TEACHERS' AND LEARNERS' ACCOUNTSOF TEACHING LEARNINGSTRATEGIESIN MULTI CHANNEL LEARNING SYSTEM

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Abstract: In learning a foreign language, learners usually apply certain learning strategies. Similarly, in teaching a foreign language, especially English, teachers also need teaching strategies. Issues related to learners' learning strategies have been discussed over the years; however, issues related to teachers' teaching strategies have not been researched thoroughly. Effective teaching strategies are particularly important for teachers who are teaching big classes in multi channel learning system as applied in Bina Nusantara University. This study has two aims: first, to investigate the teaching strategies employed by Binus English teachers and second, to find out the intersection between teachers and students regarding the teaching strategies employed in the classroom. Using questionnaires for teachers and students, this study examined the frequency of strategy used by students and teachers. The results showed that teachers and students have different opinions on the strategies/activities that occurred in the classroom. The implications of these results for the teaching/learning situation are discussed.

Keywords: multi channel learning, teaching strategies, perception, teachers, students

The system of multi channel learning has been applied at Bina Nusantara University since 2001. It can be equalized to 'internet-based teaching' or teaching using internet, which, in Binus, is called Binusmaya. The change of the system makes the lecturers change their teaching paradigm from traditional to online. It has broadened teachers' concept of learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Online learning takes many forms such as computer simulation, interactive collaboration or discussion, and the creation of virtual learning environment, which connects students at their homes, regions or nations (Ko&Rossen, 2004).

Online learning system appears not to cause the problem for teaching certain subjects; even it makes it easier for the teachers in presenting the subject materials. However, teaching language needs much interaction between lecturer and students. Brown (2006) wrote that in the acquisition of language, the learners engage in *imitation* (speaking and listening skill), *practice and frequency with* their teacher or friends (speaking) and *input* (what they hear from the lecturer).

Effective interaction between teachers and students is sometimes difficult to achieve, especially in big classes. In Binus University, one language class can consist of as many as 70

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students. Therefore, the language teachers have two-fold problems: how to integrate the online learning system with the traditional teaching system; and **how** to effectively manage the teaching learning activities for a big class.

To overcome those problems, teachers need to develop some strategies. For the purpose of the present article, teacher's teaching strategies will be taken to mean 'activities consciously chosen by teachers for the purpose of regulating their own language teaching'. Griffith (2007) says that 'because of their pivotal role, teacher practices and perceptions are critically important since they have the potential to influence the effectiveness of the teaching/learning process.'

However, students sometimes have different opinions on what is going on in the classroom. Studies by Griffith and Parr (2001) indicate that students' and teachers' perceptions did not coincide at any point. Nunan (2001) and Wiling (1989) also talk of 'clear mismatches between learners' and teacher' views'. The potential of such mismatch arouse the needs to find the intersection between learners' and teachers' accounts about what is actually going on in the classroom.

Harmer (2007) mentions that the most often used teaching language procedure is *PPP*, which stands for **Presentation, Practice** and **Production**. In this procedure the teacher introduces a situation which contextualizes the language to be taught, presents the language and asks the students to practice the language using the reproduction technique called choral reproduction. In similar vein, Byrne (1986) suggestscombining these three phases in a circle in which teacher and students can decide at which stage they want to enter the procedure. However, other experts such as Woodward (1993), Lewis (1993) and Scrivener (1994) oppose to this method and said that it is teacher-centered.

As an alternative to **PPP**, Harmer (2007) suggests another method called **ESA.** The trilogy of teaching sequence elements is **ESA: Engage, Study** and **Activate.**Students should be emotionally engaged with what is going on, their attention should be drawn through their own noticing activities, and they should be encouraged to use all or any of the language they know.Applying **PPP** or **ESA** can be problematic for teachers who are teaching large classes. Teachers often have to think of the best ways to convey the materials to their students. Teachers may have three choices: teaching a class as a whole, getting students to work on their own or having them to perform tasks in pairs or groups.

For most teachers, teaching the whole class, in which teacher explains to all the students and students are just listening, is what teaching means. This kind of teacher-students interaction occurs in many cultures (including Indonesia), in which the teacher is considered as the only source of knowledge.The idea of students on their own is working in a pattern of *individualized learning*. This can range from students doing exercises on their own in class, to situations in which teachers are able to spend time working with individual students, or when students learn in self access centers or other out of class setting, such as the internet.In groupwork, students can write a group story or role play a situation which involve five persons. They can prepare a presentation or discuss an issue and come to a group decision. In general, a small group of around five students provoke greater involvement and participation than larger groups. They are small enough for real interpersonal interaction.

