Asian ESP Journal

Country: United Kingdom - SIR Ranking of United Kingdom

Subject Area and Category:
- Arts and Humanities
  - Language and Linguistics
- Social Sciences
  - Education
  - Linguistics and Language

Publisher: Asian EFL Journal Press
Publication type: Journals
ISSN: 18333001, 18332994
Coverage: 2014-ongoing

Scope:
The Journal studies the structure and development of English across the globe, and in particular, its relationship to the special and specific purposes of English. The Asian ESP Journal is peer reviewed with multiple layers of editorial reviews. The Asian ESP Journal is the leading ESP journal across Asia, Africa and the Middle East.

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Sukardi Weda
Head of English Literature Study Program
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# Table of Contents

1. Ramon Medriano, Jr. ................................................................. 04 - 05  
   Foreword

2. Supardi ..................................................................................... 06 - 16  
   Web-Based Resources for Legal English Vocabulary Enhancement of Law Students

3. Melchora Bolambao / Presley De Vera ....................................... 17 - 38  
   Text Comprehension Strategy of Grade 11 Students

4. Syamsul Una ............................................................................. 39 - 59  
   Needs Analysis of English for Specific Purposes (Development of Economic English Material Based on Shariah Economy System)

5. Tryanti Abdulrahman ................................................................. 60 - 80  
   TED Talks as Listening Teaching Strategy in EAP Classroom

6. Etty Marjati Hoesein ................................................................ 81 - 85  
   Innovative Web 2.0 Tools in English as a Foreign Language (EFL) Instructions:  
   A Case Study of a Professional Development Program

7. Naely Muchtar ......................................................................... 86 - 94  
   The Effects of Multimedia Technology on Electrical Engineering Students’ Reading Achievement

8. Dang Thi Thanh Huong ............................................................. 95 - 120  
   Teachers’ Written Feedback and Writing Performance of Teacher Education Students
Foreword

Technology Integration in ESP

Ramon Medriano, Jr.

TESOL Asia

The use of technology in the ESP classroom has revolutionized the learning and teaching process. We cannot deny the benefits of integrating educational technology in the provision of specialized English lessons. In this issue of AESP (Volume 14, Issue 6), we will talk about different educational technology tools and materials being introduced in classroom instruction in the area of ESP.

In the digital era nowadays, the web has been supplying large number of language teaching materials and has been helping teachers facilitate better classroom instruction. Supardi in his study, Web-Based Resources for Legal English Vocabulary Enhancement of Law Students presented the effectiveness of using web-based resources to enhance Legal English (LE) vocabulary for law students. Also, it presented an overview of Web in ELT, web resources providing materials for enhancing LE vocabulary and a sample of LE vocabulary.

In Text Comprehension Strategy of Grade 11 Students, Melchora Bolambao and Presley De Vera developed a design dealt on the formulation of prototype learning activities aimed to improve Grade 11 students’ performance in text comprehension, particularly focused on “interpretative and applied levels of comprehension”.

Syamsul Una in his study, Needs Analysis of English for Specific Purposes (Development of Economic English Material Based on Shariah Economy System) explored the use of needs analysis in an ESP class. The result of the research showed that most of respondents agree with the development of Economic English materials based on shariah economy system in Indonesia.
Tryanti Abdulrahman in her research, *TED Talks as Listening Teaching Strategy in EAP Classroom* investigated how TED (Technology, Entertainment and Design) Talks impact university students’ listening comprehension, enhancing students’ new acquired academic vocabulary as well as their learning motivation. Based on findings, she concluded that TED Talks is recommended to be applied in teaching listening to EFL students particularly for college level.

Etty Marjati Hoesein in *Innovative Web 2.0 Tools in English as a Foreign Language (EFL) Instructions: A Case Study of a Professional Development Program* produced a training program to help develop teachers’ capacity in the use of effective technology to improve the learning environment of the students and create local content interactive materials and assessments.

In *The Effects of Multimedia Technology on Electrical Engineering Students’ Reading Achievement*, Naely Muchtar assessed the effects of using e-reader devices on reading comprehension.

Dang Thi Thanh Huong in her research, *Teachers’ Written Feedback and Writing Performance of Teacher Education Students* investigated teachers’ written feedback in the written outputs of their students and their students’ writing performance. It was revealed that teacher’s written feedback that is vague and too general confused students, making it difficult for them to respond and incorporate the comments in their revision process, while too much criticism on errors demotivated students to revise.
The Effects of Multimedia Technology on Electrical Engineering Students’ Reading Achievement

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Abstract
The various selections of multimedia reading devices such as the iPad, iPhone, and Kindle as gadgets hold the prospective not only to replicate traditional textbooks but also to offer for a social interface component. There has been little research conducted on e-reader devices and the effect they hold on reading. Also, the literature has demonstrated that there are more negative implications to using digital text in reading than the positive. The aim of this research was to assess the effects of digital text on reading comprehension. 84 students who are studying in Electrical Engineering Department of Politeknik Negeri Ujung Pandang from Computer and Networking Engineering and Electronics Engineering study program participated in the research voluntarily. Overall, the findings of this study provided support for the conception that there is a positive effect of reading on digital text. Overall, the findings of this study provide important information for the lecturer and students in teaching and learning process.

