THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA & ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA
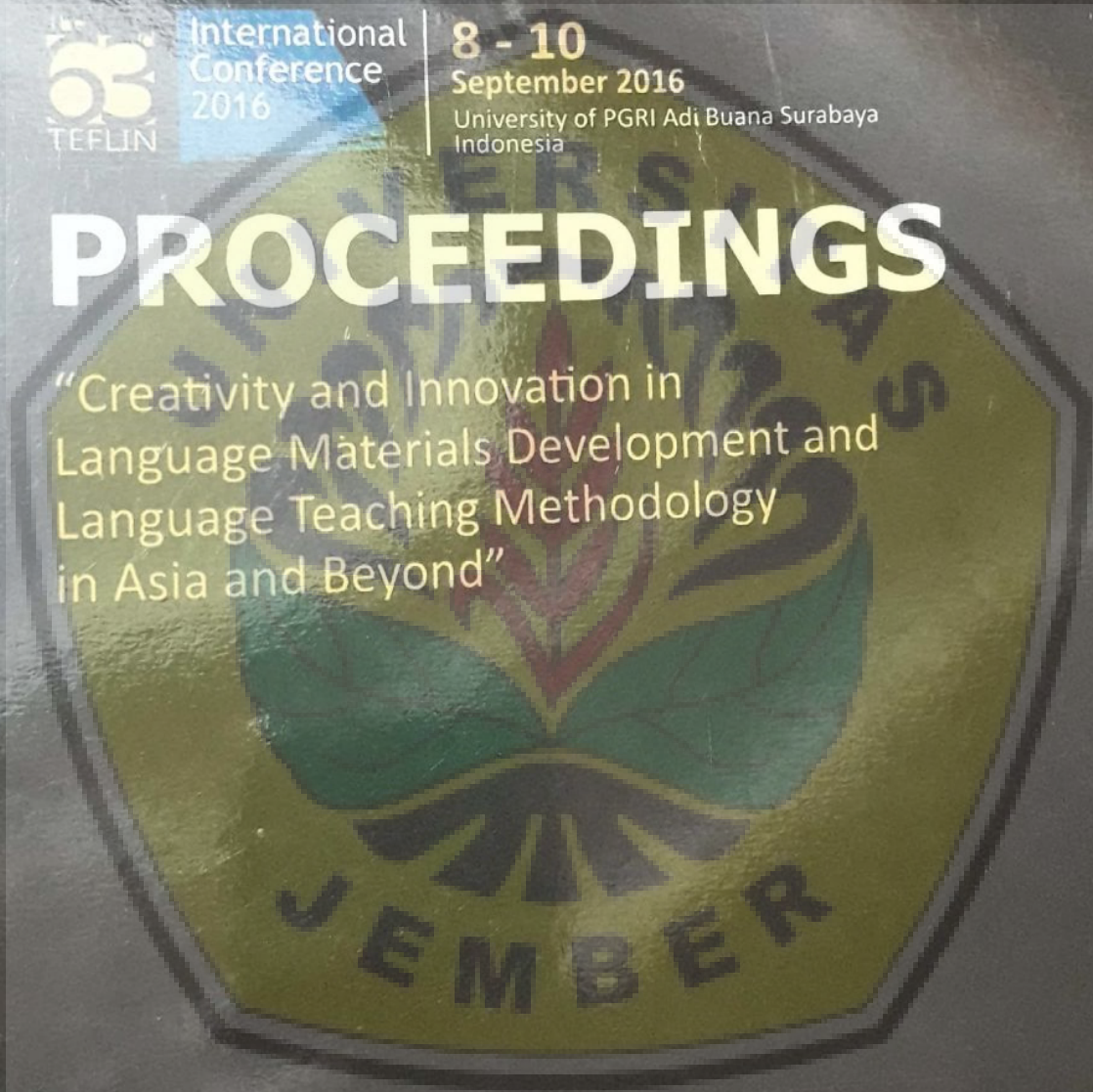
International Conference 2016
TEFLIN

**8 - 10**
September 2016
University of PGRI Adi Buana Surabaya
Indonesia

# PROCEEDINGS

"Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond"

BOOK 1

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ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA

