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MACHMUD Karmila

M0077

at the **11th Annual CamTESOL Conference**
Phnom Penh, Cambodia, 28 February - 1 March 2015

SRENG MAO

Conference Convenor and Country Director
IDP Education (Cambodia)



To: MACHMUD Karmila
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11th Annual CamTESOL Conference on
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Subject: *Presenter Recognition*

This letter serves as recognition that you presented at the 11th Annual CamTESOL Conference on English Language Teaching, held in Phnom Penh, Cambodia on 28 February - 01 March 2015.

Details of your presentation are recorded below:

Name of Presenter: MACHMUD Karmila

Title of Presentation: A touch of technology in genre-based approach to teach English for engineering students


Mode of Presentation: 30 Minute Paper

An initiative of IDP Education, the Annual CamTESOL Conference Series commenced in 2005. The aims of the conference are to:

- provide a forum for the exchange of ideas and dissemination of information on good practices within English Language Teaching;
- strengthen and broaden the network of English language teachers and all those involved in the ELT sector in Cambodia and the region;
- increase the links between the ELT communities in Southeast Asia and the international ELT community;
- showcase research in the fields of language and language education.

Attendance at this conference averages 1500-1700 delegates. International registrations exceed 500, with delegates coming from approximately 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.



Sreng Mao
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A TOUCH OF TECHNOLOGY IN GENRE-BASED APPROACH TO TEACH ENGLISH FOR ENGINEERING STUDENTS

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*Presented at the 11th Annual CamTESOL Conference, Phnom Penh, Cambodia,
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Abstract

The goal of this study is to investigate the use of technology-integrated genre-based approach in teaching Engineering students in Gorontalo Indonesia. English subject is compulsory in higher education Institution in Indonesia, but to teach English to students other than English department's students is not an easy work. The engineering students' specific needs and purposes should be addressed with an accurate and effective approach. This approach should be rooted on the students' field of study. There are tremendous studies have been conducted in investigating the use of genre-based approach in teaching English (Hyland, 2003; Machmud, 2003; Kongpetch, 2006; Hasan, 2009, Pipii, 2013), these studies suggested that this approach is effective in teaching various text types. Studies on the use of technology in language learning are also suggested that technology can help facilitate the teaching and learning English Studies have been conducted on the integration of technology in learning (Kessler, 2005, 2007; Warschauer & Healey, 1998; Fotos & Browne, 2004; Hegelmeimer, 2006). Thus integrating the use of technology in genre-based approach will address the Engineering students' need of specific English proficiency in their field of study.

Keyword: Technology, Genre-Based Approach, Teaching Writing

Introduction

English is compulsory in higher education institution in Indonesia; however, to teach English to students other than English Department students can be challenging to English teachers.

The result of a preliminary research conducted in 2014 shows that Engineering students are taught general English only, without any concern on their field of study both on its materials and method. Based on the interview on two faculty members of engineering faculty, I found that the faculty members and students wish to have English as specific purposes to meet their needs. Thus, this research recommend that the engineering students specific needs and

purposes should be addressed with appropriate materials and methods related to their field of study. The results also concluded that speaking skill is something they want, while Reading and Writing skills are something they need for their future career.

A research conducted by Hasan (2009) found that using genre-based approach receive a good responses from students, they are aware of the genre under focus, and it gives a good impact on their writing skill. Therefore, in teaching engineering students, genre-based approach can be one appropriate approach in teaching engineering students to meet their purposes based on their field of study.

Other previous studies show that genre-based approach is very practical in building the foundation of students' writing skill (Hasan, 2009;Kongpetch, 2006). With this approach, the guidance is clear for both teachers and students. The purposes are clear and focus on each text type because each text type is provided with certain purposes, vocabularies and grammar. It makes a lot easier for the teachers to teach it (Hasan. 2009). The assessment of genre-based approach is also clear since the generic structure and lexicogrammatical aspect for each text type can be used as parameter to assess student's skill. Grading system is also clear for each text type because based on this approach teachers can get a clear picture of what they should teach and assess, while at the same time, students can also get a clear idea of what they should write and present in their writing. Teachers are also able to adapt information about particular genres and model text to suit the students' needs and levels (Kongpetch, 2006).

