

Analysis of Students' Perceptions of Bilingual-Based Materials in English for Educational Technology in Indonesia

Andi Asrifan¹, Baso Jabu², Haryanto Atmowardoyo³ & Yan Chen⁴

¹ English Education Department, STKIP Muhammadiyah Rappang, Indonesia

² English Department, Faculty of Language and Literature, State University of Makassar, Indonesia

³ English Department, Graduate Program, State University of Makassar, Indonesia

⁴ Department of Educational Technology, Research, and Assessment, Northern Illinois University, USA

Correspondence: Andi Asrifan, English Education Department, STKIP Muhammadiyah Rappang, Indonesia.
E-mail: andiasrifan@gmail.com

Received: July 22, 2017 Accepted: August 28, 2017 Online Published: September 25, 2017

doi:10.5539/ijel.v7n6p204

URL: <http://doi.org/10.5539/ijel.v7n6p204>

Abstract

Bilinguism has become necessary because of international travel, mass media, immigration and the global economy. Baker (2006) argues that bilinguals are present in every country, in every social class and in all age groups. Research of English as a foreign language (EFL) in Indonesia within the framework of bilingualism can be challenging. This study addressed the students' perspectives on the issue of bilingual-based materials of teaching in English for educational technology through the students' perspective to improve the educational program in the future. The results show that the majority of students had a positive perspective toward the implementation of bilingual-based materials in their English language courses and believed the materials were appropriate and easy to understand.

Keywords: students' perspective, bilingual-based materials, educational technology, English for Specific Purposes (ESP)

1. Introduction

ESP (English for specific purposes), are English courses for students for non-English majors. Hutchinson & Waters (1987) say that ESP is an English language teaching approach in which teaching methods are based on the reasons the learner wants to learn English. Broadly, ESP is divided into two areas: EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). English for Academic Purposes emerged in the early 1980s as a relatively fringe branch of English for Specific Purposes (ESP) (Hyland, 2006) to meet the needs of the internationalization of higher education and has now grown into a major force in English-language teaching and research around the world (Liyanage, Indika, & Walker 2014; Hyland, 2006). EOP is learning English for jobs and training. Dudley-Evans & St. John (1998) add that the ESP is actually built on the basis of English for General Purposes (EGP) and is designed to prepare learners of English for disciplines and specific jobs to achieve certain goals.

1.1 ESP and Language Development

Teaching/learning ESP includes much more than the teaching English through specific material and content. Teaching ESP combines the development of linguistic skills with the acquisition of specific information. Even homework assignments should be associated both with the specialty and with the skills mentioned. Previous studies have yet to provide evidence English for Specific Purposes is not a different variety of English in its nature. In the sense of linguistic terminology ESP means, what learner needs in target situation or what he/she wants about his function of language usage or what are his/her needs according to his/her own views. Khan (2011) Hutchinson & Waters (1987) define ESP as an approach rather than a product—meaning ESP does not involve specific types of language, teaching materials or methodologies. ESP's basic question is: Why do these learners need to learn a foreign language? The purpose of learning English becomes the core.

Stevens' (1988) definition of ESP makes the distinction between 1) the absolute characteristic (language teaching designed to meet the needs of the specified learner, related to the content with discipline, occupation

and specific activities, centered on the language corresponding to the activity in syntax, text, discourse, semantics, etc., and discourse analysis; designed differently from General English) and 2) two variable characteristics (ESP may be limited to language skills to be learned, e.g., reading, and not taught according to predefined methodology).

The definition of ESP by Robinson (1991) is based on two criteria: 1) ESP is usually aimed at purpose; and 2) the ESP course develops from a needs analysis that aims to determine what the student should do through English media. A number of characteristics explain that ESP courses are generally limited by the time period in which their goals must be achieved and taught to adults in homogeneous classes in terms of work or special studies involving students. The fact that learners know for certain why they are learning the language is a big advantage on both sides of the process.

Hutchinson & Waters (1987, p. 19) emphasized ESP to be an approach rather than a product that highlight the purpose of the language instead of the ability to use the language meant learning the language, not the use of the language highlighted. They draw attention to a learning-centered approach “where all decisions about content and methods are based on the reason of learners to learn”. The definition of need is the starting point for decisions that determine the language to be taught. Strevens (1988) makes the distinction between absolute characteristics and ESP variable characteristics. The whole aspect is that the ESP course is

- 1) designed to meet the particular needs of learners;
- 2) related in content with specific discipline or work;
- 3) centered on language specific to the discipline or work;
- 4) and unlike General English.

