Prior educational experiences and cultural factors in the learners' attitudes and behaviours: a case study of distance learning English course at UiTM, Malaysia

Volume II

Noor Ahnis Othman
B.AHons, M.A(TESL)

A dissertation submitted to the graduate faculty in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY

University of Stirling

2012

Table of contents

Page

Appendix 1: Samples of SIM practise exercises

A. READING

USING THE DICTIONARY

You already know that you can use the dictionary to check the meaning as well as the spelling of words. Apart from these two activities, you can also use the dictionary as a tool to check on the pronunciation of the words, the parts of speech, the origin of the word itself, and also other meanings of the word.

Let's check the information provided for the word "mean"

1. Spelling 2. Pronunciation

3. Parts of Speech

4. Different Verb Forms

mean /men/ v. meant (/ment/, mean-ing, means. 1. to have in mind; intend [he means go] 2. to intend to express [say what you mean] 3. to signify; denote [the French word "oui" means "yes"] } 5. Meaning
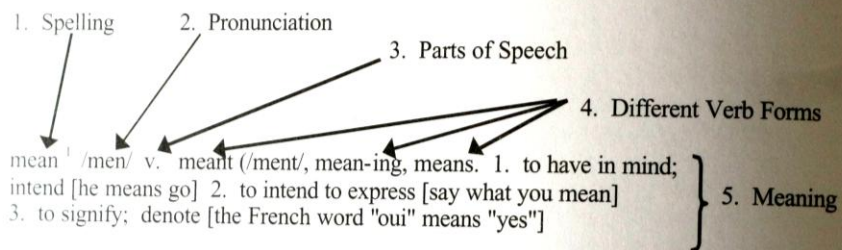
1. Spelling

This is the main entry of a dictionary and the words are listed in the alphabetical order. You can always check your spelling using the dictionary as a guide.

ALWAYS CHECK YOUR SPELLING!

Many students have a tendency of writing English words in Bahasa Melayu adaptations of the English words. This may be because many English words have been adapted and used in Bahasa Melayu itself. This problem may arise due to the fact that many students are more familiar with the Bahasa Melayu rather than the original English versions. This often affects spelling and the use of the various parts of speech. Some examples of these adaptations are:

English	Bahasa Melayu
Business	Bisnes
Comment	Komen
Grade	Gred
Stock	Stok
Telephone	Telefon
June, March, July, etc	Jun, Mac, Julai
System	Sistem
University	Universiti
Symbols	Simbol
Police	Polis
Panic	Panik

Table 1

2.   Pronunciation

Pronunciations are given immediately following the entry of the words. The pronunciation is written in phonetic symbols that are written inside parallel brackets / /. You can refer to the information section of your dictionary located either at the beginning or at the end of the dictionary in order to determine how to pronounce the words correctly. Usually a table of phonetic symbols and examples of how a symbol is used in a word is given. Below, is an example of how to pronounce a word using the phonetic symbol

Carcass /'ka: k s/

Symbol	Keywords
k	kill, bake
ä	arm
∂	Agent
s	Sell

Table 2

Now, try to pronounce the word "carcass" correctly!

Stress marks and syllables

Notice also that in the middle of the phonetic symbol is a bold stroke /'ka:k∂s/. The stroke indicates a strong stress is placed on the first part of the word (the first syllable of the word).

Note: Phonetic symbols may change slightly depending on the dictionary that you are using.

VERBS

GENERAL CATEGORIES

One way of categorizing verbs in the English Language is to look at all verbs as either

1.   'action' verb   forms or

2.   'to be' verb forms

A verb is actually used to show that

1.   an action **is performed** by the noun mentioned or

2.   the noun it is related to **exists** (in the world) .

Examples of **'action'** verbs: call, sit, pray, climb, shudder, chuckle

The **'to be'** verbs are: is, are, am, was, were

Look at the two sentences below.
They illustrate how the action verb is used in a sentence..

1.   The sky 'changes to a beautiful shade of orange in the evening . ('changes' is an action   verb implying that some action was performed by the noun 'sky'; the noun 'sky' is the   subject of the verb 'changes').