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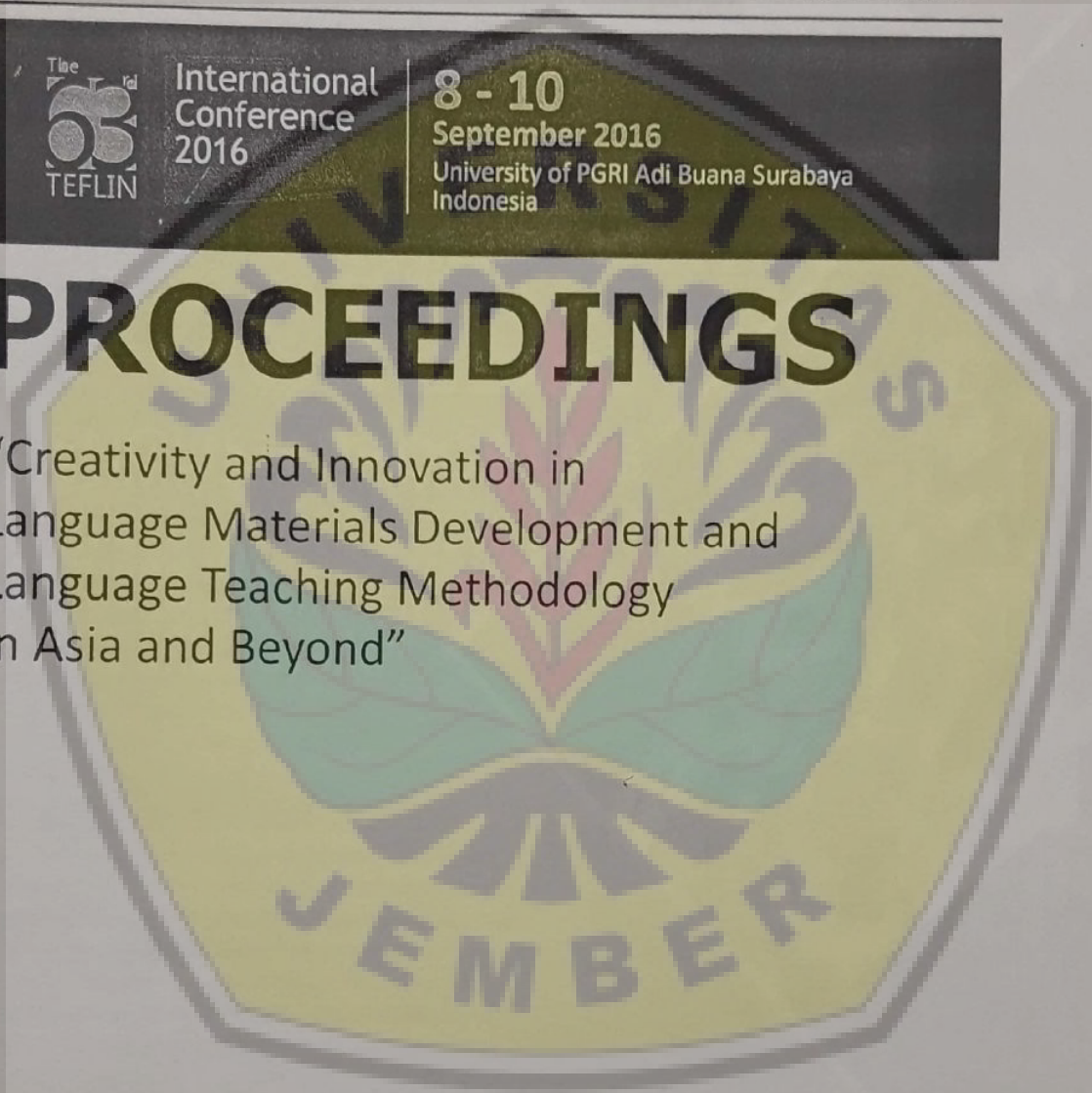
# FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond.*" Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya,    September 2016

The Committee

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| 7 | Made Hery Santosa, PhD | Ganesha University of Education, Bali, Indonesia |

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# MICRO-EVALUATION OF WRITING MATERIALS DESIGNED BY STUDENT TEACHERS OF LANGUAGE EDUCATION: THE PERSPECTIVE OF GENRE PEDAGOGY