Robinson (1991) also suggested two absolute criteria for determining ESP courses. The first is that the ESP program is usually goal-oriented. The second is that the program comes from a needs analysis.

This description helps to clarify a certain level of what is meant by an ESP course. Dudley-Evans and St. John (1998) have removed the absolute characteristic that “ESP is different from General English” and add more varied characteristics. They affirm that ESP does not have to be related to a particular discipline and will likely be used for adult learners, although it can be used with young adults in high school. ESP should be viewed as an approach to teaching, or what Dudley-Evans calls “attitude of mind”.

Another characteristic is that ESP courses are generally limited to a certain period of time, and the lessons are taught to adults in a homogeneous classroom in terms of work or study. However, Hutchinson & Waters (1987) do not emphasize the concrete limits of student or age levels. They emphasize the individual needs of learners and special knowledge need to use English for a particular purpose. Although there are different goals, the method of learning may be the same. There are a number of other ESP characteristics that some researchers have proposed. Belcher (2006, p. 135) states that “ESP assumes that the problem is unique to certain learners in a particular context and should, therefore, be carefully described and handled with tailored instruction.” Mohan (1986, p. 15) adds that the ESP courses focus on the preparation of learners “for the chosen communicative environment.”

Learning objectives were also expressed by Graham & Beardsley (1986) and learning centeredness (Carter, 1983; Hutchinson & Waters, 1987) as an integral part of ESP. Thus, it can be said that ESP, from the beginning, focuses on student-centered learning, a situation that is certainly incompatible with traditional general English courses. Lorenzo (2005) reminds us that ESP “concentrates more on language in context than on teaching grammar and language structure.” This study agrees with this premise, but argues that grammar still plays an important role in ESP courses. Carter (1983) believes that self-direction is important in the sense that the ESP course deals with turning learners into language users. So ESP plays an integral role in communicative language teaching.

1.2 Implementation of ESP Courses in the University: The Advantages and Challenges

Implementation of ESP courses in universities is basically an attempt to answer the demands of the working world. ESP courses provide dual benefits. The first is because the ESP is given at the time students are studying in the academic field of their interest, the students learn the English language directly in the context of their discipline both for the benefit of academic and non-academic. The second advantage is in preparation for the world of work. English is a prerequisite for looking for a job in many countries. Many job interview sessions require the Test of English as a Foreign Language (TOEFL) or using English as the medium of communication. The dual benefits of ESP courses can be achieved if the implementation challenges can be overcome or at least be minimized. The challenges are situated in lectures, materials, facilities, university policies, as well as ESP

learners. The first challenge lies in teaching ESP lecturers at universities who are young or new (junior lecturers) and inexperienced. The second challenge is the material. Some commercial textbooks available on the market are not suited to the needs of different learners in every university, every school year, and each class (Anthony, 1997). The third challenge is the institutions' policies. The fourth challenge is learners/students of ESP. This challenge includes two things: the entry-level proficiency of learners and student motivation. Dudley & Evans (1997) suggest one additional characteristic of ESP: ESP is intended for students with language skills and advanced intermediate level. However, the fact is English at Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Muhammadiyah Rappang is still at the beginner or post-beginner levels as determined from the English language test results from the admission of new students to the educational technology program over the last four years as follows:

Table 1. English language test results in admissions of new students

No.	Entry year	Number of Students	Mean score
1	2011	87	50.87
2	2012	120	61.11
3	2013	97	43.21
4	2014	83	67.09

Source: New admissions committee of STKIP Muhammadiyah Rappang.

The ESP courses in Indonesia are often regarded as general by the learners because students do not find a practical advantage in learning English according to their field of interest. Motivation to learn is one of the challenges that has been revealed in the previous studies. The problems mentioned above must be solved for the good of the program. Good synergy among the university, students, and stakeholders is needed. The synergy can be done in the form of attention to the development of materials or ESP textbooks for various departments / study programs at STKIP Muhammadiyah Rappang.

