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NCOLLT 5 2019 | The 5th National Conference on Language and Language Teaching

"Language Teachers' Professional Development in Disruptive Era: Issues and Practices"

ISBN 978-979-8559-78-5

CONFERENCE PROCEEDINGS

English Language Education Department
Faculty of Teacher Training and Education
Universitas PGRI Adi Buana Surabaya

Surabaya, 24 August 2019

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FOREWORD FROM EDITOR

THE 4TH NATIONAL CONFERENCE ON LANGUAGE AND LANGUAGE TEACHING

The 5th National Conference on Language and Language Teaching (NCOLLT) 2019 is annual conference organized by English Education Department, Faculty of Teacher Training and Education, Universitas PGRI Adi Buana Surabaya. The conference provides the opportunity to all EFL experts, practicioners, researchers, and students to get together to share ideas, experiences, aspirations, and research findings.

The theme of today's conference is "Language Teachers' Professional Development in Disruptive Era: Issues and Practices". This conferecence covers several sub topics relating to 1). Teaching Methodology 2) English for Specific Purposes 3) English for Academic Purposes 4) English for Vocational Purposes 5) English for Young Learners 6) Blended Learning 7) Language Assessment 8) Curriculum & Materials Development 9) ICT in ELT 10) Second Language Acquisition 11) Linguistics 12) Translation 13) Cross Cultural Understanding 14) Literacies in ELT 15) Teaching Literature 16) Character Education through ELT 17) English for Students with Special Needs, and 18) Action Research.

More importantly, this conference will proudly present two keynote speakers. The first speaker is Prof. Dr. Joko Nurkamto, M.Pd., Universitas Sebelas Maret Surakarta (UNS) Surakarta and President of TEFLIN. He will be presenting the topic: Engaging Language Teachers in Reflective Practice as a Way to Pursue Sustained Professional Development. The second speaker is Dr. Dyah Rochmawati, M.Pd., English Language Education Department, Universitas PGRI Adi Buana Surabaya, Indonesia. Her topic is about "Building High-Quality Teaching Profession for Young EFL Teachers in Indonesia"

This conference will not have been succesfully conducted without the support from some parties which we will not possibly mention one by one. However, let us take this opportunity to extend our sincere and highest appreciation to Rector of Universitas PGRI Adi Buana Surabaya, Dean of Faculty of Teacher Training and Education, Head of English Education Department, invited speakers, all the reviewers, the presenters, participants and all members of the organizing committee who have been expending a tremendous time and energy to make this even possible.

Thank you and happy conferencing

Surabaya, 24 August 2019

The Editor

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"Language Teachers' Professional Development in Disruptive Era: Issues and Practices"

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WHAT STUDENTS CAN DO IN A PROJECT-BASED LEARNING: AN ACTIVITY PROPOSED

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Abstract

This paper reviews how Project-Based Learning applied in a subject called English for Occupational Purposes (EOP) which is a branch of ESP (English for Specific Purposes). This covers situations in which learners are studying English for work related reasons. This course is based on an analysis of their specific communicative needs in their work. The use of EOP can create a more dynamic language learning, so that the learners gain their self-confidence and are responsible for their own language learning. In an EOP class, students are assigned to various activities, mostly field work.

Keywords: *Project-Based Learning, English for Occupational Purposes, activity*

INTRODUCTION

English for Specific Purposes (ESP) can be seen as the teaching of English for ESL or EFL students in their specific field. ESP is an approach (Huchinson & Waters, 1987) and it refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain (Paltridge & Starfield, 2013). According to Hutchinson & Waters (1987), ESP is not a planned progression, but it emerged based on three central factors (1) 'the demands of of a Brave New World', when there was a massive shift of the purpose of people to learn English from being prestigious to wanting to expand technology and business worldwide; (2) 'a revolution in linguistics', when the there was a change in studying English, from studying its formal rules and features to using it in real communication with people from different professions; and (3) 'focus on the learner', where now the learners are seen as having different needs and interest in learning English.

