Developing Instructional Tasks and Materials of Interculture – Based English Speaking Skills (IBES) Model

Aprianoto,

English Language Education,
IKIP Mataram, Indonesia

Sofia Maurisa,

English Language Education,
IKIP Mataram, Indonesia

Haerazi,

English Language Education,
IKIP Mataram, Indonesia
Ph.D Student of Language Education Science,
Universitas Negeri Yogyakarta, Indonesia

ABSTRACT

This research study was aimed at developing instructional tasks and materials for Intercultural-Based English Speaking (IBES) model for the students of the English department under higher education. The IBES model was chosen, as it is a specific teaching method that meets the appropriate instructional materials. The components of the IBES model include a few stages: i.e. warming up, meaning-focused-input, modeling, fluency development, and presenting. Further, the model has been supported by the communicative language learning (CLT) approach, task-based language teaching (TBLT), and genre-based language teaching (GBLT) concepts. The current research and development (R&D) design followed the steps of (1) identifying problems, (2), designing the model (3), developing the model in large scale and (4) disseminating the product in its holistic form. The learning materials were developed to support the IBES model, which aims to improve the students' speaking competences while implementing intercultural language learning in speaking classes. The IBES materials were designed based on the students' target needs and learning needs. The materials were then compiled in task-based learning materials, under which, some of the preferred topics included: wedding ceremony, historical building, music, and myth. The topics were chosen so that students could freely speak in the classes. The materials consist of four units. The design of each unit of materials was divided into three parts of sections. The three parts include: Let's get prepared, Act it out, and Review. Based on the results of this research, it was found that (1) the quality of the product was good along with the quality of cultural values; (2) the students' responses at the preliminary stage (i.e. try-out) were good too; (3) the teacher's response toward students' textbook indicated a good response too. The tasks comprised of four chapters containing the instructional materials for the speaking class. The proposed topics were primarily cultural topics; these topics were effective and appropriate to be utilized in the teaching of speaking skills for English department students in Higher education.

Keywords: Intercultural Language Learning and English Speaking.

INTRODUCTION:

Intercultural language learning model is one of the language instructional models that need to be practiced for non-native students of the English language. The model emphasizes students to have intercultural and communicative competences. To be implemented in classes, it needs appropriate tasks and materials of the model for students to learn English as a foreign language. The initial assumption is that the ability to speak a

foreign language fluently presupposes not only a good knowledge of language features, but also the ability to process information based on target culture. The cultural information is achieved from the interactive communication amongst students through the intercultural language learning processes in the class.

In the speaking class, students were asked to talk and discuss some cultural topics to get cultural information. A good knowledge of target culture will get easy to process information from speakers. Without the understanding of language target culture, English learners face difficulties both in their receptive and productive skills. Dobrovol'skij & Piirainen (2006), Colson (2008) and Williams (2010) claimed that language is inseparable from its culture. Therefore, teaching any language will inevitably involve teaching its culture. Only through understanding the culture of the target language are language learners able to function properly in the language they learn.

Language is the most important communication tools for human beings, and is an important component of culture; its cultural background to a certain degree influences Application of a language. When people communicate in a language, it always involves other cultural factors beyond the language itself, including the social system, customs and habits, values, lifestyles and norms of behavior. Hence, learning a language cannot be working well without the understanding of its culture. When teachers go deep into the cultural connotation implied by a language, they can guide students to generate a desirable communication schema, understand the cultural nuances contained in the text in the learning process, and ultimately improve their intercultural communicative competence (Gu Jiazu, 2000).

The purpose of learning a foreign language is to learn to communicate in the target language, to learn the customs and traditions of the speech community and to promote one's study and work. Teachers thereby need to teach the target culture. The basic goal of learning a foreign language is to acquire a communicative competence. The best way to get communicative competence is through intercultural teaching in speaking learning as a subject matter. The materials of teaching speaking have to add the target culture in some parts of the target language.

English students are in the process of becoming an English user, so the same set of categories will be applied. However, there is an important modification, which must be made. The students should become plurilingual and develop inter-culturality (CEFR, Pages: 43). The linguistic and cultural competences as regards each language are modified by knowledge of the other, contributing thereby to intercultural awareness, skills, and know-how.

