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ENGLISH EDUCATION DEPARTMENT
SILIWANGI UNIVERSITY

SIEC

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PROCEEDINGS “Engaging English Learners In Negotiated Language Learning”

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PREFACE

Welcome to Siliwangi International English Conference (SIEC) 2016 organised by English Education Department, University of Siliwangi.

A rapid move of globalization and a burgeoning impact of *English as Lingua Franca* (ELF) have potentially established and fostered the research issues in second (L2) and foreign (FL) language teaching and learning. However, a dearth of attention has been devoted to second language and foreign language listening and speaking viewed from the learners-centered lens. This notion becomes the point of departure for refining a language teaching and learning to be more innovative and creative. With this in mind, engaging English language learners in negotiated English language learning is the avenue to enlighten the language teachers, learners, researchers, material developers and policymakers in framing their capacities for betterment in a language teacher education.

The current proceeding offers valuable information towards the aforementioned issues. In other words, the selected papers represent the cutting-edge developments, particularly in the realm of second and foreign language learning and teaching in multicultural contexts. Briefly stated, it envisages the readership in a wider interest of investigations, particularly in ESL and EFL settings. More specifically, it enables the pre-service and in-service teachers, teacher trainers and educators, professional development coordinators, administrators and researchers in exploring further about theories and practices in teaching and learning English.

The publication of the SIEC Proceedings has taken a long process for a year involving conference planning, screening of presentation abstracts, and the preparation of the Conference Proceedings.

We would like to express our gratitude to the fine work of our contributing presenters upon which the accomplishment of the SIEC 2016 Conference Proceedings depends. We applaud their considerable effort and thank each author for regarding our publication as a venue for sharing their insights.

SIEC 2016 Committee
November 2016

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HIGH SCHOOL STUDENTS' REFLECTION TOWARD FREE APPLICATIONS FOR EFL SELF-LEARNING

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ABSTRACT

Advancement of technology makes some changes in education including in EFL learning. Nowadays, students learn not only formally in the class but also independently outside the class. In the era of mobile technology, self-learning using personal smart phones grows as a new trend to enhance English skills. There are hundreds of applications developed for English learning. While most of applications related to EFL are made for kids and vocabulary building; adolescents and adult students feel confused when they want to spend their spare for self-learning. This paper discusses about selected free android applications for EFL writing self-learning. The selected applications are *Duolingo, Hello English, and Elevate.* First, the criteria and the process for choosing the applications are presented. Seconds, the writers discussed the students' perception toward the applications.

Keywords: mobile learning, EFL writing, and mobile applications

INTRODUCTION

Nowadays, smart phone technology is not only used for communication but also for fun and education. Due to the popularity of smartphone for fun and educations thousands of applications (apps) are growing in the market for android and IOS. However the huge number of mobile applications might be confusing for the users when choosing the best application for their English learning. This study aims to filter suitable applications for high school learners which most of them are intermediate English learners. Besides, this study explores the students' perception toward the use of mobile application for EFL learning and writing.

LITERATURE REVIEW

Kukulska-Hulme & Shield (2008) defines MALL as "formal and informal learning mediated via handled devices which are potentially available for use of anytime, anywhere" Language learners who used their devices such as phones, tablets, electronic dictionaries, MP3 Players, and gaming devices to study autonomously improve their language skills (Kukulska-Hulme & Shield, 2008). Review on MALL presents that mobile learning has both advantages and challenges. Mobile learning facilitates social interaction, data exchanging and collaboration with other learners (Chinnery, 2006). Sa'aleek (2014) summarizes that mobile technology effectively enhance the language skills due to the features such as accessibility, interactivity, immediacy, and permanency. However, MALL also has challenges such as reduced screen sized, limited audiovisual quality, virtual keyboarding and one finger data entry, and limited power (Chinnery, 2006).

A study about students' perception toward the use of mobile application was reported by Wang and Chen (2015). The result showed that students have positive perception toward the use of apps with smart phones because they can be used anytime, provide useful materials, and interesting. While Wang and Chen (2015) was involving four college participants, this study reports 35 high school students' reflections on using certain applications.