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## ABSTRACT

*An ability to select, design and develop language learning materials constitutes teachers' pedagogical content knowledge (PCK). It is an important dimension of competence required to possess by undergraduate students of language teacher education. Due to this, an evaluativestudy on student teachers' competence in designing learning materials is important to do in order to know its appropriateness with the curriculum expectation. Previous studies of materials evaluation were mostly focused on macro-evaluation of English textbooks. This study focused on micro-evaluation of the writing tasks designed by student teachers of English education program. The present study aimedto know whether or not the writing tasks learners need to complete follow the stages of GBA and to provide suggestions on some aspects of writing tasks in the design that need improvement. The research data, i.e. the design of writing tasks, were taken from the lesson plans developed by student teachers as the coursework of Instructional Design Course. The collected data then were analysed inductively by employing thematic analysis in order to find the patterns of writing tasks designed by student teachers. From the perspective of genre pedagogy, it was revealed that the writing tasks designed by student teachers are in congruent with the concept of genre pedagogy even though some points still need improvement for better design of writing tasks.*

**Keywords:** *Micro-evaluation, writing materials, language education, genre pedagogy*

## INTRODUCTION

For teacher trainees a course on materials development and evaluation is crucial because it could lay a strong foundation in the formation of competence in developing language learning materials. In line with this, Tomlison (2013) states that "every teacher is a materials developer who needs to be able to evaluate, adapt and produce materials so as to ensure a match between their learners and the materials they use". An ability to select, design and develop language learning materials constitutes teachers' pedagogical content knowledge (PCK). PCK combines subject matter content knowledge and how particular topics, principles, strategies in specific subject areas are learned and taught (Atay et.al., 2010). Due to this, researching teacher trainees' competence in designing language learning materials is urgently needed in order to know what problems they encounter in this area.

Little is known from research studies about how student teachers select and design the teaching materials for use in the classroom. Previous studies on materials evaluation are mostly focused on macro-evaluation which evaluates the whole contents of English textbooks. For example, Jafarigohar (2013) evaluated two popular EFL coursebooks commonly used in Iran using checklist. The results revealed that the difference between two coursebooks was statistically significant in some criteria, such as language components, tasks, activities, exercises, critical discourse analysis features. In addition, Tok (2010) evaluated EFL textbook using Likert Scale in terms of layout and design, activities and tasks, language type, subject, content and skills, and whole aspect. The findings revealed that 'Spot on Textbook' did not stand up reasonably well to a systematic in-depth analysis and that the negative attributes far outweighed the positive characteristics.

To fill the research gap, it is necessary to conduct a small-scale research on micro-evaluation of the writing materials designed by student teachers of language education. Ellis (1997) states that "a micro-evaluation of teaching materials is perhaps best carried out in relation to task". In line with this statement, the present study focused on evaluating the micro aspect, i.e. 'the writing tasks' designed by language teacher education students. A task is

understood as an activity that emphasizes on meaning not simply repeating something told by someone else, real-world activities, task completion, and outcome-based assessment of performance (Shekan in Willis and Willis, 2007). By evaluating the writing tasks, it is expected that the teaching philosophy believed by student teachers in the teaching of writing could be revealed. Before planning instruction, a sound theoretical basis in teaching writing needs be taken into account by student teachers because it will affect the presentation of learning experiences provided for their students. Lack of understanding of different views in teaching writing may result in the teachers' confusion in designing writing instruction. Empirically learning and teaching EFL writing are considered to be a challenge for teachers on account of the complex problems of learning English, more specifically learning writing, faced by EFL learners.

The purposes of evaluating the writing task designed by student teachers in this present study are formulated as follows: (1) to know whether or not the writing tasks learners need to complete follow the stages of GBA, (2) to provide suggestions on some aspects of writing tasks in the design that need improvement for future use.