This research is focused on developing tasks and materials of intercultural learning-based English speaking learning for English department students of IKIP Mataram. The target needs and the learning needs of the intercultural language learning are analyzed to develop these instructional tasks and materials. The results of needs analysis on the initial research presented that, in target needs such as the necessity and want, students claimed that they need to know how the English language is spoken by the native speakers orally. Meanwhile, the results of learning needs are designed for students to reach intercultural competences in speaking classes.

The English students need English speaking proficiency for their future, especially in the professional field. They are going to be people responsible for interacting with foreigners having a different culture, whereby they've to understand the clients' needs. In the process, they are likely to communicate with foreigners who are native speakers of English. Therefore, a good level of English speaking proficiency needs to be acquired. Even third semester students from the English department students have not yet reached a sufficient level of intercultural competence to communicate. Nonetheless, the learning materials have not yet been developed to improve their English speaking competence integrated with the intercultural language model.

RESEARCH METHOD:

The research design followed these steps in sequential order (1) identifying problems, (2), designing the model (3), developing the model in large scale and (4) disseminating the product. The data of the study include both qualitative and quantitative; while the former (i.e. qualitative data) dealt with students' needs (target and learning needs), interview results along with the quality of instructional tasks; the latter (i.e. quantitative data) indicated information about the score of questionnaires.

The research subject was obviously the English language of the students at IKIP Mataram. The product 'try-out' was applied, in which there were 29 students. The instruments were questionnaires and interviews. The questionnaires comprised the needs analysis and evaluation questionnaires. The questionnaire was carried out to gain the target needs and learning needs of students at speaking classes, while the evaluation questionnaire was distributed to seek students' feedback. The interview guidelines have been used to reach empirical evaluation

data, and it has been conducted after the 'try-out' phase. The results revealed information about the appropriateness of instructional tasks for teaching speaking classes for English language students.

The data of evaluation were analyzed quantitatively. The results were explanations about the students' needs (based on target needs and learning needs) in speaking classrooms and their responses toward the instructional tasks designed. The data of tasks evaluation questionnaire were analyzed by using central tendency (Creswell, 2012, p. 183). The data were then converted into an interval of the mean score in a scale of 1 to 4 by using a range of factual score. The developed instructional tasks were found to be appropriate as mean score indicated 3.01 up to more than 3.51. Meanwhile, the tasks were inappropriate as the mean score showed less than 3.00. Data from interviews were qualitatively analyzed by conducting recording and then transcribing. The researchers carried out some stages qualitatively such as collecting, reducing, selecting, displaying and describing the data.

LITERATURE REVIEW:

The intercultural language-learning model of this study is supported by some language learning and teaching approaches. Those are task-based language teaching (TBLT), communicative language teaching (CLT), and intercultural language learning (ILL). The elaboration of those is presented as follows.

Task-Based Language Teaching (TBLT):

Tasks are designed to help students to engage into learning activities in the classes. The tasks would lead students' performance. Because of tasks, students can understand the content of instructional materials effectively and optimally; moreover, tasks always deal with learning materials presented by teachers. Teachers in developing comprehensive materials must analyze the task-learning model that they want to apply in classes (Anwar and Arifani, 2016). Besides, they should pay attention to students' expectations vis a vis their necessity to learn.

Task-based language learning was initially introduced by Prabhu (1987) delineating three main tasks: pre-task, task cycle, and post-task. The pre-task refers to the preparatory activities; whereas the task cycle deals with the interactive process action that is expected to handle existing learning resources; and the post task is activities to attend to form. Brandon (2011) also states the task-based language learning expects students to be active learners and have the appropriate roles during learning the English language.

Savelson and Stern (in Nunan, 2004) suggest that tasks should have some key elements such as: content (the subject matter to be taught); materials (things that learners can observe and manipulate); activities (things that learners and teachers will be doing during a lesson); goals (the teachers' general aims for the tasks; these are much more general and vague that objectives); and social community (the class as whole and its sense of groupness). In developing tasks-based language learning for whole language skills, researchers always elaborate the mentioned components of tasks.

Some researchers developed the tasks-based language teaching such as Rahman (2010) who developed tasks-based language learning in India, Setyaningrum (2011) who investigated writing skills to improve students' writing ability. Robinson (2011) tried to investigate the correlation between tasks based language learning and accuracy, fluency, and complexity. Besides, Thomas (2011) had analyzed the students' needs to be implementation of tasks based learning dealing with EFL learners in Japan.