Besides class management, teachers can use other activities in the classroom, such as playing language games. The purpose of giving language games to students is to engage the students and encourage them to use the target language with enthusiasm. Language games should be consistent with the principles of language learning. Language games are not only suitable for children but they are a useful tool to engage adult learners as well. This can be seen in the television, where the adults participate in the games. Many games from television and radio (and games that people play at home in their everyday lives) can be adapted for classroom use. However, in classroom setting, especially in university, the use of language games should not be excessive. Games can be used two or three times to overcome boredom, but if they are given in every session, it will lessen the academic flair of the teaching learning activity

Aside from teachers' strategies in managing and presenting the materials in the classroom, another consideration is to integrate all those in multi channel learning system. The multi channel learning system uses the internet as a main communication tool in teaching learning process at Bina Nusantara University. This system offers the students more freedom in choosing subjects, looking for books, reading text books and related articles, submitting homework and having discussion with lecturer and other students. As a system, MCL has fulfilled all the criteria for an online learning course. It provides all the materials for one semester completed with the textbooks and website links, the syllabus, the course outline. It also provides the discussion forum where the students can communicate with their lecturer. However, multi channel learning system at Bina Nusantara University cannot be called as fully online teaching because there are only three meetings that should be done through internet, while the rest 10 meetings should be done in class or face to face mode. Therefore, the function of MCL in Binus is just as an aid for the students to get the best for their study. The main focus of teaching learning activity atBinus is still in the hands of the teachers. The combination between online learning and classroom activities is called collaborative learning. The present study tries to identify: 1) What kind of teaching strategies are employed by English lecturers in multi channel learning system? and 2) How do teacher's teaching strategies correspond with students' frequency of strategy use?

METHODOLOGY
The participants for this research are 10 (ten) Binus University Lecturers who teach English as MKU (Mata KuliahUmum) 100 (one hundred) Binus University students who take English subject. These 100 students comprise of 10 students from each participating teacher.The Instruments for this research areA set of questionnaires consisting of 15 statements for the teachers. The questionnaires are divided into two sections: teaching learning strategies (10 statements) and the application of MCL (5 statements). Teachers' questionnaires are written in English, and A set of questionnaires consisting of 15 statements for the students. The questionnaires for students are basically replicated from teachers' questionnaires, but they are written in Indonesian.After data collection, the information from the questionnaires was entered into a statistical program SPSS to enable data analysis to be carried out. The data from teachers' and students' questionnaires were analyzed for frequency and averages to determine the rank of importance ascribed by teachers and students to each strategy item. Then the results from the teachers' data were then compared with the results from the students' data.

FINDINGS AND FISCUSSION

The questionnaire consists of two parts. Part one deals with **teaching learning strategies**, containing ten questions. Part two deals with **the use of MCL inteaching learning activities** which contains five questions. Each part will be discussed separately.

Table 1.**Frequency of teachers' answers.**

A = frequently   B = Often   C = Sometimes   D = Never   T = average frequency

Statements	A	B	C	D	T
Teaching Learning Strategies					
1. I present the materials by giving lectures (teacher's monolog)	3	3	4	0	2.9
2. I discuss the materials with the whole class	5	5	0	0	**3.5**
3. I ask each student to answer the questions in turn	5	4	0	1	**3.3**
4. I assign the students to do the exercise by themselves	5	2	3	0	**3.2**
5. I assign the students to form group and discuss the materials	6	2	2	0	**3.4**
6. I assign the students to form group and present the materials	4	2	3	1	2.9
7. I give the students a problem to solve in group	4	4	2	0	**3.2**
8. I give individual student a problem to solve	3	0	6	1	2.5
9. I ask the students to write down the lectures/materials	1	4	1	4	2.2
10. I use games, trivia quizzes, etc. in my teaching session	1	0	6	3	**1.9**
The use of MCL in Teaching Learning Activities					
11. I use the teaching materials from Binusmaya	5	3	1	1	**3.2**
12. I use the exercises/assignments from Binusmaya	5	2	3	0	**3.2**
13. I ask the students to submit their assignment through Binusmaya	5	1	3	1	**3**
14. I communicate with the students in Binusmaya discussion forum	3	3	3	1	2.8
15. I log in Binusmaya during my off-class session	4	3	3	0	**3.1**
Total **Scores**	59	38	40	13	2.9