1.3 Teaching and Material Development in ESP Course

The development of teaching material is also extremely necessary for ESP courses. Materials or textbooks that are developed are expected to improve the effectiveness and efficiency of teaching so that they are target oriented as well as assist the lecturers to adapt the model ESP teaching. In what semester ESP should be given should be considered by the curriculum designers. This is because ESP courses require learners to at least be at intermediate level. Giving ESP courses in the first to second semester (I-II) are less able to achieve the goal of learning entry level English considering that the average learner is at the end of the beginner level. In addition, knowledge of their program of study is generally inadequate at the beginning of the semester. Learners understanding their majors field is necessary and has a great relationship with the learning success of ESP courses. The more they know the various issues related to their major field, the more they are for the ESP courses. This happens because many students understand and believe that ESP provides practical benefits that can boost learning motivation. Therefore, ESP should be given when the learner is in the third through sixth semesters.

1.4 Educational Technology Department in STKIP Muhammadiyah Rappang

Educational Technology is one of the courses that offered at the STKIP Muhammadiyah Rappang, which is located on Jalan Angkatan 45 No. 1A Salo Lautang Rappang, Kecamatan Pancarijang, Kabupaten Sidenreng Rappang. This program covers three missions: (1) creating Islamic scholars; (2) creating scholars proficient in computer technology, photograph, and video or audio production; and (3) creating scholars who are capable of designing instructional media and providing solutions for learning problems. To strengthen the vision and mission, this program has four purposes: (1) train Educational technologists who are able to design, develop, utilize and manage, and evaluate programs, processes and products of education/ learning and training; (2) train educators who are masters in information, communication, and technology (ICT) and multimedia in primary and secondary education; (3) produce educationists as curriculum developers, managers or technicians for learning resources—including the school library, and administrative personnel who oversee the information, communication, and technology; and (4) perform academic work through research and development activities in the field of technology education/learning.

This educational technology program expands the task of developing the science education curriculum dimension and the dimension of educational technology. Dimensional development curriculum includes sub-dimensions philosophical foundation, sociological, psychological, cultural, methodological, approaches and

evaluation. The development of the educational technology dimension includes the sub-dimensional components: utilization, management, development, and evaluation of all sources of learning for the sake of increasing the effectiveness and efficiency. The educational technology department has been developed several times to amend the curriculum for anticipatory measures, improvement and adjustment of majors' competence in meeting the demands of society, the world of work and industry, and education. Educational Technology is continuously influenced by the environment.

1.5 Bilingual-based Materials in ESP Course (Educational Technology Department)

Alic (2011) stated that bilingualism is the ability to communicate in two different languages. Most of the materials are presented in two languages. All dialogue in textbooks is recorded from the context of information, communication, and technology (ICT). Meanwhile, text reading is an example of a brochure of international companies and newspaper, not written for the purpose of language teaching. It is, however, very attractive to learners because of its relevance to the bilingual-based teaching they learn at the university level. It is possible to conduct a pre-course needs analysis directly with participants through questionnaires and informal discussions and interviews. Course evaluation can be done by tests, student feedback, self-reports of lecturers. Before the course begins, students should have acquired a bilingual language-based knowledge. From the first semester to the second semester, they attend a mandatory general English course, and most have passed the University English Test at the end of the semester. Then from the third semester, learning Educational Technology in English serves as a bridge between their professional knowledge and their English skills to further develop their English proficiency in a real context. The overall aim of this course is to fully prepare students for their future careers because after graduation they tend to seek employment in international companies or joint-venture companies. Before recruitment, resumes are sent to the company and interviews are conducted; therefore, job applications are an important part of the course. In their future business career, they may find themselves working in a company where English is the medium of communication with others from around the world.

Numerically, it is estimated that bilinguals are between half and two-thirds of the world's population. The bilingual population in the world has grown as international travel, communication and mass media, immigration and the planetary economy have created a global village. Bilingual students also benefit greatly from their language teammates. Balanced bilinguals are more comfortable in a multi-cultural environment and are more tolerant and open to people, cultures and languages. Children grow up to be adults who more easily tolerate change, can instinctively speak the language and vocabulary of the audience, and are confidently able to move freely in various environments. True bilingualism is taught, it must be experienced. True bilingualism requires the language itself to be the medium of instruction, not the subject of instruction. Balanced bilinguals are those who have achieved a state of fluency in both languages. Only at this point can the benefits be actually measured.