Communicative Language Teaching (CLT):

Communicative Language Teaching is based on the theory that language is a means of communication (Oxford, 2000:7). The goal of this approach is helping learners to gain a communicative competence. Communicative is what a speaker needs to know in order to be communicatively competent in the society, which includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to domain of grammatical and lexical capacity. Sociolinguistic competence is the ability to understand social context in which communication takes place. Discourse competence refers to the interpretation of individual massage elements in terms of how the message is connected one into another and how meaning is represented in the entire discourse of text. Strategic competence includes the strategy of communicator to initiate, terminate, maintain and redirect communication.

In communicative language teaching, the following of activities is often used (Littlewood, 1986) in Richard and Lockhart (2005:119). Those are pre-communicative activities and communicative activities. Pre-communicative activities focus on presentation of structures, functions and vocabulary. Furthermore, Communicative activities endorse the learners to focus on information sharing and information exchange.

Intercultural Language Learning (ILL):
Research in minimizing students' misunderstanding of foreign speaker was done by some researchers in Asian English teacher such as Japan, China, and Thailand. Jiao Xue (2014) in her research depicted that the process of intercultural language learning is able to facilitate language learner to avoid misunderstandings in communication. The non-native and native can understand what they speak to each other; the native tries to catch hold of what the interlocutor means through their language and vice versa. The model should thereby be developed based on intercultural language learning.

The model of intercultural language learning has also been proposed by Byram for aborigine students. Byram (2004) said that intercultural learning or teaching is the notion of cultural studies in foreign language education, and puts forward a model for teaching foreign language and its culture. There are two cultures combining in one language learning in which those are students' first language and foreign language including its culture. Foreign language educations should include four fundamental components, which are: language learning, language awareness, culture awareness, and cultural experience.

DISCUSSION:

The development of tasks and materials of intercultural language learning is presented in the form of development processes such as developing the learning goals, syllabuses, lesson plans, tasks and materials.

Learning Goals of the Model:
Learning goals are a certain proficient target expected after students follow the speaking classes. This certain target is the end of ideal situation expected by students. This position is called learning goals. Learning goals lead students to do appropriate speaking activities in order to have 'that' proficient level. The measurement of the appropriate materials of IBES model can be measured from the goal achievement based on the prescribed instructional goals. Therefore, formulating the learning goals in implementing IBLL model is very important.

In the IBLL model, formulating the learning goals of speaking subject matter is based on CEFR (the Common European Framework of Reference for Language) level proficiencies. CEFR standards were designed according to the Europe classification and adapted by English teachers in the world. The European Council had six levels for speaking skills as subject matters, compiled by CEFR. The six levels are A1 (beginner level), A2 (elementary level), B1 (intermediate level), B2 (upper intermediate level), C1 (advance level), and C2 (proficiency level). Each level from beginner to proficiency level has indicators that indicate language learners' ability.

For subject matter of Speaking III, the research study prescribes the instructional goals suit with speaking skills in level B1 and B2 according to CEFR scales. The target of speaking III in implementing the IBES model is to bring students into intermediate or upper intermediate level. It is up to the researcher to integrate the intercultural and communicative competences to underpin the developed IBES model for teaching of speaking skills in higher education. The intercultural competences are imparted in speaking classes so that students have cultural awareness of the target language. To reach the expected competences, lecturers present the intercultural dimension during the classes. In addition, genre-based language learning would be adapted in implementing and producing text types for each lesson.

Based on the CEFR standard ability, the formulation of the instructional goals is to form intercultural knowledge so that students are able to speak topics that are familiar, narrate simple stories, and explain it appropriately and accurately.

Syllabi of the Model:
The syllabus design used in the IBES model is a negotiated syllabus design. It is a syllabus design that involves the teacher and students working together to make decisions at many of the parts of the design process. The design also is called process-based syllabus. This syllabus is designed based on needs analysis on students' target needs and learning needs. The students' target needs and learning needs breaking down into learning goals are as main foundation to determine and design the content selection and the materials grading and sequencing.

For higher education, there is no strict rule to design the syllabus. It depends on both the learning and target needs. Components of the syllabus of the IBES model for teaching of Speaking skills presented in the parts of syllabus at the study program of English language education department are shown as follows.