Note: The score in column (T) is calculated as the followings:

Each category is given different weight; A=4, B=3,C=2, and D=1. For example, for statement 1, 3 teachers answer A, 3 teachers answer B and 4 teachers answer C. The total point is (3*4)+(3*3)+ (4*2) = 29. The average point of 10 teachers is 2.9. The rests of the questionnaires are also calculated in the same way.

Teaching learning strategies

Basically, the ten strategies outlined in the second part of the questionnaires can be categorized into five parts. The first is **whole class teaching** which consists of statement 1, presenting the materials by giving lectures to the whole class and statement no. 2, discussing

the materials with the whole class. The second, **individual student teaching** consists of statement no.3 asking students to answer questions in turn, statement no.4, assigning exercises for individual students, and statements no.8, giving problem for individual students to solve. The third, **group work activity** consists of statement no. 5, discussing materials in group, statement no.6, presenting materials and statement no.7, giving problems to solve in group. The next part is **note taking activity**, in statement no.9, in which students are assigned to write down the materials or exercises. The last one, statement no. 10, is the **use of games**, trivia quiz, etc. The ten teachers show different preferences for each teaching learning strategy as shown in the following table.

Table 2. The rank order of teaching learning strategies

Strategies	Total frequency
Whole class discussion (2)	**3.5**
Grouping students for discussing materials (5)	**3.4**
Students answer in turns (3)	**3.3**
Students do the exercise by themselves (4)	**3.2**
Grouping students for solving problem (7)	**3.2**
Grouping students for presenting materials (6)	**2.9**
Giving lectures in monolog (1)	**2.9**
Giving problem for individual student (8)	**2.5**
Taking notes of the materials (9)	**2.2**
Playing language games, trivia quiz, etc. (10)	**1.9**

The table above shows that most teachers prefer discussing the materials with the whole class (3.5). This is a preferable strategy because it does not need many preparations and arrangement. Teachers' preference to discuss the material with the whole class indicates the low involvement with individual students. It is then followed by grouping students to discuss materials (3.4). Interestingly, the other two grouping strategies, i.e. grouping for solving problem and grouping for presenting materials get lower scores (3.2 and 2.9). This is perhaps because some teachers believe that the purpose of grouping students is for discussing materials or doing the exercises while presenting the materials is the lecturer's responsibility. The table shows that 'giving individual student a problem to solve' strategy only gets 2.5. This happens maybe because the class is too big, so that teachers can not make personal contact with the students. Lecturing in one-way mode is still done by the lecturers, and it gets quite a big score (2.9), indicating that this is still a popular method among teachers. However, not many teachers ask students to take notes of the materials since it only gets 2.2. This is because all the materials have been provided in Binusmaya, so that the students can download them anytime. The last strategy, playing language games or trivia quiz (with 1.9 score) is not quite popular among the teachers. Table 1 shows that only one teacher who always give language games and three teachers never use that strategy. It might be assumed that university students are adult learners while playing games are more suitable for young learners.

Overall, for Binus lecturers, the three major strategies (i.e. whole class teaching, grouping students and individual assignment) are the most frequently chosen strategies

because the frequency scores are more than 2.5. The difference lies in the kind of activities for each strategy. However, note-taking and playing games are not so popular among the lecturers.