Further, Hutchinson & Waters (1987) illustrate English Language Teaching as a tree, rooted in Learning Communication with three main branches, English as a Mother Tongue (EMT), English as a Foreign Language (EFL, and English as a Second Language (ESL). Growing up further, the EFL has two branches, General English (GE) and English for Specific Purposes (ESP) which then generates three branches, English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS). Each of these branches is then divided into two branches, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

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While EAP programs provide a comprehensive perspective on the theory and practice of English based on the specification of learners' needs and study skills that fit their needs (for example: English for Medical Studies), EOP programs provide their learners mostly with lots of practices on how they will carry out their work in English (for example, English for Doctors and English for Nurses). Other examples include English for Economics (EAP) and English for Secretary EOP), English for Psychology (EAP) and English for Teaching (EOP).

ENGLISH FOR SPECIFIC PURPOSES (ESP) AND ENGLISH FOR OCCUPATIONAL PURPOSES (EOP)

As it is mentioned above, English for Occupational Purposes (EOP) is a branch of English for Specific Purposes (ESP) and it focuses on the English which is used by its learners in their job. English for Occupational Purposes (EOP) has its focus and its own characteristics in which regarding the definition English for Occupational Purposes (EOP), Sezer (2004) and Albostan (2012) see English for Occupational Purposes as a developing branch of English Language Teaching aiming at meeting occupational English language needs of learners in their occupational settings. Therefore, English for Specific Purposes also has sub-category i.e. English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

Further, EOP can be divided into English for Professional Purposes (EPP) and English for Vocational purposes (EVP). EOP also includes English for Medical Purposes (EMP) and English for Banking industry. EOP is taught both in the university level by students preparing for future careers and in the business training (Dudley-Evans and St. John, 1998).

EOP in the Faculty of Teacher Training and Education of the University of Jember is offered as one of the elective subjects besides ESP Program Development, English for Professional Purposes and English for Business. These subjects (called Package 2) are provided to students who would want to learn more about English for their future jobs if they do not want to become teachers and choose to work in some other sectors, including workers of hotels, restaurants, travel agents, business or banking. Providing the students with the four subjects above are expected to be able to give them deeper knowledge and, hopefully, skills which they will need in their future jobs.

EOP AND PROJECT-BASED LEARNING

In the University of Jember context, the teaching of EOP is aiming at raising students' interest and understanding of English for Occupational Purposes related to *English for Travell*, and *English for Hotel and Restaurant*. Students will boost their confidence in listening and speaking with rich practice using typical situations on those topics. This course consists of lectures and practices to develop students' understanding of traveling (domestic and overseas) and English related to travel business including airlines, travel agency, hotel & restaurant accommodations & reservation. In each class, a topic will be given to students who are guided into opinions in English.

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On the completion of this subject, students are expected to be able to 1) understand vocabulary associated with tourism, hotel & restaurant, 2) understand tour brochures produced by tour operators, 3) understand tour itinerary and create tour schedule, 4) take care to possible trouble shoot during the travel, hotel & restaurant, and 5) understand kinds of Food & Beverage (F&B).

In order to complete the assignment, and in addition to attending class regularly, it is very advisable for them to undertake a project (in groups), where they are assigned to visit venues which are relevant to the content of the subjects. They can visit a hotel, a restaurant, or a travel agent. On the venue, they will try to obtain as much information. In other words, students are assigned to a have a project-based learning (PBL). The students are assigned to work in groups of four. There are some considerations why they are assigned to work in groups:

1. They can perform the tasks faster because all members can actively get the information they need at the same time,
2. The hotel/restaurant/travel agent they visit will not need to be 'disturbed' for a long time,
3. Students can share all costs (travel, refreshment or accommodation if needed),

According to Moursund (2016), PBL is applied in many education institutions and by many teachers or lecturers. PBL is highly authentic, and it is highly obvious to students, teachers, parents, and others that it portraits adult-world characteristics and can bring actual purpose and meaning to a wide range of subjects.

In a Project Based Learning (PBL), students are exposed to activities and tasks that present challenges for them to solve. The activities and tasks replicate the types of work people do everyday outside the classroom. PBL is generally carried out by groups of students working together toward the same objective(s), depending on what the teacher wants them to do.

PBL not only teaches students content but also provides them important skills as what people do in their workplace, including communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, group participation and leadership skills, and critical thinking.