1) The first part of syllabus comprises the name of lecturer, subject (writing 3), time allocation (45 x 2 minutes), semester credit system (2/SKS), semester (fifth semester), and instructional goals.

2) The unit column of the syllabus draws that the IBES materials consist of 4 units with different speaking targets.
3) The column of topics presents kinds of topics to be learnt by students in order to have understanding of their own cultures and target cultures. The column also shows how many meetings each topic are studied.
4) The column of text types is about the kinds of texts that students should be spoken in discussion forms in the end of each lesson unit.
5) The column of learning objectives presents some learning tasks to be done by students and each task has a learning objective. It also presents the time allocation for each task as suit as the semester credit system of Speaking III.
6) The column of indicators is about attainment indicators of each task that draws students' achievement after follow the classes and the indicators are written based on the learning objectives.
7) The column of input/material is the learning sources where the materials come from which the inputs are texts, pictures, and videos. The input facilitates students to reach the learning target of speaking skills.
8) The column of activity presents what kinds of learning activities students and teachers do during the speaking classes.
9) The column of value is about cultural awareness after students do the learning processes and the proposed topics are about cultural contents.

Lesson Plans of the Model:
The syllabi content are based on needs analysis to determine the instructional goals and cultural texts to promote students' intercultural competence and communicative competence so as to write texts, culturally appropriate and linguistically accurate. Syllabi are designed within each unit that consists of topics, text types, objectives, indicators, materials, activities, and values. The unit of lesson in the syllabus is presented in different meetings with different learning objectives.

Tasks and Materials of the Model:
The learning materials were developed to support the IBES model, which aims to improve students' speaking competences while implementing the intercultural language learning in speaking classes. The IBES materials were designed based on students' target needs and learning needs. The materials then are compiled in tasks-based learning materials. The preferred topics were wedding ceremony, historical building, music, and myth. The topics would lead students to do speaking activities in the classes. The materials consist of four units. The design of each unit of materials was divided into three parts: i.e. Let's get prepared, Act it out, and Review.

Unit I:
Unit 1 was designed in three lessons, which are lesson 1, lesson 2, and lesson 3. Each lesson was arranged into sections of 'let get prepared', act it out, and 'review' in the end of Unit 1. The section 'let get prepared' was an introduction section to recognize the target cultures through presenting cultural pictures. It contained wedding ceremony to facilitate students to speak the topic which they experience. It is in Unit 1 and task 1 with wedding ceremony topics. In the classes, students discuss the materials to observe the target cultures and their own cultures. They also are asked to explain the costumes, dresses, and headdresses of a bride and groom. On top of that, students are expected they have a prior knowledge of target wedding cultures and even their own wedding cultures.
The first part 'Act it out' in lesson 1 was a part to form students' knowledge of the cultural topic. The materials were arranged in 10 tasks with different meeting. Students were presented materials first about cultural values. It is as task 2. Materials were arranged by boxes containing simple texts speaking and then students do activities to discuss the topic about wedding ceremony. Task 3 of this part was to explain the parts of wedding ceremonies. To speak the topic, the materials were designed in some columns containing topic texts speaking. It is to help students to elaborate supporting topic with given clues. In each task, there were materials to strengthen students' vocabulary mastery and provide some questions of vocabularies if they don't understand yet. Task 4 provided students' activities to rearrange jumbled texts speaking into correct orders and discuss the cultural values. There were devoted some exercises of wedding pictures.
Lesson 2 was organized such as organization of section 1 in which there were 'Let's get prepared' and 'Act it out'. Lesson 2 consists of four tasks with different learning targets. The section of let's get ready presented only apperception of the initial materials with conducting general review of the previous meeting. Meanwhile, the section of 'Let's Act' was arranged in four tasks. Task 1 was managed to elaborate texts speaking which contain cultural expressions; besides that, Task 2 was provided to discuss description of wedding processions. Then,

Task 3 was organized to present what students seen in Sasak community and Task 4 was presented to generic structures of the texts speaking with some exercises to discuss.