The use of MCL in Teaching Learning Activities
This part consists of five questions regarding the use of Multi Channel Learning mode in teaching learning activities. Teachers use Binusmaya to get the teaching materials and exercises, to collect students' assignments and to communicate with students and to monitor the teaching learning activity during off class session.
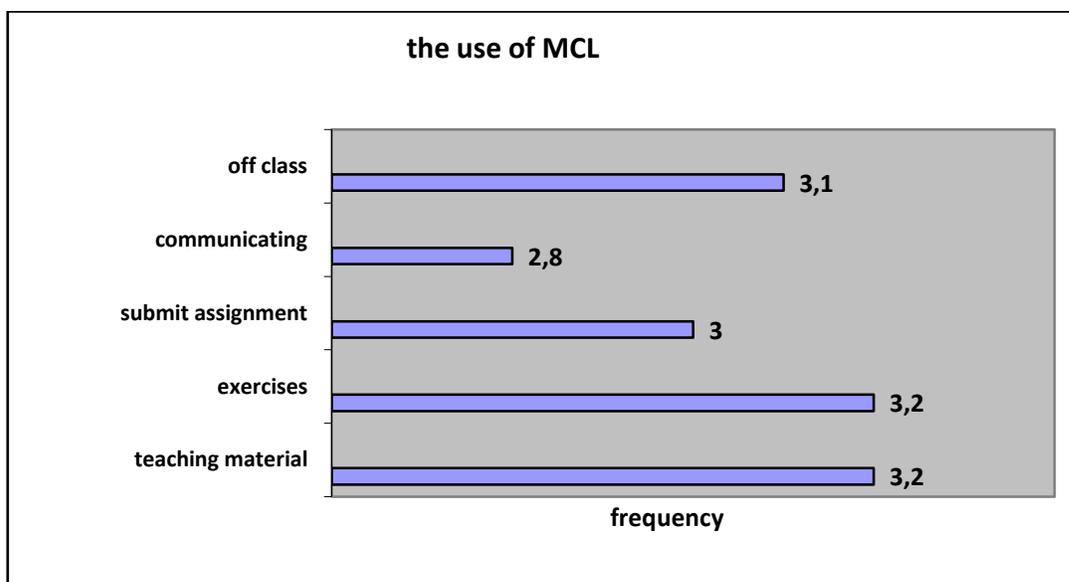

Figure 1. The use of MCL

The results indicate that the teachers show positive attitude in using Binusmaya in their teaching learning activities. Most teachers reported using subject materials and assignments from Binusmaya. These two options get 3.2. Interestingly, one teacher admitted never using teaching materials from Binusmaya. He/ She might have prepared his/her own materials for teaching. Binusmaya is also used for submitting students' assignment (3) which means that teachers do not need to carry a lot of paperwork home but he/ she can check students' assignment in Binusmaya. Teachers also log on Binusmaya during the off-class session (3.1). This means that teachers are still active even though they do not have to come to campus to teach. However, another function of Binusmaya, communicating with students through discussion forum, is not quite popular among teachers. It only gets 2.8. There is even one teacher who never used Binusmaya discussion forum. The overall result of this part is 3.06. This means that in general teachers often use Binusmaya in their teaching learning activities.

Table 3. Frequency of Students' Answers

Frequently   B. Often   C. Sometimes   D. Never   T. Total Score

Statements	A	B	C	D	T
Teaching-Learning Activities in the Classroom:					
1. listening to the lecturer who present the materials in monolog mode	18	48	29	5	2.79
2 discussing the materials with classmates, guided by the lecturer	28	47	21	4	2.99
3. answering lecturer's questions orally in turn	45	28	24	3	3.14
4. doing the exercises given by the lecturer individually	35	40	22	3	3.21
5. forming group to discuss materials	27	38	27	8	2.64
6. forming group to present materials	20	23	25	32	2.31
7. forming group to solve problems given by the lecturer	16	35	36	13	2.54
8. solving problems given by the lecturer individually	26	40	31	3	2.89
9. taking notes of the materials / exercise	14	49	36	1	2.76
10. playing language games, trivia quiz, etc. guided by the lecturer	15	15	23	47	1.98
I use MCL in my learning activities to					
11. download subject materials	30	41	25	4	2.97
12. download and do subject assignments	32	54	12	2	3.16
13. submit assignments	42	43	12	3	3.24
14. communicate with my lecturer through discussion forum	17	26	48	9	2.41
15. study the materials during off class session	10	27	48	15	2.35
Total Score	369	554	419	158	2.75

Note : The score in column (T) is calculated as the followings:

Each category is given different weight; A=4, B=3,C=2, and D=1. For example, for statement 1, 18 students answer A, 48 students answer B, 29 students answer C, and 5 students answer D. The total point is (18*4)+(48*3)+(29*2)+(5*1) = 279. The average point of 100 students is 2.79. The rests of the questionnaires are also calculated in the same way.

Teaching Learning Activities

The first part of students' questionnaire is about the teaching learning activities in the classroom. The results show a different perception between teachers' and students'. The following table shows the result of the questionnaire in which the strategies are presented in rank order.