This study aims to determine and answer the following question:

What are the student perceptions of the use of two material languages (English and Indonesian) in the ESP class

2. Method

2.1 Research Design

To be able to know and to describe in detail the actual situation of the problem and research objectives as stated in the introduction, the design used in this study was qualitative. However, quantitative research was also used to maximize the data and analyze it, such as calculating the percentage and students's scores in applying bilingual-based materials in teaching in English for educational technology. However, a qualitative approach (Creswell, 2009) with case study method (Merriam, 1998; Creswell, 2009) was used as the basic framework for this study.

The researcher applied a descriptive method to determine the students' perceptions of learning English through bilingual-based materials to improve their learning in the future.

Descriptive methods can be defined as the process of solving the problem by describing the state of the subject and object of research at the present time based on the current facts. In general, descriptive research is non-hypothesis research.

2.2 Population of the Study

Population is defined as a set of elements or elements that become the object of the research. Elements of this population are usually the unit of analysis. Population is the set of all the things that we want to know. It can be a collection of all the cities, all women, all the companies, etc. The population in the study may also be interpreted as a whole unit of analysis whose characteristics would be suspected. The unit of analysis is the unit/units to be

studied or analyzed.

A population is a group of individuals who have the same characteristic. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. As these examples illustrate, populations can be small or large. You need to decide what group you would like to study. (Creswell, 2007, 2009, 2011, 2012, 2014)

The population of this study was the students in the Educational Technology Department at STKIP Muhammadiyah Rappang. The total number of the students was 387. Those students can be grouped based on their entry year as follows:

Table 2. Population of students in STKIP Muhammadiyah Rappang

Entry Year				Total
2011	2012	2013	2014	
87	120	97	83	387

2.3 Sampling Procedures

The sample is part of a population that is expected to represent the population in the study. Creswell (2012, p. 142) states that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population.

In this research, the researches performed two samples processes. First, the researchers applied purposive sampling and the second was cluster sampling.

In simple language, purposive sampling can be regarded as deliberately choosing a certain sample according to the requirements (properties, characteristics, traits, criteria)

The researcher then chose one class from two entry classes in educational technology through cluster sampling. Class A served as the targeted sample.

Table 3. Sample of the research

Entry Year	Class	Male	Female	Number of the Students
2014	A	10	28	38
	B	15	30	45
Total		25	58	83

There were 83 students in their first semester. They are divided into two classes who took the questionnaire as a participant of this study and only 9 students were involved in the interview session.

2.4 Data Collection

The data were obtained using a questionnaire and interview to reveal exactly how students' perceptions of learning English through bilingual materials. Results of the study will be used as input for further research on how to make English language learning in Educational Technology Departments in STKIP Muhammadiyah Rappang better.

3. Results and Discussion

This section examines the results of the questionnaire and data interview. The findings follow the research problem outlined in the introduction section. The researcher shares results from each participant including a measure of students' perceptions of bilingual-based materials in English for Educational Technology. In the discussion section, arguments and further interpretation of the findings are given.

3.1 Results of Students' Questionnaire

Table 4. Data from questionnaire

No.	Statements	Central Tendency	Interpretation
1.	The use of bilingual-based materials by the lecturer in English classroom helps you in learning English.	83%	Very strong
2.	The use of bilingual-based materials by the lecturer in English classroom make you understand the materials given by the lecturer.	80%	Strong
3.	The use of bilingual-based materials by the lecturer in English classroom makes you easy to understand new vocabularies in English.	77%	Strong
4.	The use of bilingual-based materials by the lecturer in English classroom helps you to be fluent and accurate on your English-speaking skill.	77%	Strong
5.	The use of bilingual-based materials by the lecturer in English classroom makes you easy in English writing skill.	73%	Strong
6.	The use of bilingual-based materials by the lecturer in English classroom makes you understand toward the meaning of every sentence which is explained by the lecturer	80%	Strong
7.	The use of bilingual-based materials by the lecturer in English classroom makes you understand something faster and it helps your lecturer in managing the time in explaining thing.	71%	Strong
8.	The use of bilingual-based materials by the lecturer in English classroom makes you confuse to learn English.	40%	Enough

Regarding the first research questions which was aimed to investigate students' perceptions toward bilingual-based materials in English classes, this study revealed that students showed their positive perception of the use of bilingual-based materials as language instruction. It is in line with the studies conducted by Krashen (1987) and Kelilo (2012). This finding was supported by analysis of the data gained from the questionnaire and the interviews. Based on the statement number 1, it could be revealed that students had strong positive perceptions about bilingual-based materials in their English classroom. It was proven by the amount of central tendency of this statement which reached 83%, indicated that they had a very strong perception of the use of bilingual-based materials used by the lecturer. In addition, it was also supported in that no students answered disagree or strongly disagree to the first statement (68% agreed and 32% strongly agreed). It was shown by six statements (number 2-7) in the questionnaire responded by the students. The last statement reached the central tendency at the level of "enough" (it was 47%). From the result of statement number 8, the researcher concluded that more than a half of the students were strongly agreed that the use of bilingual-based materials by their lecturer did not confuse them in understanding English. Therefore, the researchers concluded that the students had positive perception toward bilingual-based materials in English classes.

