. The existence of such social constructivism and communication mediation here reasons three things. First, reading aspects which comprise letter, word, and meaning identification previously shown by Smith (1973: vi) are also fulfilled. Additionally, reading activities are seen as set of "interaction between a reader and a text to derive meaning." (Singer and Rudder, 1985, p.751). When a reader fails to derive meaning from reader-text interaction, interactions among readers are to be alternative. *Forum discussion* and students' *chat* in this design of computer mediate communication were mainly directed to meaning identification from each reading text. When meaning (understanding toward the reading text) became main objective to achieve, the choice of intensive reading approach to carry out the teaching and learning reading was considered appropriate.

Second, the condition of social constructivism and computer communication reasons why students' number of posting in this research moved up through weeks (from 43, 81 and finally to 130 postings) and quality of posting which reflect students' understanding toward the reading text improved from "Poor" to "Good". This does not draw trouble-free conditions encountered by students during their reading activities which lead them to get involved in forum discussion and chat in order to share and make justification of their reading understanding. In addition, correlation calculation between average quality of students' posting and final test result shows r_{observed} at 0.05 lower than r_{table} at 0.349 for level of confidence 0.05 saying that there is no significant correlation between quality of students' posting and students' final test result. Furthermore, correlation between participation and average quiz result shows r_{observed} at 0.355 higher than the value of r_{table} at 0.349 for level of confidence 0.05. This means that there is correlation between students' participation and students' average quiz result. The two results indicate that students' discipline in attending forum session either by writing or responding certain postings would improve their reading achievement at the end. When students' responses toward certain discussion topics were displayed and their names were noted beneath, students would have opportunities to read the topics and their responses. This condition would awaken students' previous knowledge (schemata) and later students would make connection to new knowledge they constructed which benefit them in understanding the reading passage.

Third, the above condition also explains why the result for *noun phrase quiz* and *adjective clause quiz* in this *Moodle* design remain unsatisfactory. When overall understanding toward reading text became main focus of reading learning, students become reluctant to pay more attention to linguistics aspects from the sentences in reading text. Model of reading process suggested by Singer and Ruddel mentions what is called as interactive components, particularly reader environment. This environment has to benefit students' effort in understanding reading text within the application. This virtual environment shall at least be the same as the environment in a classroom context particularly in providing real communication among participants. Although this study had covered the CALL requirements by providing pictures and links, nature of classroom communication in e-learning activities should have been carried out in synchronous (real time communication) or a synchronous communication with audio, video chat or other video record (Lukman, 2008, p. 12). However, these communication details would only run well with technical support such as web content, web server, and local computer. Web contents above mean any types of files which are going to support the learning materials. Since application files vary in types and numbers, compatibility of those files on web application (language program scripts), server and local computers have to be deemed. Also, the use of audio files and audio-visual files (like video) have to be paid more attention concerning to audio and video streaming process by the web server.

Web server quality has to be main thing to consider particularly the bandwidth and its capacity in doing such tasks above. These are crucial in transferring files from the web server to the local computers. When quality of server for both bandwidth and capacity are low, the access time will last long and file transference will often corrupt.

Local computers have to be set for two conditions: a) internet access and 2) file system compatibility. Quality of internet speed access and quota given by internet provider determines capability of local computer to send and receive files from the web server. In addition, local computer has to be for file system compatibility in order to be able to make access to the files transferred from the web server. This file system compatibility will also make possible for local computer to read files received from the web server as so they are able to display on local screen.

Three conditions of incomplete web content, inappropriate capability of web server and incompatible local computers in conducting this research were most factor that made instructional activities via computer mediated communication fail to run images, audio, video materials, voice and video chat. This failure proves *Moodle* weaknesses as previously been shown by Hinkelman.

Communication mediation in this research was carried out through simple text chat and forum that each posting at discussion forum was judged using Dabbagh's criteria as previously mentioned. Result of this study shows that quality of students' posting does not have any correlation with average quiz result. However, the average quality of students' posting does correlate with the final test result. This means quality of students' learning activity does impact on the final achievement of students' learning. In other words, when students are focused on their learning and submit their postings with their own seriousness and complete understanding toward the reading, their final achievement remain satisfied.

In addition, the average quiz result has correlation with students' participation. This result proves that students' learning motivation become vital factor for e-learning success as discussed earlier. Reading materials in this research brought out weaknesses particularly in relation with images and audio that Smith argues of providing less contribution for reading comprehension. However, students' quality of posting improves through weeks. This means that, instead of the absence of images and audio, students' involvement in discussion forum does contribute to students' reading understanding. This fact proves what Singer and Ruddell respond to reader environment which provide textual feature and give visual fact of printed words in reading page.

Conclusions

Concepts of designing computer mediated communication for English language instruction, particularly in teaching and learning reading covered three aspects: instructional design, web design and students. The instructional design has to cover three areas of planning, instructional activities, and evaluating. In addition, role of teacher and students in every learning session via computer mediated communication application have to be reviewed to meet the learning objectives and activities.

Web design of this study fulfilled the requirements of CALL application namely flexibility, content appropriateness, interactivity and performance. In addition, the execution of computer mediated communication application has to respond to three sequences: a) web contents, b) web server, and c) local computers.

Students' responses towards computer mediated communication application were positive in relation with the two designs of this research above: instructional design and web-design. Students' respond toward presence of the teacher shows two classifications: first, some students felt teacher's face-to-face absence during teaching and learning activities lessen their learning psychological burden while the others needed some more explanations from teacher in face-to-face classroom interaction.

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