Table 4. The rank order of teaching activities according to students

Strategies	Total frequency
Doing exercises individually	3.21
Answering questions in turns	3.14
Class discussion	2.97
Solving problem individually	2.89
Listening to lectures' monolog explanation	2.79
Taking notes of the materials	2.76
Forming group for discussing materials	2.64
Forming group for solving problem	2.54
Forming group for presenting materials	2.31
Playing language games, trivia quiz, etc.	1.98

The table shows that doing exercises individually gets the highest score (3.21). Most students (75 persons) say that their teachers frequently and often ask them to do the exercises individually or by themselves. After that, teachers also ask them to answer the questions one by one in turn. This choice gets 3.14. Class discussion occupies the third position with a score of 2.97. Class discussion is done when the teachers present the new materials and discuss the materials with the whole class. Class discussion is the strategy that is mostly chosen by the teachers. This is an appropriate strategy to be used in big classes which does not require too much energy from the teachers. The next activity used by the teachers is giving the individual students a problem to solve. This can be grammar exercise, writing, reading or a topic to do by themselves. Teachers admit that they sometimes give individual assignment but students think otherwise. The next statement, taking notes of the material only gets 2.76. It is not a popular option because all the materials can be downloaded from Binusmaya. Sometimes students take notes of what the teachers say in the classroom, but it is not common among students. Listening to teachers' explanation in one way mode only gets 2.79. This shows that teachers do not often use this strategy in presenting the materials. Teachers might use different strategies of presentation. The three grouping activities get lower scores. Mostly students form group to discuss materials (2.64) and to solve problems (2.54). Grouping for presenting materials only gets 2.31. These low scores for grouping strategy may be because the teachers do not assign the students to form group. Teachers prefer using other strategies. The least popular activity is playing games, which only gets 1.98. This score is consistent with that of the teachers'. Most teachers (9 persons) admit that they only sometimes or even never play games in their classes. Only one teacher answers that he plays games at every meeting. Again, this depends on the teachers' consideration. If they think playing games can increase the students' ability and participation in studying English, they will do it. But, if they don't believe it, they won't do it.
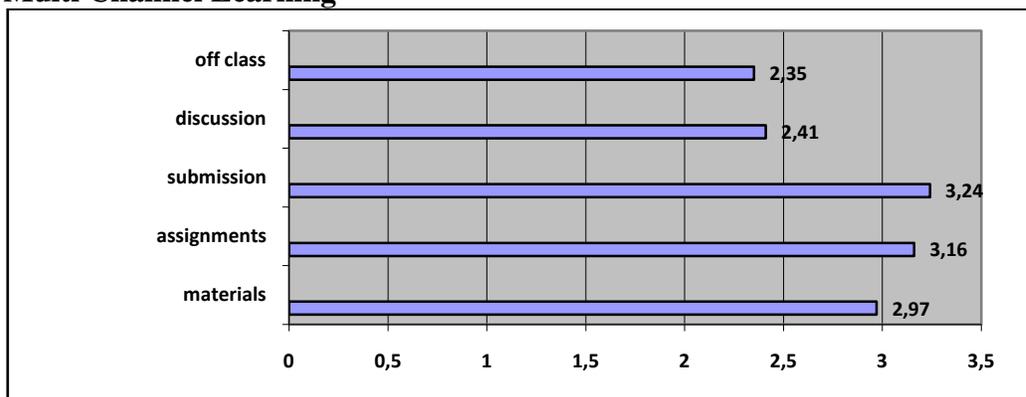
Multi Channel Learning