Lesson 3 was arranged like the previous lesson; i.e. it distributed materials to conclude the cultural values of the topic given in previous tasks. Materials were presented in sections which are section of Let's get prepared, Act it out, and Review. The part 'let's get ready was introduced the previous materials in lesson 1 and 2; whereas the part 'let's act showed the main activities arranged into four tasks. Task 1 distributed jumbled topic to be rearranged into a complete texts speaking. Task 2 provided materials of the language features of texts speaking and students practice to present it with presenting pictures. Task 3 was designed to do an interview with society leader about values of wedding cultures and based on the result of interview, students speak it into a complete texts speaking and discuss it in front of the class.

The last section of Unit 1 was 'Review'. It presented what students have done from lesson 1 into Lesson 3. The review was about cultural values that students got after follow the speaking classes, how students react when they know about their own culture and target cultures, and students construct their knowledge of wedding ceremonies.

Unit 2:

The topic of Unit 2 was about historical buildings. The organization of Unit 2 was designed same as Unit 1 that had three sections of presenting learning activities, which included: 'Let's Get Ready', Let's Act, and 'Let's Do Review'. Unit 2 guides students in order that they are able to speak. Then, the materials were distributed in three lessons, i.e. Lesson 1, Lesson 2, and Lesson 3. Each lesson had certain tasks with different materials and activities.

Lesson 1 distributed the materials that led students to speak simple texts. In section 'Let's Get Ready', materials presented were examples of texts speaking. Then, section 'Let's Act provided some learning tasks to be done by students. Task 1 was arranged with presenting some historical buildings from foreign countries and home countries like India, London (UK), Central Java, Yogyakarta, and Lombok. Task 2 allotted materials of a topic speaking and the supporting texts speaking about historical buildings. Materials were managed in some columns containing topic speaking and topic as supporting texts speaking. Task 3 presented the materials of jumbled topic of texts speaking. Task 4 served materials about topic of texts speaking.

Lesson 2 devoted materials in three sections just like the previous lesson. It was organized to speak an orientation of texts speaking. In the part 'Let's Get Ready', there was a review of previous study about a topic speaking and the supporting texts speaking in any text. Meanwhile, in the section 'Let's Act' distributed materials of generic speakings structures of texts speaking in different tasks. Task 1 presented materials of orientation topic and its examples and exercises. It also provided the characteristics of each structure of topic texts speaking. Task 2 organized materials of cultural texts and it also allotted the characteristics of a body of texts speaking. Task 3 arranged materials of jumbled topic of the orientation and a body of texts speaking. Then, Task 4 provided materials for students to speak the two topics of texts speaking. Besides that, each task was equipped with vocabulary mastery to help students to understand and talk cultural texts.

Lesson 3 distributed the materials of speaking cultural topics. In section 'Let's Get Ready', there were reviews of previous study about two parts of topics that are a topic speaking and the supporting texts speaking within any text. In section 'Let's Act', materials were presented in task forms. Task 1 devoted topic of generic speaking structures. Task 2 allocated certain materials to practice generic speaking structures through pictures of historical buildings. Task 3 allotted materials to practice the complete texts speaking based on the result of interview with society leaders or Islamic scholars. Then, Task 4, in section 'Let's Do Review', provided review what students have studied in Unit 2 with answering some questions.

Unit 3:

Materials provided in Unit 3 were about communication technology. Those were designed into three sections same as previous units. Unit 3 guides students so that they are able to write exposition texts.The materials were distributed in three lessons; Lesson 1, Lesson 2, and Lesson 3. Each lesson has certain activities and materials in different tasks and objectives. In every task, students are provided vocabularies about contents assumed they don't know yet.

Lesson 1 allotted materials about making comments or suggestions about the cell-phone features and prices. It was presented in section of 'Let's Get Ready'. Then, the part of 'Let's Act' provided the materials of ICT developments to speak a complete exposition in different tasks. Task 1 devoted materials of parts of cell-phone features and practices to recognize exposition generic structures. Task 2 showed materials of topic speaking in exposition texts speaking. Task 3 distributed allocated vocabularies dealing with the textual contents.

Lesson 2 distributed materials of characteristics of each generic structure of exposition texts speaking. Lesson 2 was designed same as previous lesson that included two sections; Let's Get Ready and Let's Act. Every section provided materials in different tasks. Task 1 allocated materials of opening exposition texts speaking with some exercises according to topics of ICT development. Task 2 devoted materials about argument of an exposition text speaking with exercises. Task 3 allotted materials into some exercises about how to speak exposition. Then, Task 4 provided materials about the language focuses of exposition texts speaking to guide students to speak a simple complete exposition text.