Keywords: Multimedia technology, reading comprehension, digital text.

Introduction
Technological advances are dramatically altering the texts and tools available to students and educators. Since 2007, the number of devices available for displaying digital text has increased exponentially. The first e-reader to take hold in the market, the Amazon Kindle, sold out two days after it was released in November 2007. By June 2011, Amazon reported selling more Kindle books than hard-and soft-back books combined. Meanwhile, the first large-scale release of a touchscreen tablet, the Apple iPad in April 2010, further expanded options...
for readers to access digital-text media with its inclusion of the application “iBooks.” By the
time the iPad 2 was released in March 2011, more than 15 million units had already sold, and
by June 2011 that number was 27 million.

These technological advances have created high hopes among many educators,
administrators, researchers, and policy makers, who believe that the digital devices offer great
promise as instructional tools for literacy education. Simple applications of existing e-reading
technology such as changing font size on-screen, using text-to-speech features to provide dual
input of text, or using the Internet to collaborate on learning activities may substantially
improve the learning of many students (Biancarosa and Griffiths, 2012).

The enormous revelation of technology and its broad range of uses, the incorporation
of technology in learning has become a viable and inexpensive option. As a result, it is
becoming increasingly clear that traditional textbooks will be cast aside and the adoption of the
e-book will result (Biancarosa and Griffiths, 2012). The mass array of multimedia learning
devices such as the iPad, iPhone, and Kindle hold the potential not only to replicate traditional
textbooks but also to provide for a social interface component. Therefore, it is advantageous to
utilize these current resources in order to create and to measure appropriate user interfaces that
are capable of producing similar if not better learning outcomes from their predecessors,
textbooks. The goal of the study was to examine the effects of both e-reader devices and
textbooks on comprehension and transfer learning (Gertner, 2011).

Reading e-books comes with a lot of advantages for users compared to reading print
books. For example; using less paper, e-books take up less space and are easy to carry,
searching and note-taking is much easier, the font size can be changes as desired, purchasing
is much faster and easier, preservation and protection is simple. E-books can be print and
published in a variety of file formats (html, pdf, lit, pdb, etc). Tosun, 2014 stated that it is
important to point out that textbooks in digital formats are not merely digitized replicas of print
textbooks. With recent developments in new and affordable educational technologies,
textbooks in digital forms increasingly enable positive impacts on publishing, delivery,
learning and teaching. As such, open textbooks not only possess the strong advantage of being
free, but they also offer further advantages over traditional print textbooks such as:

1. More features-open textbooks may include interactive learning functions such as bookmarks,
highlighting, annotations, text searching, quizzes, and hyperlinks; multiple digital media such as text,
pictures, audio, video, animation, and interactive simulation; and options to synchronize offline and
online learning data, which may be used to analyze students’ reading patterns to enable subsequent
improvement of the text and pedagogical methods.
2. Better accessibility-open textbooks may be developed in a range of formats such as Web, EPub, PDF. This results in reduced physical size and weight, enabling increased portability and mobility, and provides options to print, read online and download for offline reading on various hardware devices such as a dedicated handheld device, a personal digital assistance (PDA), a mobile phone, or a desktop or laptop computer. The digital format reduces production and distribution time, and consequently facilities expeditious availability of texts that further support access.

3. Greater flexibility-open textbooks may be updated quickly and provide access to the latest content. It “could be updated, say, to incorporate new knowledge. It could be improved as students and teachers develop better ways of expressing concepts or ordering learning objects. It could be localized or customized for a variety of learners, whether in different cultures or at different levels of education” (Prasad and Usugawa, 2014).

**Literature Review**

It is important to understand the cognitive functioning of people reading from multimedia. According to the Cognitive Theory of Multimedia Learning (CTML), the visual information processing channel may become overloaded when students must process on-screen graphics and on-screen text at the same time (Mayer and Chandler, 2001). However, when words are presented as narration, words can be processed in the verbal channel, thereby reducing the cognitive load in the visual channel. In several studies testing this theory, both noninteractive multimedia environments and interactive media environments were used (Gertner, 2011). The results show students who read from interactive (graphics and narration) read more deeply and perform better on problem-solving transfer tests than students who read from noninteractive (graphics and on-screen text) (Moreno & Mayer, 1999; Mousavi, Low, & Sweller, 1995; Sweller, 1999).

While university students operate in a world immersed in digital text, they have not simultaneously abandoned print. In fact, for their university studies, students prefer to read on paper, although they also want the convenience of online digital text. Liu has found that graduate academic library users like the access provided by online electronic resources, but prefer to print the electronic documents in order to read them (Z. Liu, 2006). In a study of students at the Universidad Nacional Autónoma de México (UNAM), the majority of students preferred print, and 63 percent reported that they could bear reading a document on a computer screen for no more than one hour (Ramírez Leyva, 2003). Meanwhile, in a recent survey of students at a university in China, an interesting gender imbalance was found in the paper/electronic preference: 73 percent of the female students prefer print, while only 51
percent of male students prefer print (Z. Liu and Huang, 2008). More research will be needed in this area as emerging members of the “Google generation” students born since 1993 when graphical Web browsing first appeared go through the post secondary education system. According to Rukanci and Anameric in Tosun (2014) e-books depending on the technology that can provide enough interaction as between a teacher and a student. It can appeal to students with different learning styles and they can adjust their own reading and learning speed. In addition it is clear because of its visual and audio elements, e-books could facilitate learning and teaching, make it more enjoyable and optimize the permanence of learning.