Fig. 2 The use of MCL

Multi Channel Learning is compulsory in Bina Nusantara University. Students, like it or not, must use Binusmaya for all their academic activities. Regarding their teaching learning activities, students can download the materials or the assignments, submitting their assignments or communicating with their teachers through the forum. Yet, not all students admit downloading the materials from Binusmaya. This statement only gets 2.97. This means that some students prefer the old ways of getting the materials, either from books or by photocopying their friends' materials. They don't want to download the materials by themselves. On the contrary, the second statement, I download and do the exercises in Binusmaya, gets higher score (3.16). This may be because the teachers ask them to download the exercises or assignments from Binusmaya. So, if it is ordered by the teachers, the students will do it. Submitting the assignment through Binusmaya even gets higher score (3.24). Again, this may be due to the teachers' instruction. Yet, some teachers still prefer the old way of submitting the paperwork in class. Communicating with teachers through Discussion Forum gets 2.41. This is a low score compared to the students' communication activities through other computer networks. There is also an indication that the teachers do not open the discussion forum with their students. So, if the teachers seldom or never answer their students in the forum, the students will no longer communicate with their teachers in the forum. The last statement, studying the materials during the off class session, gets only 2.35. This is saddening, due to the fact that the purpose of giving an off class session is to give students opportunity to study by themselves. Rather, this result shows that students only study and log in to Binusmaya if they are instructed by their teachers to do so; otherwise, they prefer to surf to other sites which are more interesting for them.

Comparison of Teachers' and Students' Accounts of Teaching Learning Strategies

The above results show that students do not necessarily have the same accounts about what is going on in the classroom. There are several strategies which teachers report using

frequently while students do not report using highly frequently. The gap between teachers' and students accounts can be seen in the following chart.
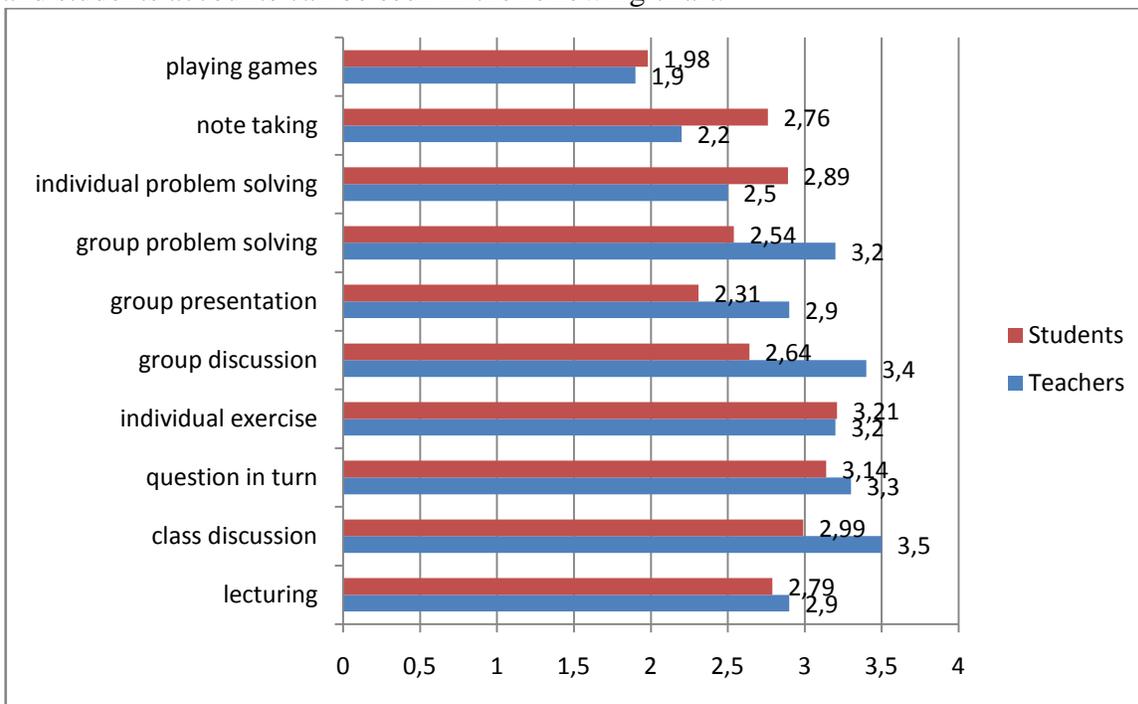
Strategy	Students	Teachers
playing games	1,98	1,9
note taking	2,76	2,2
individual problem solving	2,89	2,5
group problem solving	2,54	3,2
group presentation	2,31	2,9
group discussion	2,64	3,4
individual exercise	3,21	3,2
question in turn	3,14	3,3
class discussion	2,99	3,5
lecturing	2,79	2,9

Fig 3. Comparison of Teachers'-Students' Perception

From the chart, it can be seen that generally, teachers report using teaching learning strategies more frequently than the students. Yet, the gap in teachers/students' perception is salient in items number 5 (group discussion), 6 (group presentation) and 7 (group problem solving). These strategies relate to grouping activities. Teachers report on frequent use of grouping strategies while students do not think that these strategies are frequently occur in their classrooms. Another interesting difference is in item number 2, class discussion. Most teachers admit using this strategy frequently, because it gets the score 3.5. On the other hand, students do not regard it as frequently done by the teachers.