Lesson 3 of Unit 3 devoted materials guiding students to create and speak complete exposition texts. The organization of Lesson 3 was same as previous lessons that included three sections; 'Let's Get Ready, Let's Act, and Let's Do Review'. Each section was distributed in different learning activities and tasks. The part of 'Let's Get Ready' showed the general review about paragraphs of exposition texts, its generic structures, and language focuses. Then, the section of 'Let's Act provided materials in different tasks. Task 1 allocated material of complete texts speaking and practice to speak it. Task 2 presented materials to guide students to create an exposition texts speaking from videos dealing with topics of ICT developments. Task 3 provided materials about cultural values of ICT developments based on results of interview to facilitate students to create an exposition texts speaking. Task 4 was designed to do evaluation about what students have done in previous tasks.

CONCLUSION:

After all the stages of the research was carried out, there was the final product, called the model for speaking classes. The product was expected to help English language education students in speaking classes. The instructional tools resulted were the learning module, learning materials, and syllabus. With applying the model, lecturers expected the students would be able to speak fluently and linguistically accurate.

The feasibility of the learning tools of the developed model according the experts and practitioners are presented as follows.

a. The feasibility of the IBES syllabus was categorized as appropriate syllabus in which the mean score was 3.

b. The feasibility of learning materials of the developed IBES model was categorized as appropriate learning materials in which the mean score was 3.

c. The feasibility of the learning model was categorized as appropriate learning model in which the mean score was 3.

d. The feasibility of the lay-out of the developed IBES model was categorized as appropriate in which the mean score was 3.

e. The feasibility of all learning tools of the developed IBES model was classified in appropriate category in which the mean score was 3.

Meanwhile, the practicality of the developed IBES model to facilitate students to speak in the speaking class was known through the classroom action and observation during the actions taking place. Before the action started, the researcher did pretest to speak in simple topic. The level of students' speaking skills was fair to poor level. The mean score was achieved 55. If it referred to CEFR level, the students' speaking skills had been in elementary level; whereas, the mean score of students' speaking skills in posttest was gained 75. The level of students' speaking skills indicated in good to excellent category. Then, if it referred to CEFR level, the students' speaking skills had been in upper intermediate level.

Afterwards, the level of students' speaking skills to speak in ICT topics in pretest was fair to poor level with the mean score achieved 57 and it was in elementary level based on CEFR level classification; whereas, the mean score of students' speaking skills in posttest was gained 77. The level of students' speaking skills indicated in good to excellent category and it was in upper intermediate level based on CEFR classification. Meanwhile, the mean score of the observation results during the classroom action was 87 and it indicated in excellent category. Therefore, the practicality of the developed IBES materials based on the classroom action and observation during actions was categorized as good to excellent category and as upper intermediate level based on CEFR classification.

REFERENCES:

Byram, M. & Feng, A. (2005). Teaching and researching intercultural competence. Edited by Eli Hinkel in *Handbook of research in second language teaching and learning*. Mahwah: Lawrance Erlbaum Assosiate Publisher.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. UK: Clevedon Hall.

Dobrovol'skij, D. and E. Piirainen (2006). Cultural knowledge and idioms. *International Journal of English Studies*, 6 (1), 27-41.

Gu, Jiazu (2000). *Covert Culture in Foreign Languages and Literature*. Nanjing: Nanjing Normal University Press.

Oxford, R.L. (2000). *Language learning*. Massachusetts: Heinle & Heinle Publishers.

Prabhu, N. (1987). *Second language pedagogy*. Oxford: Oxford University Press.

Rahman, M. M. (2010). Teaching Oral Communication Skills: A Task-based Approach. *ESP World, 1*(27).

Richard, J.C., Lockhart, C. (2005). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.

Robinson, P. (2011). Task-Based Language Learning: A Review of Issues. *Language Learning, 61*(1), 1-36. Language Learning Research Club, University of Michigan.

Setyaningrum, R. (2011). *Task Based Language Teaching to teaching writing for 7th grade students*. An action research at SMPN 17 Surakarta 2010/2011.

Thomas, M. (2011). Task-based Language Teaching and Collaborative Problem solving with Second Life: A Case Study of Japanese EFL Learners. *Proceeding at International Conference "ICT for Language Learning"*. University of Central Lancashire (United Kingdom).