Sa'aleek (2014) wrote that most studies about MALL focuses on vocabulary, listening, and speaking; whereas grammar, pronunciation and writing skills are underrepresented. This study explores the students thought about how MALL could support their writing improvement.

METHODS

There were two phases employed in this study. The procedure was modified from Weng and Chen (2015). The first phase was the selection of the mobile applications by the researchers. The second phase was the use of the chosen application by high school students. In the first phase (conducted on mid of July 2016), the researchers opened *google play* and typed "*learning English writing".* There were hundreds of apps appear, so the researchers limit to only 150 apps for further selection. The next selection was based on several criteria: used more than 100.000 users, got rating 4.5 – 5.0, under the category of Education, using English, and got positive reviews. The next selection was conducted by small group of teachers and students (5 English teachers and 5 first year university students). This group of teachers and students observed the selected mobile applications, and then chose the most appropriate mobile apps for high school students with two main considerations: whether the apps would attract (motivate) high school students? Whether the apps suitable to support EFL writing?

The second phase involved 35 senior high school students who join the study voluntary. The researchers introduced the chosen mobile applications and required the students to use the applications 5 – 10 minutes every day during 14 days. The students write weekly journal to reflect their ideas about their practice using the chosen mobile applications. The students' reflections were analyzed and interpreted using qualitative approach.

FINDINGS AND DISCUSSION:

The result of the background survey showed that among 35 students, 32 used smartphones with Android services and 3 of them used smartphone with IOS services. The participants used their smart phones everyday about 4 – 5 hours, most of the time was used for communicate, play games, and watch video. Twenty of them experience English learning using dictionary applications, and the rest have never use smart phone for English learning. Most of students perceive their English proficiency as intermediate learners.

The participants were introduced the three chosen applications and required to utilize the applications every day. The participants did not use all applications, but made preferences instead. The students claimed that they scanned the three applications and chose the ones they felt enjoy. The participants used the apps 10 – 15 minutes every day in their spare time. There are 30 participants used Hello English, 16 participants used Duolingo, and only 8 students used Elevate.

The students take the advantage from the graded and step by step lessons. The students can start from the simplest to more difficult level. In *Hello English* for example there are 250 lessons which are divided into 10 phases. The students should collect certain score to be able to open

the higher lessons. The students found vocabulary and translation exercises are helpful for them to gain new words and knowledge. Chinnery (2006) reports that small chunks in mobile applications designed for language learning are effective to support students' learning.

Most students use mobile phone mainly for communication and fun. Careful selection before giving recommendation to students is important step. Interesting and fun activities in the application may suit the students' needs to learn while relax during their spare time. The killing time learning fosters to unconscious learning.

The practicality and the simplicity of the applications are the other reasons for the students to give the apps credits. The chosen applications can be used anywhere and anytime. Besides, offline mode and small byte size of the apps are necessary consideration for the students' preferences. Kukulska-Hulme et al, (2015:22) listed some considerations in conducting MALL. One of which is related to the smart phone power and the memory size.

The students felt that these apps help them improve their writing ability because they can practice some guided writing exercises like arranging jumbled letters and words, gap filling, and dictation. While other type of semi free writing and free writing activities were not found in the chosen apps. This says that MALL is not replacing the role of teachers. Therefore, synergizing classroom learning and MALL advantages is a good opportunity to optimize learning.

CONCLUSION

Senior high school students found that hello *English, duolingo, and elevate* are useful for several reasons. First, the lessons in the applications are graded, step by step from basic to more difficult. Second, the apps are fun and challenging; the students collected scores and coins in timed manner. Third, the apps help the students improve more vocabularies, translation, and new knowledge. Fourth, the apps are practical can be used anywhere and anytime in offline mode and have small byte size. The students also felt that these apps help them improve their writing ability because they can practice some guided writing exercises like arranging jumbled letters and words, gap filling, and dictation.

LIMITATION OF THE STUDY

This study was conducted in the context where the students have their own personal *smartphone,* living in the wi-fi rich surroundings,and were intermediate levels of English. Given the important considerations toward the implementation of mobile learning (Kukulska-Hulme et al, 2015:22), similar studies in the different contexts enrich the knowledge about MALL.

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