## REVIEW OF RELATED LITERATURE
### Genre Pedagogy

Apart from the popularity of process and product approach in helping learners to develop writing skills, genre-based approach is offered as an alternative methodology to give a response to the still widespread emphasis on strategies for writing (a planning-writing-reviewing framework) rather than the linguistic resources learners need to express themselves effectively (Hyland, 2007). Genre pedagogies which pull together language, content, and contexts promise real benefits for learners because of the explicit and systemic explanations of the ways writing works to communicate. Teachers of writing clearly need to be teachers of language, as it is an ability to exercise appropriate linguistic choices in the ways they treat and organize their topics for particular readers which helps students to give their ideas authority. A knowledge of grammar becomes central to teacher education program (Hyland, 2007). The successful implementation of genre-based approach must certainly be supported by EFL teachers who understand deeply about the notion of genre-based approach. According to Highland (2007), genre-based writing instruction places emphasis on scaffolding (or *teacher-supported learning*) and collaboration (or *peer interaction*). The teaching learning cycle of GBA involves five major stages, i.e.: (1) setting the context: to explore the purpose and setting in which a given genre is normally applied; (2) modelling: to analyse the discoursal features of a sample text of the genre; (3) joint construction: to provide teacher-guided activities to reinforce organizational pattern and grammatical features of the genre; (4) independent construction: to withdraw teacher support gradually and to monitor independent writing; (5) comparing: to associate what has been learned from the given genre with other genres to identify particular social purposes. In addition, Feez and Joyce (in Richards, 2010) propose five phases in implementing text-based approach: (1) building the context, (2) modelling and deconstructing the text, (3) joint construction of the text, (4) independent construction of the text, and (5) linking to related text. Other writers such as Derewianka, (1990 and Butt et al., 2001 in Fauziati, 2013) propose four phases essential for developing control of a genre, namely: context exploration, text exploration based on model texts, joint construction of a text, and individual application. More specifically, in the teaching of writing, three stages are introduced: modelling, joint negotiation of text, and independent construction of text (NSW Department of School Education, 1993). Each of these stages comprises a number of activities. When modelling a genre for the first time, teachers are recommended to concentrate mainly on the context and the schematic structure with minimal attention being given to the language features. Following this, some joint construction activities may be useful to reinforce generic purpose and structure. Before students attempt independent construction, they may wish to construct a text in pairs or groups.

## Materials of Writing Skill

Language learning materials can be anything (i.e. coursebooks, videos, guided readers, flash cards, games, websites, and mobile phone interactions) that can help facilitate the learning

of language (Tomlison, 2012). The materials of writing, therefore, serve as a stimulation to write, help students understand the language they need to write effectively, and help teachers with ideas for organizing lesson activities. In similar way, Hyland (2003) confirms that writing materials play an important role as models, language scaffolding, reference and stimulus. Models are used to present good examples of a genre and illustrate its particular genres. Materials used as a model thus help teachers to increase students' awareness of how texts are organized and how purposes are realized as they work towards their independent creation of the genre. Materials which scaffold learners' understandings of language provide opportunities for discussion, guided writing, analysis and manipulation of salient structures and vocabulary. Reference materials, such as grammars, dictionaries, reference manuals and style guides, concern knowledge rather than practice, and all function to support the learner's understanding of writing through explanations, examples, and advice. Stimulus materials are commonly used to involve learners in thinking about and using language by provoking ideas, encouraging connections, and developing topics in ways that allow them to articulate their thoughts.

## Micro-evaluation of Writing Materials

Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgements about the effect of the materials on the people using them (Tomlison, 1998). Some aspects to be measured among them are: the appeal of the materials to the learners, the credibility of the materials to learners.

Evaluations differ in purpose, in personnel, in formality and in timing. *Pre-use evaluation* involves making predictions about the potential value of materials for their users. Often pre-use evaluation is impressionistic and consists of a teacher flicking through a book to gain a quick impression. Byrd (2001) says, it is important that there is a fit between the materials and the curriculum, students and teachers. *Whilst-use evaluation* involves measuring the value of materials while using them or while observing them being used. It can be more objective and reliable than pre-use evaluation as it makes use of measurement rather than prediction. *Post-use evaluation* can measure the actual effects of the materials on the users. It can measure the short-term effect (motivation, impact, achievability) and the long-term effect (durable learning and application).