From the students' point of view, item number 4, doing exercise individually, is chosen as the most frequently used strategy in the classroom, which almost coincides with the teachers' report. Other gaps in students'/teachers' perception occur in item number 8, solving problem individually and number 9, taking notes. Most teachers do not requires their students to take notes during class session, yet students still think it is necessary to take notes.

Overall, teachers use the strategies that are likely to involve the students as a whole. So, they tend to choose strategies such as discussion with the whole class or by grouping the students. On the other hand, students tend to choose strategies that involve them as individuals, such as doing exercise individually, taking notes, etc. These results may show that students need individual attention from their teachers. Teachers, therefore, could not just regard their students as a pack of nameless people.

However, the writer also makes a statistical computation of the data to find out whether these differences are significant or not. Both results (teachers' and students') are ranked from the most frequently used strategies to the least frequently used. The two rank orders are calculated using the *Spearman's rho correlation* to find out the correlation between the teachers' and the students' perception. The following table and chart show the comparison.

Table 5 : Correlations between teachers' and students' accounts.

			teacher	student
Spearman's rho	teacher	Correlation Coefficient	1.000	.433
		Sig. (2-tailed)	.	.211
		N	10	10
	student	Correlation Coefficient	.433	1.000
		Sig. (2-tailed)	.211	.
		N	10	10

The correlation coefficient is only 0.211. This shows that there is a very low correlation between the students' and the teachers' accounts of the teaching strategies or teaching activities.

CONCLUSION

Multi channel learning system as applied in Bina Nusantara University is one kind of online learning system which is becoming a trend in the field of education nowadays. However, in teaching English, especially for Indonesian students, a full online learning is hard to achieve. In some countries, interaction between teachers and students is still crucial in an attempt to achieve the goal of language teaching. Therefore, face to face teaching mode in the classroom is still necessary. In doing so, teachers still need many teaching strategies to deal with their students; to convey the materials so that the students are able to practice what is being taught by the teachers.

Basically, there are three teaching strategies that the teacher can apply to teach their students. First is whole class teaching, in which teacher can explain or present the materials to the whole class and discuss them together. Second is individualized teaching, in which teacher give assignment or task for individual students. The last is by grouping students,in which teacher can assign students to form groups either to discuss materials or present materials. Besides, teachers can also apply note taking strategy and playing language games.

The results of the questionnaires given to ten Bina Nusantara English lecturers show that most teachers prefer whole class teaching strategy, especially by discussing materials with the whole class with the frequency score of 3.5. Grouping students to discuss materials occupies the second position with the frequency score of 3.4. On the contrary, the whole class teaching by teacher's monolog only gets 2.9 and grouping students to present materials also gets 2.9. These figures show that even the teachers have preference to a certain strategy; they also depend on the activities done in that strategy.

The results of the questionnaires given to 100 Bina Nusantara students show different answer. Because the purpose is to find out whether they have the same accounts with their teachers about the teaching learning activities in the classroom, the questions given in their questionnaires mirror those in the teachers' questionnaires. Students, on the contrary, think that their teachers give them individual assignment because this statement gets the highest frequency of 3.21, followed by another individual strategy, answering in turn, by 3.14. We can see the different accounts between the teachers and the students. Teachers make it their business to talk or present the materials to the whole class; while the students think that their teachers are targeting them individually.

In relation to the use of MCL, teachers and students also show some differences. The biggest one is in the use of MCL during off class session. Most teachers check their course during off class session (3.1) while less than half the students study from Binusmaya during off class session (2.35). This shows students' reluctance to study during the off class session. Therefore, we can question whether students need to be given off class since it does not guarantee them to connect to the internet and study the materials for that session. Most students still need face to face interaction in learning. Another neglected facility in Binusmaya is discussion forum. Both teachers and students give low score for this. Teachers only have 2.8 and students have 2.41. This also shows that discussion forum in Binusmaya have not been used properly as the means of communication between teachers and students. They still depend on face to face interaction in the classroom.

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