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Web 2.0 Technology Integrated Personalized Learning in CLT for EAP to at least CEFR Level B2

by

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Background

The importance of passing international English for Academic (EAP) tests [TOEFL ITP, TOEFl iBT, IELTS) with score at least equivalent to Common European Framework of Reference (CEFR) level B2 for lecturers in Indonesian universities

Excerpt of LPDP's conditions (official Indonesian government provider for scholarships in studying abroad)

b. Pendaftar program magister luar negeri, skor minimal kemampuan bahasa Inggris TOEFL iBT® 80; IELTS™ 6,5; TOEIC® 800; atau TOAFL 550 bagi program studi dan/atau Perguruan Tinggi Islam yang mensyaratkan TOAFL sebagai syarat masuk.

c. Pendaftar program doktoral dalam negeri skor minimal kemampuan bahasa Inggris TOEFL ITP® 530; TOEFL iBT® 70; IELTS™ 6,0; TOEIC® 700; atau TOAFL 530 bagi program studi dan/atau Perguruan Tinggi Islam yang mensyaratkan TOAFL sebagai syarat masuk

d. Pendaftar program doktoral luar negeri skor minimal kemampuan bahasa Inggris TOEFL iBT® 94; IELTS™ 7,0; TOEIC® 850; atau TOAFL 550 bagi program studi dan/atau Perguruan Tinggi Islam yang mensyaratkan TOAFL sebagai syarat masuk;

e. Sertifikat TOEFL ITP yang berlaku harus berasal dari lembaga resmi penyelenggara tes TOEFL ITP di Indonesia.

taken from: Beasiswa Regular-Panduan Pendaftaran Beasiswa Program Umum 2019
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Problem (1)

EAP scores of technology lecturers (most of them had TOEFL ITP score) at an IT institute in a remote area in province of North Sumatera, Indonesia near Lake Toba

29 (60.4 %) of active 48 lecturers :

TOEFL ITP 383-547

IELTS   4-6

equivalent to CEFR level A2-B1 only

All of the lecturers need to reach EAP scores at least CEFR B2 to win LPDP scholarships so that they can continue their study at target universities, usually in England and Europe (Netherland and Germany)

Problem (2)

They have failed the score target because of these main barriers:

No	Barriers	Consequences
1	High work load	Lack of time for intensive study
2	Rare collaborative learning partners	Weaken the motivation for continuous practice
3	Absence of available competent EAP instructors	No professional direction in the learning process

Source: Marsaulina, Rumondang Miranda. 2018. Coping with barriers towards good CEFR level in academic English", TEFLIN 2018 Proceeding The 65° TEFLIN International Conference, Universitas Negeri Makassar, Indonesia", p.170

Problem (3)

Main barrier for the respondents:

Time shortage

As a rough guide, Cambridge exams estimate that each level is reached with the following guided learning hours:

A2, 180–200; B1, 350–400; B2, 500–600; C1, 700–800, C2, 1,000–1,200

source:
https://www.britishcouncil.pt/en/our-levels-and-cefr

Objective of study

to explore blended EAP learning methods enabling 39.58% of the lecturers to reach international EAP test score to at least CEFR level B2 despite the barriers so that those whose EAP score were still lower than CEFR level B2 can improve theirs.

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Significance of the study

The production of a future way of EAP learning helping the learners in general to increase their EAP test score to at least CEFR level B2

Methods of study (1)

❖Respondents (subject of study):

 48 active technology lecturers
 already taking one of common international
 EAP tests and need to continue study

❖Time and place :

 IT Del, Indonesia , March – August 2017

❖Types of data : Primary and secondary

Methods of study (2)

❖ Instruments: Open questionnaires and semi structured interviews
❖ Methods of data collection and analysis: Qualitative method
❖ Data gathering:
❖ Primary data by collecting opinions from the respondents directly using open questionnaires and semi structured interviews
❖ Secondary data by web-inquiry

Findings

No	Method	Number of lecturers
1	Web 2.0 technology integrated personalized learning	16
2	Content and Language Integrated Learning (CLIL)	12
3	Video instruction based learning	9
4	Communicative Language Teaching (CLT)	9
5	Intensive guided training	8

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Discussions (1)

39.58% of the total 48 lecturers whose international EAP test score were on CEFR level of range B2-C1 applied self-regulated or personalized-oriented blended learning methods that refer to Heutagogy approach combined with Web 2.0 technology (internet technology-enhanced learning, interactive sites like *blogs*, *wiki*, social media, *e-mail*, and discussion interactive by chats or discussion boards)

Web 2.0 technology combined Heutagogy offers :

- ❖ a learner-centered approach to teaching and learning supporting development of self-determined, autonomous learners (Blaschke and von Ossietzky, 2016)

- ❖ a sort of self-regulated learning trait emphasized on learning instruction design enabling the learners to monitor their own learning stages by self-evaluation (Panadero, 2017, 23-24)

Discussions (2)

9 (47.4% of 19 lecturers used non-Web 2.0 even video instruction based EAP learning.

Still, they chose instructors who could direct them to personally identify the most suitable learning methods for them (*Communicative Language Teaching / CLT*).

During their EAP learning experience, they were more self-regulated when choosing the learning methods that could help them meet the target score.

Discussions (3)

❖Intensive guided learning that is teacher-centered was the least option for the lecturers.

❖Only 8 of the 19 lecturers considered Intensive guided learning as one of the learning methods effective for target EAP score.

The study results in an effective learning framework for learners facing barriers in their learning to meet the minimum internationally recognized EAP test scores indicating one's international English competence

Conclusions

❖ The finding reveals the lecturers whose CEFR are at least level B2 have applied a Web 2.0 technology integrated personalized learning in CLT using Heutagogy approach.

❖ Thus, other lecturers can use the methods.

❖ In the future of EAP teaching and learning, EAP learning should and could be more learners' engaging activities not only in their learning execution but also selection of learning methods and instructors. It means they can select how they had better and most effectively learn EAP materials without following the guidance of a particular EAP handbook or direction of an instructor.

❖ Such more self-regulated learning methods can be more flexible in time, place and learning peers; however, they need Web 2.0 technology to enable the implementation of learning process without time and distance boundaries

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