

The 3<sup>rd</sup> International Conference on e-Learning  
ICEL 2011, 23-24 November 2011, Bandung, Indonesia

## The Development of Technical English Multimedia Interactive Module to Enhance Student Centered Learning (SCL)

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### Abstract

Based from the definition found in Longman Dictionary of Contemporary English (Second Impression; 2006), technique can be defined as a special way of doing something whereas technology is referring to new machines, equipment and ways of doing things that are based on modern knowledge about science and computers. Therefore, in teaching and learning processes, technique and technology cannot be apart from each other as both complete the circle of education. In discussing about the usage of technology in delivering the knowledge and information, we can never run from the reality of integrating it into the traditional method, from textbooks and teachers to a more diverse type especially in the learning materials as in recent case, educators are keen on using the latest invention and innovation in their classroom. This is because it will make their tasks easier or they wanted to be in the wave of technologies era or even they believe that such things benefits the students in terms of gaining their understanding in the subject taught. This is the reason why such research is to be conducted in order to make sure that the focus of the teaching and learning processes is now on students whereby the traditional method of using module or book will be replaced by courseware so that it can be more attractive in the sense of students' acceptance. Besides that, by producing our own courseware, it is hoped that we have answered the call of preserving our nature by using material that is not made from tree and such apart from entering the new phase of integrating technologies in teaching and learning.

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Selection and peer-review under responsibility of i-Learn Centre, Universiti Teknologi MARA, Malaysia

*Keywords:* Student Centered Learning; Multimedia interactive module

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## 1. Introduction

Alison King (1993) in her article entitled *From Sage on the Stage to Guide on the side* did mentioned about how the educator in the yesteryears became the central figure where the knowledge that they have will be transferred to the students merely for the purpose of answering examination questions. In lieu to this, we can see that the students are passive learners as they just receive everything given to them.

However, this type of learning is no longer relevant in the recent cases. This is because the power of thinking specifically in posing and solving complex problems in every individual is undisputable. Knowledge is something that people gain from many aspects either in the classroom or even the things around them.

In relation to this, people will normally relate their existing knowledge with their experience in order for them to better understand in detail about certain thing. By applying this technique, it is believed that the students can process the information in a more meaningful ways especially in the aspect of critical thinking skills. Information that they had constructed from various aspects and likely easy for them to remember and understand on its own.

By far, this is what changes the viewpoint from the previous to the latter, which is “guide on the side” as the role of the educator is now helping the students to better understand of the subject taught by letting them to get self-indulge with the information presented in a way that they will be applying it into their understanding.

## 2. Literature Review

Based from the definition found in Longman Dictionary of Contemporary English (Second Impression; 2006), technique can be defined as a special way of doing something whereas technology is referring to new machines, equipment and ways of doing things that are based on modern knowledge about science and computers. Therefore, in teaching and learning processes, technique and technology cannot be apart from each other as both complete the circle of education. In discussing about the usage of technology in delivering the knowledge and information, we can never run from the reality of integrating it into the traditional method, from textbooks and teachers to a more diverse type especially in the learning materials as in recent case, educators are keen on using the latest invention and innovation in their classroom. This is maybe because it will make their tasks easier or they wanted to be in the wave of technologies era or even they believe that such things benefits the students in terms of gaining their understanding in the subject taught.

According to Michael G. Moore, an education professor in Pennsylvania State University (The American Journal of Distance Education, 2006), using technology or specifically computers in the classroom instruction can be categorized as ‘independent study’. This means that technology aided in the instruction process is a more student-centered way where the learning materials are more structured, in this sense interactive. By using technology in teaching and learning processes, we are officially entering the new phase of education system as the traditional classroom is now known as Smart Classroom. In this reformation, the classroom is equipped with computers with Internet access, LCD projector and even in some school, interactive whiteboard which is connected to the classroom computer. All of these are in the name of utilizing technologies in the education process.