Micro-evaluation in this study belongs to pre-use evaluation because it evaluates the writing tasks in the lesson plan as a coursework in ID course. Micro-evaluation is more manageable compared with macro-evaluation. In a micro-evaluation, the teacher selects one particular teaching task in which he or she has a special interest. It is in line with Ellis (1997) stating that "[a] micro-evaluation of teaching materials is perhaps best carried out in relation to task". A task as proposed by Shekan (in Willis and Willis, 2007 ) is defined as "an activity in which meaning is primary, learners are not given other people's meaning to regurgitate, there is some sort of relationship to comparable real world activities, task completion has some priority, and the assessment of task performance is interms of outcome". Thus, a classroom task must be meaningful, not simply repeating something told by someone else, relate to real world, include outcome, and the assessment of outcome. The notion of engagement is crucial because without engagement and genuine interest, there can be no focus on meaning or outcome. In evaluating a task, we also evaluate a number of activities within a task. Richards & Lockhart (2007) states that "[a]n activity is described as a task that has been selected to achieve a particular teaching and learning goal".

## Steps in Conducting Micro-evaluation

According to Ellis (1997) there are seven steps to micro-evaluate a task. The first step of micro-evaluation is choosing a task to evaluate. In choosing a task to microevaluate, there must some reasons for choosing it. For example, an evaluator may want to try out a new kind of task and be interested in finding how effective the task is in the classroom. The second step is describing a task. A task can be described in terms of objective(s), the input it provides, conditions, procedures, and the intended outcome of the task. The next step is planning the evaluation. In planning evaluation, a number of questions are addressed, such as the purpose of evaluation, audience, evaluator, content, method, and timing. For example, the task is evaluated: (1) to determine whether it has met its objectives (i.e. an objective model evaluation) and (2) to

discover how it can be improved. Concerning the time of evaluation, it can be the time before, during, and after the task is taught. The next step deals with collecting information. The information needed to evaluate a task can be collected before, during and after the teaching of task. The next step is analyzing the information. Two ways of analyzing data are possible: quantitative and qualitative analysis. In qualitative analysis the evaluator prepares a narrative description of information, illustrated by quotations or protocols. Having analyzed data, conclusion drawing and giving recommendations is the next step. Conclusions are general statements about what has been discovered, whereas recommendations are the evaluator's ideas regarding future actions. The final step is writing report. It is important in order to share the conclusions and recommendations.

In relation to this study, taskschosen to evaluate are the writing tasks designed by student teachers of English education. In the writing task, senior high school students are assigned to compose a well-organized 'explanation text' as the final product. In completing the writing tasks, a set of learning activities are framed following GBA procedures. The writing tasks designed by student teachers are evaluated for the purpose of knowing its suitability with the procedures/ stages of GBA, and suggesting improvement on some aspects of tasks for future use. The evaluation is conducted before the tasks implemented or known as pre-use or predictive evaluation. The data will be analyzed qualitatively.

## RESEARCH METHOD
### Participants

The participants were the fifth-semester undergraduate students of English teacher education. There were some considerations to select pre-service teachers as the research participants. First, as the prospective English teachers, during their teacher education program they are required to have competence in designing lesson plan, in particular the writing tasks. As this study was focused on qualitative evaluation, only small numbers of writing tasks in the lesson plans of student teachers were selected. Consideration is based on the richness of information needed to answer the research questions (Patton, 1995).

### Data Gathering Technique and Procedures

The writing tasks as the only data collected in this research were taken from the lesson plans as the teaching documents developed by student teachers as the coursework of ID Course. Thus, the data (writing tasks) were collected by means of documentation technique.

The procedures in collecting data are schemed in the following:
1) Student teachers are assigned to write a lesson plan following GBA based on English curriculum of senior high school as the coursework of ID course;
2) The lesson plan must be original developed individually in a three-week period;
3) They have to submit the lesson plans in soft copy;
4) Selecting the writing tasks designed by student teachers sampled purposefully from the selected lesson plans.

### Data Analysis

Analysis links between what has been found in the data and the research questions. This study applied thematic analysis to analyse the research data. The first step was coding, i.e. reading the data and developing a set of categories, themes or basic organising ideas (Buzan, 1995 in Ryan, 2006). Created codes are based on target text designed, writing tasks designed in the phase of BKOF, MOT, JCOT, and ICT. The next step was categorising those data. Following this step were 1) provide narrative description to know whether or not the writing tasks learners need to complete follow the stages of GBA ; 2) to provide suggestions on some aspects in the design of the writing tasks that need improvement for future use. The last step was drawing conclusion to answer the research questions.