Literature Review

Studies on the integration of technology in teaching EFL have attempted to use various kinds of computes assisted language learning, especially when it used in teaching writing by using genre-based approach (Fidaoui, Bahous, and Bacha, 2015, Yunus, et.al, 2013).

In their journal article, Fidaoui, et.al., (2012) emphasized more on students' motivation in learning writing by using technology specifically Computer-Assisted Language Learning. By the same token, Yunus, et.al. (2013) in their research is working more on how teachers managing the problems in teaching reading and writing by using ICT. Their research is expected for the teachers and policy makers to

overcome problems faces by teachers related to the teaching of writing by integrating ICT.

There are many approaches and methods which have been developed to improve students' writing skills in English. One of them is genre-based approach. Genre based approach emphasized on techniques for teaching writing which is similar to the process approach, which enables students to work through several stages of the writing process. Then, more attention was paid to the nature of writing in various situations. It is then brought to the popularity of the genre approach, which focuses on the model and the key features of the text written for a particular purpose. In the process approach, teachers usually have students follow the steps of prewriting, writing, revising, and editing before reaching the final product, and the sequence teaches students how to write. In the approach to the genre, a sample of a particular genre is introduced, and some of the typical characteristics of a certain genre that shows that students see the specific configuration of the genre.

The Definition of Genre

Partridge in Machmud (2003) stated several definitions of genre from some fields of genre works. In English for Specific Purpose (ESP) genre works, "genre refers to a class of communicative events", for example in seminar, lectures and academic essay. In the same vein, "systemic genre work" often refers genre as "a kind of text, such as description, procedure, or exposition". On the other hand, in "new rhetoric" genre work, genre is often defined as "social actions" which is expected to be able to help people to understand and create a certain text (Hyland, 2003,p21).

ESP and Australian genre are more likely to study the language, discourse and the "feature of genres", whereas new rhetoric genre studies concern more on the social, cultural context of genres. ESP genre studies are mainly based on John Swales's (1990) work on discourse and linguistic features, whereas Australian genre study is based on some linguists' work such as Michael Halliday and Jim Martin. Their study called "systemic functional" describes "language in terms of the choices of a speaker and a writer makes from the language system in a particular context of use" (Paltridge in Machmud, 2003,p.356).

Stages in Genre-Based Approach

There are three major “stages” in the “curriculum cycle” of a genre-based approach to teach writing, they are:

- Stage One : Modelling
- Stage Two : Joint-Negotiation of a new text
- Stage Three : Independent construction of a text

The following example of the story genre is cited from *Teaching Factual Writing: A Genre Based Approach* written by Callaghan and Rothery (1993:39). In this example of story genre each stage might include the following elements.

Stage one: modelling

There are four steps in this stage, which are:

- Step 1 : introducing a model of the genre to the class,
- Step 2 : discussing the social function or purpose of the text,
- Step 3 : Asking some questions about local issues they have strong opinions about.
- Step 4 : Demonstrating the class how the text achieves its purpose.

Teachers play an important role in this stage, s/he should be able to sketch the text genre and let the students share their knowledge about that text type.

Stage two: Joint Negotiation/Construction of a new text

In this phase, teachers still play a role as a guide as well as encourage the students to participate actively. This phase involves four steps:

- Step1 : preparation for joint writing of a text in the genre: researching the topic.
- Step 2 : Pooling Information
- Step 3 : Jointly constructing the text
- Step 4 : Assessing the Students Progress

At the first stage, students should be asked to decide how they are going to prepare the joint construction of a new text, and also determine the new topic that they are going to construct. At the second stage, teacher builds up some information from the students about the new text that they are going to construct, writes them on the board, and then invites the other students to add

some more points. At the third stage, teacher acts as the copyist and shape the students contributions into the genre under focus, and in stage four, teacher assesses the students progress, and decides whether they have successfully done this stage, and whether they can proceed to the next stage of the process.

Stage three: Independent Construction of a new text

This stage consists of five steps:

Step One : Preparation (choosing a new topic for writing)

Step Two : Drafting

Step Three : Consultations with the teachers or peer correction

Step Four : Critical evaluation of writing efforts

Step Five : Editing and Publishing (optional final step).