**Methods**

84 students participated voluntarily from Electrical Engineering Department of Politeknik Negeri Ujung Pandang which consists of 39 Computer and Networking Engineering students and 45 Electronics Engineering students. They are studying Engineering field which requires them to download and read many e-books as academic book references for their workshop and laboratory report and presentation every week. The students were asked to read TOEFL reading text and answer multiple choice questions based on the text provided. The students were allotted 90 minutes time limit to read from their multimedia devices. The procedures of collecting data were as follows:

1. Scoring students’ reading test based on standardized TOEFL score for reading section. The score range from 20 for the lowest score and 68 for the highest. The question consists of 50 multiple choice questions. The correct answers were converted from 21 until 67 based on Longman Complete Course for the TOEFL Test (2001:601-602).

<table>
<thead>
<tr>
<th>NUMBER CORRECT</th>
<th>CONVERTED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>49</td>
<td>66</td>
</tr>
<tr>
<td>48</td>
<td>65</td>
</tr>
<tr>
<td>47</td>
<td>63</td>
</tr>
<tr>
<td>46</td>
<td>61</td>
</tr>
<tr>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>44</td>
<td>59</td>
</tr>
<tr>
<td>43</td>
<td>58</td>
</tr>
</tbody>
</table>
2. Classified students score into 5 levels as follows:

<table>
<thead>
<tr>
<th>SCORE</th>
<th>CLASSIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>67 – 57</td>
<td>Very Good</td>
</tr>
<tr>
<td>56 – 46</td>
<td>Good</td>
</tr>
<tr>
<td>45 – 35</td>
<td>Fair</td>
</tr>
<tr>
<td>34 – 24</td>
<td>Poor</td>
</tr>
<tr>
<td>23 – 21</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

The result was analyzed with descriptive statistics. Distribution of participating students by gender and study program is presented in Table 3.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>48.8</td>
</tr>
<tr>
<td>Male</td>
<td>43</td>
<td>51.2</td>
</tr>
<tr>
<td>Total</td>
<td><strong>84</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer and Networking Engineering</td>
<td></td>
<td>46.4</td>
</tr>
<tr>
<td>Electronics Engineering</td>
<td>45</td>
<td>53.6</td>
</tr>
<tr>
<td>Total</td>
<td><strong>84</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Findings and Discussion**

Based on the responses of the students to the multiple choice of reading test question, the results are presented in these following tables.
Table 4. Classification of engineering students’ reading score

<table>
<thead>
<tr>
<th>Score</th>
<th>Classification</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>67 – 57</td>
<td>Very Good</td>
<td>16</td>
<td>19.2</td>
</tr>
<tr>
<td>56 – 46</td>
<td>Good</td>
<td>38</td>
<td>45.2</td>
</tr>
<tr>
<td>45 – 35</td>
<td>Fair</td>
<td>20</td>
<td>23.8</td>
</tr>
<tr>
<td>34 – 24</td>
<td>Poor</td>
<td>7</td>
<td>8.3</td>
</tr>
<tr>
<td>23 – 21</td>
<td>Very Poor</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>84</td>
<td>100</td>
</tr>
</tbody>
</table>

There is positive effects of reading through multimedia devices as it concluded from 84 students there were 54 students (64%) classified very good and good. They are competent and understand the content of the text easily. Their ability in reading through multimedia devices is as similar as when they are reading through print books. They can maintain reading speed and use their best skill in reading the text. In contrary, there were only 30 students (36 %) classified fair, poor, and very poor found the difficulties in reading by using the devices. Based on the findings, the difficulties that the students encountered namely they cannot read the text very fast and they cannot concentrate very well in reading the text since it requires fully concentration in reading through screen. They also feel inconvenient when they have to frequently scroll down and up the pages.

Conclusion

Multimedia gives lecturers the tools to turn the classroom into centers of student-directed inquiry and technology offers tools for thinking more deeply, pursuing curiosity, and exploring and expanding intelligence as learners build “mental models” with which students can visualize connections between ideas on any topic. Educational technology consultant Dell and Szewczyk in 2008 concluded that teaching with technology allows educators to better meet the needs of students with diverse abilities while at the same time increasing motivation of all students. Technology functions as a bridge to higher reading achievement by engaging students in learning that is relevant and meaningful and there are further innovation and more e-reader devices and e-textbooks being produced, it is important to appropriately assess their influence on reading while this study brought to light some of the positive effects of multimedia devices on reading achievement, future research is still needed due to the increasing prevalence of e-reader devices.
References