2.   Schumacher often **wins** F1 motor races. ('wins' is an action verb which shows some action was performed by the noun 'Schumacher'; the noun 'Schumacher' is the subject of the verb 'wins').

Three basic forms of the 'to be' verb are used in the sentences below to show that a particular condition exists in the present. These verb forms are 'is', 'are' and 'am'.

Examples

1.   The land is always flooded after heavy rain. (The verb 'is' is used to show that the land exists in this condition after heavy rain. Notice that the noun 'land' is uncountable).

2.   The farms are flooded after heavy rain. (The verb 'are' is used to show that the farms exist in this condition in the present after it rains heavily. Notice that the noun 'farms' is a plural noun).

3.   I am an engineer. (The verb 'am' indicates that the stated condition exists. In other words, it is a fact in the present time).

Exercise G

Fill in the blanks below with either 'is ' or 'are' or 'am'.

1. The boys _____ here. Can I send them in?

2. The tiger _____ in pain. It is limping into the forest.

3. There _____ twenty large companies in this town. They provide the town's
    residents employment.

4. Take some thick coats along with you on your trip to Europe because I'm sure it
    _____ cold there at this time of the year.

5. Ahmad and John _____ friends. They do everything together.

6. A railway station stood on this spot ten years back where this supermarket
    _____ now.

7   The rice _____ not cooked and I _____ very hungry.

8   Her jewelry _____ kept in that safe. She takes them out every night and
    looks at them lovingly before she goes to bed.

9. The animals travel a long distance to get to the water which _____
    plentiful
    in the new area because they are very thirsty.

10. I think that she _____ not home; otherwise, she would answer the
    doorbell.

Exercise H

(Special/Assignment)

Is the sentence below correct? Why do you think so?

If he were the head of our department, I am sure that there would be changes for the
better.

Check your answers with the Learning Facilitator or Seminar Facilitator.

*** You will be more familiar with the different **action verbs** in the English language
when you learn to use them in the different tenses in the units which follow.

Sometimes a sentence needs an object after the verb to make it complete. The following table has some examples.

	SUBJECT (S)	VERB (V)	OBJECT (O)
1.	The cat	caught	a rat.
2.	The students	killed	some cockroaches
3.	Adam	carried	a basket.
4.	Amlah	baked	a cake.
5.	The man	sold	his car.

Table 4

Note: An object is a noun or a word used in place of a noun and it always comes after the verb.

Exercise D

Underline the *Object* in the following sentences. The first sentence has been done for you.

1. Kamariah eats <u>chicken.</u>
2. The salesman sold cookware.
3. Children love ice-cream.
4. Olga plays chess.
5. The police caught the robbers.

Exercise E

Write five sentences that have a subject, a verb and an object.

1. _____
2. _____
3. _____
4. _____
5. _____

Note: It is important for students to be able to write basic and complex sentences. A sentence with S+V+O can tell an interesting story. So when you put together several sentences, you can have a paragraph or an essay. That is why you need to know how to write sentences and later learn how to expand them. The next chapter will further teach you how to expand a simple sentence.

Enjoy Discovering Your Writing Skills

5

D.   LANGUAGE ENRICHMENT

USING THE DICTIONARY AND PARTS OF SPEECH
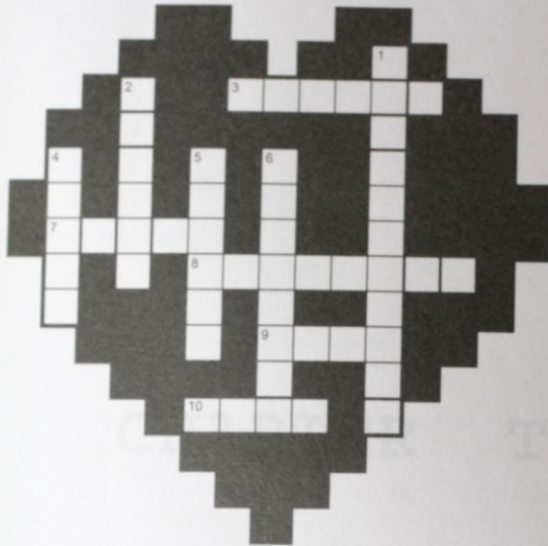
Across