3.2 Data from Interviews

The findings from the questionnaire were also supported by the data from interviews. The questions in interview session were mentioned below.

- 1) Why do you agree that bilingual-based materials used by the lecturer in your English classroom help you in learning English?
- 2) Why do you agree that the use of bilingual-based materials by the lecturer in your English classroom make you easy in understanding the material given by the lecturer?
- 3) Do bilingual-based materials in your English classroom give some benefits for you in learning English?
- 4) Does lecturer's bilingual language used in your English classroom help you to improve your English skills (writing, speaking, reading, and listening)? Which English skills that are very helped by it?
- 5) Have you ever felt that the use of bilingual-based materials by the lecturer makes you confused in learning

English?

6) As the conclusion, do you agree or disagree with bilingual-based materials in your English classroom?

Based on the data gained from some questions in the interview, it showed that students' responses to the use of bilingual language by the lecturer were positive, stating that bilingual language was necessary in English classes (Dujmovic, 2007; Kelilo, 2012; Auerbach, 1993; Atkinson, 1987; Schweers, 1999; Bouangeune, 2009; Tsukamoto, 2011). The reasons were varied based on what they felt, thought, and experienced (Kumar, 2010; Harnad, 1987). Based on the findings, this study revealed that bilingual-based materials gave certain advantages for the students learning English. Based on the result of the interviews, students stated that there were six benefits of bilingual language instruction used by the lecturers:

- 1) Making them easy to understand what the lecturer explained in the English lessons.
- 2) Making them comfortable during the class.
- 3) Helping them understand new vocabularies.
- 4) Helping them do exercises.
- 5) Helping them ask and answer something during the class.
- 6) Helping them read something in English correctly.

In addition, the use of bilingual-based materials uses also increased four English skills (reading, writing, listening, and speaking). However, the writing skill was the skill that was mostly helped by the application of bilingual-based materials in the English classes

4. Conclusions

The findings of this study reveal that lecturer's bilingual-based materials were implemented in the Educational Technology Department at STKIP Muhammadiyah Rappang to teach in English to the students who are at the beginning level of English proficiency. The implementation of the lecturer's materials was based on a bilingual approach in which the students' mother tongue (L1) is combined with the target language (L2) being studied. However even the last statement reached the central tendency "enough" level, it was a good result. It could be classified as a supporting statement for the first statement, which indicated that students had positive perceptions toward the lecturer's bilingual-based materials. Furthermore, there are also six benefits of language instruction used by the lecturer to conduct an English class, which make the lesson easy to understand, help students understand new content in vocabulary in English, and help them to ask and learn to do something in English.

Acknowledgments

The first author is thankful to Professor Baso Jabu and Professor Haryanto (State University of Makassar), Yan Chen (Instructional Technology in the Department of Educational Technology, Research, and Assessment at Northern Illinois University) for providing great assistance for this article. Moreover, the generous support provided by Gail Jacky (University writing center, Northern Illinois University, USA) is gratefully acknowledged. The first author addresses thanks to Ministry of Research, Technology, and Higher Education for the financial support (BPP-DN and PKPI scholarship).

References

- Anthony, L. (1997a). *ESP: What does it mean? Why is it different?* On Cue. Retrieved from: <http://www.antlab.sci.waseda.ac.jp/abstracts/ESParticle.html>
- Anthony, L. (1997b). *ESP: What does it mean?* On Cue. Retrieved from <http://interserver.miyazaki-med.ac.jp/~cue/pc/anthony.htm>
- Atkinson, D. (1987). The mother tongue in the classroom: Aneglected resource?. *English Language Teaching Journal*, 44(4), 241-247. <http://dx.doi.org/10.1093/elt/41.4.241>
- Baker, C. (2006). *Foundation of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters Ltd.
- Belcher, D. D. (2004). Trends in teaching English for specific purposes. *Annual Review of Applied Linguistics*, 24, 165-186. <https://doi.org/10.1017/S026719050400008X>
- Belcher, D. D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study and everyday life. *TESOL Quarterly*, 40(1), 133-156. <https://doi.org/10.2307/40264514>
- Bouangeune, S. (2009). Using L1 in teaching vocabulary to low English proficiency level students: A case study