With those three stages, students will be better equipped and will be able to build their own foundation of their writing skill before they write a text, because they have been adequately taught how a history (or other kind of genres) is constructed; the purpose of the genre; and the language that should appropriately be used to distinguish that genre with the others.

The following are the examples of text organization that will be used in teaching engineering students.

| Text Organisation | | Language features |
|-------------------|--|--|
| Goal | Making a Kite | |
| Materials | <p>Things You Need</p> <p>3 pieces of cane(2x60cm;1 x80cm)</p> <p>Thread</p> <p>Large sheet of strong paper(e.g.tissue)</p> <p>Soft pencil</p> <p>Scissors</p> <p>Paint and paint brush</p> <p>Glue</p> <p>Strong string</p> | <p>precise information</p> <p>how long?</p> <p>How many?</p> <p>what type?</p> <p>what type?</p> |
| Steps | <p>What to do</p> <p><i>The Frame</i></p> <p>1. dampen cane to make flexible</p> <p>2. Carefully, bend cane to desired shape then tie securely with thread.</p> <p><i>The Covering</i></p> <p>3. Lay frame on sheet of paper</p> <p>4. Trace around frame with pencil</p> <p>5. Cut covering approx.1 cm larger than outline.</p> <p>6. Paint bird on covering (e.g. owl)</p> <p>7. When paint is dry, place frame on painted side. Now fold edges of covering over the frame carefully, and glue them down.</p> <p><i>The Bridle</i></p> <p>8. Cut 3 pieces of string, each 20cm long.</p> <p>9. Secure one end of each string tightly to frame at the shoulders and tail of the bird.</p> <p>Then tie the other ends in a knot.</p> | <p>commands</p> <p>details</p> <p>How?</p> <p>With what?</p> <p>where?</p> <p>action verbs</p> <p>linking word</p> |

Another example:

How to Make a Pencil Box

What you need:

- An empty plastic bottle of mineral water
- A sharp cutter
- A piece of white or colourful paper
- Some paint
- Some glue

How to make it:

1. Wash the plastic bottle. Make sure it is clean when you use it.
2. Cut the bottle into two halves.
3. Wrap the bottle with a piece of coloured paper
4. If you use plain paper, use the paint to make a drawing on it.
5. Now your pencil box is ready to use.

How to Install Wireless Router

With the advent of Internet, several devices have been invented to make the utilization of Internet technology easier, more effective, and more efficient. In the past, the use of computer to surf the Internet was confined to a single place. However, wireless routers have come into play. Wireless routers are devices that perform the function of a router through wireless access points. It allows access to a network or Internet without the use of cables. It can perform as well as wired LAN (Local Area Network).

Materials You Need:

- Wireless Router
- computer / laptop
- Ethernet cable
- modem
- NIC (Network Interface Card) or LAN (Local Area Network) Card

Step 1

Select the equipment to be used. Make sure that the wireless router you will purchase is compatible with the wireless network interface on your system. These days, wireless routers make use of 802.11g or 802.11b protocols.

Step 2

Unplug the DSL modem from the power supply. Disconnect the Ethernet cable from the back of the computer that connects to the Ethernet port of the modem. The Ethernet cable looks like a phone cable but it is larger.

Step 3

Connect the loose end of the Ethernet cable to the back of the router. Usually it has an indicator that says 'Internet'.

Using ICT in Teaching English

ICTs have become an essential part of everyday life of most people in the world.

From the smooth running of societies' vital functions, such as banking and finance, to social networking and recreational activities, new technologies rapidly transform important aspects of our lives. ICTs empower people to perform tasks that were inconceivable only a few decades ago. From our

personal computers we buy and sell all kinds of products, keep in touch with friends and find new ones, participate in chat rooms and discussion groups, work and play. The number of tasks that we perform via new technologies is continuously rising.

Great numbers of articles have been written about English language teaching and the use of ICTs during the last decade, achieving a laudable outcome. Recent literature has shown that the use of ICTs in the language classroom has a lot to offer to both learners and teachers, with learners enhancing their vocabulary, improving their reading and speaking skills, and with teachers having to hold a double role; the role of the educator and that of the facilitator, while having to cope with complex situations which include lack of training or lack of equipment in the language classroom.