3   What part of speech is the word "immediately"?

7   What is the singular form of "cacti"?

8   Which of the following words means "a place for keeping living animals in natural condition", valerian or vivarium?

9   What part of speech is the word "message"?

10 What is the object pronoun of "they"?

Down

1   What is the adjective of the word "tradition"?

2   From what language does the word "Monsieur" come from?

4   What is the root word of "excellence"?

5   What is the plural form of "knife"?

6   What is the noun of the word "provincial"?

Appendix 2: Interviewees consent form

CONSENT FORM FOR IN-DEPTH INTERVIEW

My Name is Noor Ahnis Othman and I am a student pursuing my doctoral studies in the Institue of Education, University of Stirling, Scotland. My area of study involves evaluating the existing BEL 100 e-PJJ course.

I am therefore asking if you would agree to participate in my study. Your interview will be taped. No individuals will be identified without their consent.

I am fully aware of the nature and extent of my participation in this study as stated above. I hereby agree to participate in this research.

…………………………..

Signature of participant

Printed name of participant

…………………………………..

Signature of researcher

Appendix 3: Demographic background questionnaire

```
BEL 100 Entry Questionnaire                    For office use only

                                                  ☐    ☐ ☐

This questionnaire is designed to collect information for the
evaluation of the BEL 100 program.  The data will be used solely for
the purposes of research.  The information provided is anonymous so
complete confidentiality is guaranteed.  Please respond to the
questions truthfully and accurately.

1.    Gender (tick box):
      ☐ Female
      ☐ Male                                      1.      ☐

2.    Please state your age in years: ....................  2.  ☐ ☐

3.    Please state the town you are from:................  3.  ☐ ☐

4.    Please state your job sector (tick only one box):
      ☐ Private company
      ☐ Government
      ☐ Semi-government
      ☐ Self-employed                             4.      ☐

5.    Please select your field of work (tick only one box):
      ☐ Clerical/Admin.        ☐ Freight/Shipping
      ☐ General workers        ☐ Health care
      ☐ Hotel/Food             ☐ Human resources
      ☐ Education              ☐ Security forces
      ☐ Postal service         ☐ IT/Computer
      ☐ Manufacturing          ☐ Marketing
      ☐ Banking                ☐ Secretarial
      ☐ Training               ☐ Social Services
      ☐ Sales
      ☐ Other (please specify): ...................  5.  ☐ ☐

6.    Please select your position level (tick only one box):
      ☐ Managerial
      ☐ Senior staff
      ☐ Junior staff
      ☐ Fresh/Entry level
      ☐ Non-Executive
      ☐ Other (please specify): ...................  6.  ☐ ☐
```

7.   Please tick the highest level of your educational
     qualifications (tick only one box):
     ☐ SRP
     ☐ SPM
     ☐ Certificate
     ☐ Diploma
     ☐ Degree   7.   ☐

8.   Do you have access to a computer at home?
     ☐ Yes
     ☐ No   8.   ☐

If your answer is "Yes", please proceed to No. 9. If your
answer is "No", proceed to No 13.

9.   How many computers are there in your home?
     ☐ One
     ☐ Two
     ☐ Three
     ☐ Other (please specify): ....   9.   ☐ ☐

10. Where is the computer in your home located (tick more
     than one box if appropriate)?
     ☐ Living room
     ☐ Dining room
     ☐ Bedroom
     ☐ Other (please specify): .... 10. ☐ ☐

11. When you study at home do you have to share the use of
     the computer?
     ☐ Yes
     ☐ No   11.   ☐

12. How often do you have access to the computer at home?
     ☐ Always
     ☐ Very Often
     ☐ Sometimes
     ☐ Rarely
     ☐ Never   12.   ☐

9

13. Please estimate your level of use of computers (tick only one box):

☐ Expert

☐ Skillful

☐ Average

☐ Less skillful

☐ New user   13. ☐

14. Please estimate your level of confidence in using the computer (tick only one box):

☐ Very confident

☐ Confident

☐ Average

☐ Less confident

☐ Very lacking in confidence   14. ☐

15. Why have you enrolled in this Diploma course (tick more than one box if appropriate)?

☐ Promotion at work

☐ Requirement by employer

☐ Personal satisfaction

☐ Better prospects for other jobs

☐ Other (please specify): ....   15. ☐ ☐

16. Please indicate in your own words what you hope to get from this course (BEL 100 e-PJJ).

....