Cited in Du & Han (2016), Stoller (2006) argues that PBI makes it possible for students to 1) have both the process and product, 2) let the students to have shares of the project, 3) extend their time for a certain period of time, 4) integrate their skills, 5) develop their understanding of a topic through the integration of language and content, 6) cooperate with other students as well as working on their own, 7) be responsible for their own learning, 8) assign new roles and share responsibilities with their teacher, 9) create a tangible final product, and 10) reflect on both the process and the product. In short, students can get many advantages in their study.

Goodman (2010) claims that PBL 1) puts students in a position to put into practice the knowledge that they get in the classroom in real world, 2) is valuable in assisting students so that they understand and can apply and retain information, 3) can give students a chance to work with professional experts who can deepen their knowledge and skills,

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4) can be more seen more effective than traditional instruction and therefore can increase academic achievement, 5) has benefits including building critical thinking, communication and collaboration, and 6) allows students to show increased motivation and engagement in their studies.

There are teachers who apply PBL extensively as their primary instructional method, and there are also teachers who use PBL occasionally during a school year. The duration of the projects vary, from several days to several weeks. Teachers believe that PBL can be effective at all grade levels and subjects, as well as at afterschool and alternative programs.

Further, Goodman (2010) also claims that PBL

1. is more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests
2. is more resultant than traditional instruction for teaching mathematics, economics, science, social science, clinical medical skills, and for careers in the health occupations and teaching
3. is more practical than traditional instruction for long-term retention, skill development and satisfaction of students and teachers
4. is more serviceable than traditional instruction for preparing students to integrate and explain concepts
5. is especially effective with lower-achieving students
6. improves students' mastery of 21st-century skills, such as critical thinking, communication, collaboration, creativity and innovation
7. provides a fruitful model for whole school reform

In practice, PBL varies from classroom to classroom. However, it generally shows the following attributes:

1. It is usually organized around a problem or challenge without a predetermined solution
2. It can create a need to know of essential content and skills
3. It allows students to design the process for reaching a solution
4. It obviously requires critical thinking, problem solving, collaboration, and various forms of communication
5. It provides the opportunity for students to examine the task from different perspectives using a variety of resources, split relevant from irrelevant in formation, and manage the information they collect
6. It allows students learn to work independently and take responsibility when they are asked to make choices
7. It allows students to reflect on what they are doing
8. Its final product is evaluated for quality
9. Its classroom has an atmosphere that tolerates error and change
10. The teacher in PBL takes on the role of a facilitator rather than a leader

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From the explanation above, it can be seen that PBL brings so many advantages for both students and teachers and therefore are strongly recommended to be applied in the instructional curriculum, always or occasionally.

HOW CAN PBL IN EOP CONDUCTED?

As in the EOP subject in the University of Jember, PBL are assigned to students in Semester 5. Students are to investigate the data for their project based on what Hutchinson & Waters refer to as Kipling's 'honest serving men' (1987: 21-22), consisting of six WH-question words, *what, who, where, when, why*, and *how*, like what can be seen in Table 1 below. Students are asked to obtain information by interviewing staff, reading documents (booklet, flyers or banners). It can be seen from the table that it is still possible to have more questions, depending on the interview flow or the information provided by the documents during the data collection.

Table 1 WH Questions for Obtaining the Data

Question Word	Question
What	What is the name of the hotel/restaurant/travel agent? What meaning does the name carry? What facility(ies) does it offer? .....
Who	Who runs the hotel/restaurant/travel agent? Who is the target? .....
Where	Where is the hotel/restaurant/travel agent located? .....
When	When was the hotel/restaurant/travel agent found? When does it open? When is the best time to visit it? .....
Why	Why is it important to visit the hotel/restaurant/travel agent? .....
How	How can public access the hotel/restaurant/travel agent? How much they have to spend to visit it? .....

After the information is collected, students are assigned to write a comprehensive document about the hotel/restaurant/travel agent they have visited and from the document, they are further assigned to produce a poster or flyer to be presented at the end of the semester.

CONCLUSION

The application of PBL in EOP class is very important, very interesting, and very challenging at the same time. Students will have opportunity to see and experience what

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they do not see and experience in the classroom. They will also have an opportunity to reflect on their own ideas and opinions, and then decide what they can do for their future. The products they will have can be guaranteed authentic because students themselves are involved during the process of collecting information in authentic venues with authentic information resources.

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Biodata

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NCOLLT 5
2019

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