The Information and Communication Technologies (ICTs) are a set of techniques and advanced devices that integrate the storage, process and transmission of data. Some examples of these technologies are the digital whiteboard, blogs, podcasts, tablets and the Web.

The advantages of these technologies in English teaching is that they provide different means like text, audio, image, animation and navigation allowing the educational task to be adapted to the learning level of each student. Through multimedia, real life situations are brought into the classroom (Sharndama. 2013). These technological tools provide resources that are used to communicate, create, and manage information. For English teachers, these elements can enhance all the dynamics in class so students can combine listening, speaking, reading and comprehension in a foreign language. These are some of the advantages of using ICTs for English teaching:

- By using these tools, teachers can easily explain complex instructions and ensure students comprehension.
- Images can easily be used in teaching and improving the retentive memory of students.
- Teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.
- It promotes communication and collaboration.

- It allows the task to be adapted to the individual learning process on each student so they learn according to their own personal skills and possibilities.
- ICT use enhances the oral learning skills: production-speaking-oral comprehension.
- Multimedia is the only way to use sounds and relate them with objects and images, to create a cognitive association.
- You can also use multimedia to reproduce your own voice so you can practice and listen, in order to enhance your pronunciation.
- The use of electronic whiteboard when you have to explain, correct or perform an auto evaluation motivates students to increase their attention and participation.
- The creation of virtual classrooms that include on-line activities, allows to take the task home.
- Also through collaborative pages, like blogs and wikis, students can exchange information where all the classmates can participate whether they are in the classroom or in their homes.
- This opens an endless window of opportunity to explore and discover new words and their meanings.
- ICTs help to co-create your knowledge, so you become the creator of your own learning process.
- They provide a unique ability to have students create their learning contents, because it gives you the opportunity to create blogs and post to demonstrate understanding and share their knowledge with peers.
- ICTs are exploration, expression and exchange tools for language learning.

Besides all those advantages, Padurean and Margan states:

1. Capacity to control presentation. This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures.
2. Novelty and creativity. A teacher can use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same.

3. Feedback. Computers provide a fast feedback to students' answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice.
4. Adaptability. Computer programmes can be adapted by teachers to suit their students' needs and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespectively of students' problems, computer programmes are more learner- friendly.

(Paduran and Margan, 2009,p.100)

The Use of Technology in the Stages of Genre-Based Approach

With the use of technology, the stages in genre-based approach can be improved; especially in accelerating the process and saving a lot of time that have always become the problem in implementing Genre-Based Approach.

The following is the example of technology that can be used in each stages of genre-based approach.

- **Stage one: modelling → Power Point, Video, Multimedia text**
 - Step 1 : Introducing a model of the genre to the class,
 - Step 2 : discussing the social function or purpose of the text,
 - Step 3 : Asking some questions about local issues they have strong opinions about.
 - Step 4 : Demonstrating the class how the text achieves its purpose.
- **Stage two: Joint Negotiation/Construction of a new text →The Internet Browsing**
 - Step1 : preparation for joint writing of a text in the genre: researching the topic
 - Step 2 : Pooling Information
 - Step 3 : Jointly constructing the text
 - Step 4 : Assessing the Students Progress
- **Stage three: Independent Construction of a new text → Facebook, Blog**
 - This stage consists of five steps:
 - Step 1 : Preparation (choosing a new topic for writing)
 - Step 2 : Drafting
 - Step 3 : Consultations with the teachers or peer correction --
 - Step 4 : Critical evaluation of writing efforts
 - Step 5 : Editing and Publishing (optional final step).

On stage one: Modeling, teacher can use power point, instructional video and multimedia text that related to their field of study

On stage two: Joint negotiation or Joint Construction of a new text. In this stage, students are urged to conduct a research about the similar text under focus. Therefore, using internet browsing such as Google search will accelerate their process of finding similar text under focus.

On stage Three: The Independent Construction of a New Text. In this stage, instead of asking the students to write manually in the classroom, teachers can ask the students to post their text in their Facebook or blog.

Conclusion.

This paper is a preliminary research to suggest appropriate kinds of technology that can be used in teaching the engineering students; however, a future research is needed to investigate whether the suggested technology integration in genre-based approach will be effective to address the needs of engineering students to learn English as a specific purpose.

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