## FINDINGS AND DISCUSSION

### Writing Tasks Designed by Student Teachers

From the lesson plans evaluated, it could be reported that student teachers chose 'explanation text', as the target text senior high school students required to achieve. In designing the writing tasks of explanation text, student teachers follow GBA stages consisting of the Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), Independent Construction of Text (ICOT), and Linking to Related Text/comparing. However, the last stage that is 'linking to related text' was not found in the lesson plan.

### Writing Tasks Designed in the Stage of BKOF

From Table 1.1, it was known that in the stage of BKOF three student teachers (ST) design writing tasks aiming at introducing the features of explanation text. Student teacher-1 (ST-1) starts by defining explanation text, explaining social function, generic structure and language features of explanation text. The same activities are also performed by ST-2 which opens the activity by explaining the concept of explanation text and explaining its goal, generic structure and language features. ST-3 does the same activities, i.e. by introducing explanation text through its definition, its generic structure, its function and its language features (see Table 1).

Table 1  Writing Tasks at BKOF Stage

| | Writing Tasks Designed by | |
|---|---|---|
| ST-1 | ST-2 | ST-3 |
| Define explanation text | Explain what explanation text is | Introduce explanation text through its definition and generic structure. |
| Explain the social function, generic structure, and language features of explanation text | Explain the goal of explanation text, its generic structure, and language features | Explain the language features and social function of explanation text |

The learning tasks designed by ST at this stage serve as building the contexts of explanation text as new learning material that is presented for the first time. These contain the presentation activities that functions to introduce and clarify a new learning item, (in this case explanation text). A presentation activity could be used to introduce a lexical item, a function, a discourse feature, or a learning strategy. In summary, the learning activities designed by student teachers in BKOF stage accord with the function of this stage.

### Writing Tasks Designed in the Stage of MOT

In MOT stage, a good model of explanation text was shown to the class. ST-1 shows a model of explanation text entitled 'Tsunami' to be analysed more deeply, ST-2 shows a text entitled 'How Unemployment Occurs', and ST-3 shows a text entitled 'What's a Drawback?'. (see Table 2)

Table 2 Writing Tasks at MOTStage

| | Writing Tasks Designed by | |
|---|---|---|
| ST-1 | ST-2 | ST-3 |
| Show the example of explanation text entitled *A Tsunami* | Show an example of explanation text and analyze its generic structure and language features | Give an example of explanation text on topic natural environment |
| Discuss the generic structure and explain every part through explanation text model | Ask students to observe the example given | Ask students to read to find certain information in the explanation text given |

| Identify every part of explanation text | Ask students to ask questions | Ask students to identify the generic structure of the explanation text given |
|---|---|---|
| Identify the language components of the text | Provide another explanation text to be analyzed | Ask some questions related to the content and language features of the explanation text |
| Ask some questions about the text being discussed | Discuss the answers with students | |

Models of explanation text could provide students with highly specific information about the forms and functions of syntactical and lexical features required by explanation text. The models then can be used to analyse the similarities of texts in the same genre. Such language awareness activities would require the teachers to prepare sets of the kinds of texts that learners are required to learn to write. The activities designed in MOT can also serve as 'comprehension activities' as these tasks require students demonstrate their understanding of written texts.

**Writing Task Designed in the Stage of JCOT**

In JCOT three student teachers shift the activities into the construction of text by inviting students to work in a group (see Table 3). ST-1 and ST-3 asked students to work in pair, while ST-2 asked students to work in a small group. They guided students to find alternative topics to write, direct them to use internet, and provide them feedback in order to write a good text.

Table 3: Writing Tasks at JCOTStage

| | Writing Tasks Designed by | |
|---|---|---|
| ST-1 | ST-2 | ST-3 |
| Ask students to work in group of two | Divide students into groups and decide a topic on social problem to write an explanation text | Complete a short explanation text with the available words given in pair |
| Ask each group to write an explanation text | Find information from internet or newspaper about the current social problem and how to solve it | Checking the students task together |
| Discuss the written text Together | Compose an explanation text about the topic chosen | |

JCOT can be grouped as 'practice activities' because in thesetasks students are given opportunities to practice knowledge and skills learned previously (Richards & Lockhart, 2007). For example, students are assigned to write an 'explanation text' by considering the contexts, discourse features, and language features they have learned in the stage of BKOF and MOT.