....

....

....

....

Thank you very much for your cooperation!

Appendix 4: Quick User Guide for Learning Facilitator

Quick User Guide

For

**Learning Facilitator
(LF)**

Contents:

1. How to "Login" into *Kelas Maya e-PJJ* Virtual Class System(VCS)

2. How to Manage Your "Own Profile" and Change the Password

3. How to Interact Using The VCS (Chat, Forum and e-mail)
   - ✓ Chat
   - ✓ Forum
   - ✓ E-Mail

4. How To Use Additional Features of the VCS
   - ✓ Class Management
   - ✓ Hotlinks
   - ✓ Library
   - ✓ Personal Diary

How to Read Your E-Mail Using the Web

If you have received e-mail, the "**Main**" text will be clickable (blue underlined text) as shown in Figure 2. (Previous page)

Step 1: Click on this link to open this mailbox. A new page will open showing the list of messages that you have received (Figure 3).

Step 2: Click on the message's subject to read this particular e-mail. The content of the e-mail will be displayed, as shown in Figure 4.
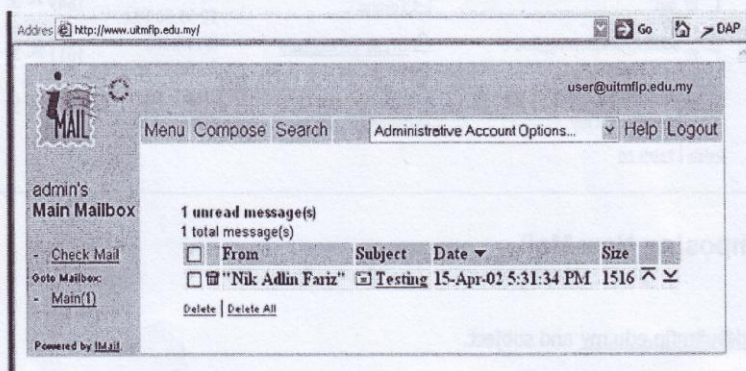
Figure 3: "You've got Mail!"
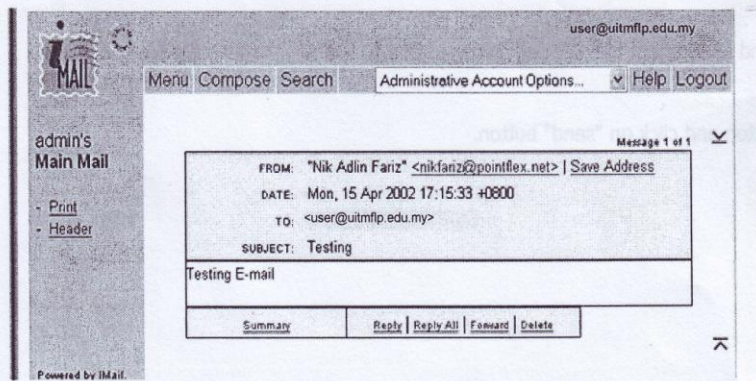
Figure 4: Reading your e-mail message

E - Mail

This function allows you to manage your email. You can send and receive email from anybody and anywhere.

Inside e-PJJ's Web Based E-Mail System

Once you have successfully logged into the system, you will see the "**Mailbox Summary**" screen as shown in figure 2. The table in the screen summarizes the e-mail messages that you have in the system.

Info 1: The row named "**Main**" is where all your e-mail will be stored in the server.

Info 2: The column named "**Message Count**" is where you can see how many e-mails you have received per how many e-mails you have read.

Info 3: The "**Options**" button is where you can set certain features, which will be explained in the next sections. If the sign on the left of "Options" is a plus sign, click on it to expand the options available.