- at the National University Laos. *English Language Teaching*, 2(3), 186-193.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White plains, NY: Pearson Education.
- Carter, D. (1983). Some propositions about ESP. *ESP Journal*, 2(2), 131-137. [https://doi.org/10.1016/0272-2380\(93\)90003-P](https://doi.org/10.1016/0272-2380(93)90003-P)
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (2nd ed.) Thousand Oaks, California: SAGE Publications
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, California: SAGE Publications, Inc.
- Creswell, J. W. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.) Upper Saddle, NJ: Addison Wesley.
- Creswell, J. W. (2012). *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fourth Edition*. New Jersey: Pearson Education Merrill Prentice Hall.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. Thousand Oaks, California: SAGE Publications
- Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Dujmovic, M. (2007). *The use of Croatian in the EFL classroom*. Metodicki obzori, 2 (1), 91-101.
- Graham, J. G., & Beardsley, R. S. (1986). English for specific purposes: Content language, and communication in a pharmacy course model. *TESOL Quarterly*, 20(2), 227-245. <https://doi.org/10.2307/3586542>
- Heinich, R, Molenda, M, Russel, J. D, & Smaldino, S. E. (2002). *Instructional media and technologies for learning* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Hutchinson, T. & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511733031>
- Hutchinson, T., & Waters, A., (1981). *Performance and competence in English for specific purposes. Applied Linguistics*. Cambridge: Cambridge University Press.
- Hyland, K. (2006). *English for Academic Purposes: An advanced resource book*. London: Routledge
- Kelilo, J. A. (2012). *Exploring the use of first language in "English focus" EFL classroom: Focus on Jimma lecturers' college* (Thesis). Postgraduate School, JIMMA University.
- Khan, T. M., Ghulamullah, Mohsin, M. N., Dogar, A. H., & Awan, A. S. (2011). Needs analysis of English for occupational and specific purposes. *International Journal of Social Sciences and Education*, 1(4), 632-643.
- Krashen, S. D. (1987). *Principles and practice in the second language acquisition*. New York: Pergamon Press.
- Kumar, R. (2010). *Perception*. Retrieved from <http://www.scribd.com/doc/25022575/The-Concept-ofPerception#scribd>
- Liyanage, I., & Walker, D. (2014). *English for Academic Purposes (EAP) in Asia: Negotiating Appropriate Practices in a Global Context*. Rotterdam: Sense Publishers. <https://doi.org/10.1017/CBO9780511733031>
- Lorenzo, F. (2005). *Teaching English for specific purposes*. Retrieved from <http://www.usingenglish.com/lecturers/articles/teaching-english-for-specific-purposes-esp.html>
- Merriam, S. B. (1998). *Qualitative research and case study application in education* (2nd ed.). San Francisco: Jossey-Bass Inc.
- Mohan, B. A. (1986). *Language and content*. Reading, MA: Addison Wesley.
- Ockert, D. (2005). Substantive scale verification: A likert scale analysis and critique of university student pedagogical activity preferences. *JALT Hokkaido Journal*, 9, 48-64.
- Phelas, C. N, Bloch, A, & Seale, C. (2011). *Structured methods: Interviews, questionnaires, and observation*. In C. Seal (Ed.), *Researching Society and Culture*. London: Sage.
- Robinson, P. C. (1991). *ESP today: A practitioner's guide*. NY: Prentice Hall International
- Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge, UK: Cambridge University Press.

- Schweers, C. W. Jr. (1999). Using L1 in the L2 classroom. *English Teaching Forum*, 37(2), 6-13.
- Strevens, P. (1988). ESP after twenty years: a re-appraisal. In M. Tickoo (Ed.), *ESP: State of the Art*. Singapore (pp. 1-13). Singapore SEAMEO Regional Language Centre.
- Tsukamoto, M. (2011). *Students' perception of lecturers' language use in an EFL classroom*. Retrieved from www.wilmina.ac.jp/ojc/edu/kiyo_2011/kiyo_08_PDF/d2011_08.pdf

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).