**Writing Tasks Designed in the Stage of ICT**

In ICT, three student teachers (ST-1, ST-2, ST-3) give learners individual task to compose an explanation text of their owntopic (see Table 4). Students are free to select their topic of interest as they are supposed to possess sufficient background knowledge to compose an explanation text.

Table 4: Writing Tasks at ICT Stage

| Stage | Writing Tasks Designed by | | |
|---|---|---|---|
| | ST-1 | ST-2 | ST-3 |
| ICT | Ask students to make an explanation text about nature and environment individually | Ask students to find information from internet, scientific magazines or encyclopedia about how a natural disaster happens | Ask students to write their own explanation text individually |
| | Proofread the text before submitting it | Ask students to work individually to compose explanation texts | Present it in front of the class and give feedback |

The learning activities designed in ICT can be grouped into 'application activities', i.e. tasks which require learners to use in a creative way knowledge and skills that have been presented and practiced (Richards & Lockhart, 2007). Application activities may require students to integrate knowledge and skills acquired from different sources, to apply learned items to a new context or situation, or to personalize learning items through relating them to their own ideas, needs, feelings, and experiences. An application activity in a writing class might represent the final stage in a sequence of activities in which students first read an essay where certain rhetorical forms are used (presentation), do a set of exercises to practice using different rhetorical and discourse devices in paragraphs (practice) and then complete a written assignment incorporating the rhetorical and discourse devices using information and ideas of their own.

## Some Aspects of Writing Tasks that Need Improvement

On the basis of writing tasks described previously, it can be identified several points that need improvement for future use. First of all, at the stage of BKOF the context where explanation text appeared need to be discussed in a more detail. It is because BKOF stage serves as setting the context that aims to explore the purpose and setting in which a given genre is normally applied (Highland (2007). When closely observed, the similar activities repeatedly appear in the stage of BKOF and MOT. For example, in both stages student teachers discuss the same things, i.e. generic structure and language features of explanation text.

Second, in MOT the activities which tend to provide deeper understanding of the text features will be more effective if student teachers could give a model in the process of writing explanation text step-by-step by paying attention to generic structure and language features of explanation text. By showing a model in the process of producing explanation text, learners can follow the thought process demonstrated by a competent writer.

The last point to be suggested relates to stage five in GBA, i.e. linking to related text/comparing, which was not found in the lesson plan. Stage five which aims to associate what has been learned from the given genre with other genres will be useful for learners for further practice or as reinforcement in writing the explanation text. Assignment of linking to related text can be done through homework or if the student teachers think that the activities in stage five will spend a great amount of time.

## CONCLUSIONS

Developing student teachers' pedagogical content knowledge (PCK), in this case, an ability to design the language learning materials constitutes a useful activity to prepare student teachers to be the central figures in materials development, i.e. the ones who select, teach and who sometimes have to rewrite the materials. In selecting and designing materials, a deep understanding on the basic philosophy of the curriculum should become the primary consideration. The micro-evaluation focusing in this study revealed that student teachers philosophically have followed genre pedagogy in designing the writing tasks. It starts with directing learners to be familiar with the context of situation and culture of the explanation text genre (i.e. genre function and purpose, who, where, and where commonly to use the genre). In the next step, the writing tasks designed could bring students to understand more deeply about the features of text genre by analyzing its components in model texts. The writing tasks designed by student teachers at the stage of joint construction constitutes 'the application activities' even though they are still conducted collaboratively with teachers' assistance. Lastly, the learning tasks designed by student teachers at the stage of independent writing could give learners opportunity to apply their knowledge and skills creatively. However, when closely looking at the lesson plan, there are some pints that need attention to make the design of writing better for future use. Some points that need attention relate to discussing more on the context of explanation text in BKOF, model the process of writing explanation text in stage of MOT, and adding activity in stage five as the homework if there is a problem with the time. In conclusion, three student teachers are capable of realizing the gradual steps in designing writing tasks as suggested by genre pedagogy although there are some pitfalls found in designing the writing tasks.

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