Advances in learning technologies have resulted in a ceaseless search for more effective and applicable methods of instruction. In Malaysia, the integration of technologies in daily teaching and learning processes started with the introduction of Multimedia Super Corridor in 1996 where one of its flagships is the implementation of Smart Schools; the method is the same as the one mentioned previously (Smart Classroom). By integrating information and communication technology (ICT), the way in which education is delivered has changed, and students are connected to a wider world beyond the

classroom door (Puteri Rohani Megat Abdul Rahim, 2010). As in the 21st century classroom, the role of the teacher is to facilitate learning of the vast information available and to help the students to develop their skills in critical thinking, problem solving and decision making (P. Thivilojana S. Perinpasingam & Rohini Balapumi, 2010). More importantly, the focus of the learning process now goes back to the students as been recognized as Students Centred Learning, which freedom is given to them to learn themselves, instead of relying solely on the teacher in traditional classrooms (Seah Hui Yong, 2011).

This is the reason why such research is to be conducted in order to make sure that the focus of the teaching and learning processes is now on students whereby the traditional method of using module or book will be replaced by courseware so that it can be more attractive in the sense of students' acceptance. Besides that, by producing our own courseware, it is hoped that we have answered the call of preserving our nature by using material that is not made from tree and such apart from entering the new phase of integrating technologies in teaching and learning.

### 3. Methodology

In this research, a survey questionnaire will be used to investigate the sense of student centred learning in Technical English subject whereby it involves randomly selected first year students from various faculties in 2011/2012 session. In brief, the process of data collection method can be further classified in this diagram:

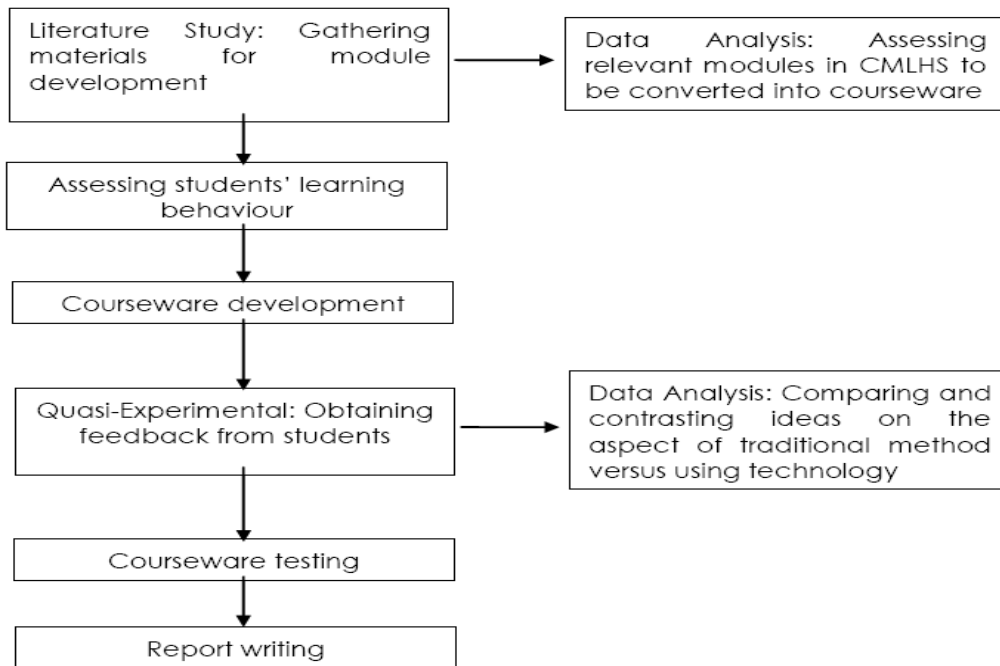


Fig. 1. Data collection method

### 4. Results and Discussions

Since that this is a concept paper and the findings are still being gathered, therefore there is no further result and discussion to be made.

## 5. Conclusions

To conclude, this research is expected to generate the students learning profile especially for Technical English subject while at the same time developing Student Centred Learning course materials.

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