Figure 2: Inside uitmflp.edu.my web based e-mail system

- 4 -

13

3. How to Interact Using the VCS (Forum, Chat and e-mail)

Forum

Step 1:
Click on Collaborate Tab

Step 2:
Click on Forum

Step 3:
There are three types of Forums: Public, Group and Course Forums.
1. Public Forum: You are allowed to Add new Forum groups, Update and Delete your forum.
2. Group Forum: You can have discussions with groups of users. You can create and delete your own forums. When you create a Forum, you need to determine the users that will access to each particular Forum that you have created.
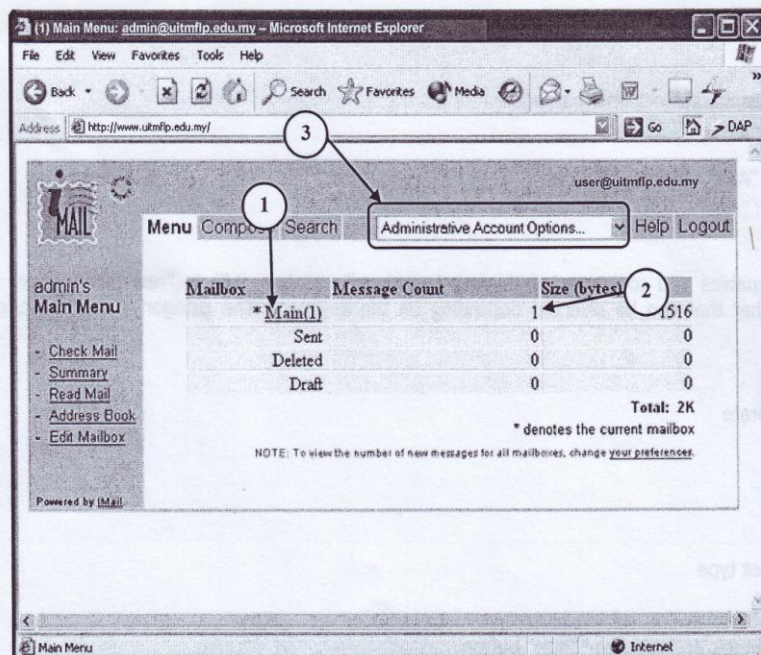3. Course Forum: This option enables you to have chat with your LF for selected subject. The System wills only list subjects belong to you. You are not allowed to access other RP's subject forum. You can, however, to add a new topic but not to delete or update forum created by others.

Step 4:
Click on Forum Name and click "enter" button.

Step 5:
You can add a new topic by clicking on "add new topic" or cancel

Step 6:
Fill in the topic name, subject and massage.

Step 7:
Finally, click on "Add" button.

Chat

This function enables you to interact with your Learning Facilitators (LF) in "real time". There are three categories of chat that can be selected depending on the audience. The categories are public, group and course chats.

Step 1:
Click on Collaborate

Step 2:
Click on Chat

Step 3:
Choose your chat type

Step 4:
Select Chat Channels and click on "Enter" button

Step 5:
Put in your message into your massage box and press <enter>

Step 6:
If you want to leave the chat channel just press "log out" button.

1. How to "Login" into the e-PJJ Virtual Class System (VCS)

You must use Internet Explorer web browser or Netscape web browser.

Step 1:
Click on Internet Explorer or Netscape icon on your computer.

Step 2:
Please type in http://www.uitmflp.edu.my at the address location and press <enter>.

Step 3:
Please key in your "UserID" and "Password" then click <enter> button.

Step 4:
After you have successfully login, the main menu contains seven tabs at left-hand side. They are Homepage, Collaborate, Course Info, Testware, Class Management, Management and Administration Tabs.

Step 5:
On the top navigation bar contains five tabs. They are Log Out, Bookstore, Course Schedule, Directory and Courses. Each Tab has its own set of functions which will be explained later.

---

2. How to Manage your "Own Profile" and Change the Password

You can manage your own profile within this tab

Step 1:
Click on Management Tab on the left side of the screen.

Step 2:
Click on Own Profile.

Step 3:
This function allows you to view or edit your own profile. Users can also change their current password and add a photograph.

Step 4:
Click the <Update> button to confirm changes. (Scroll down to see this button).

Step 5:
To view your changes, go to the top navigation bar and click on "Directory".

Step 6:
Fill in your name or else then select user access.

Step 7:
Click on "search" button and you can view the listed name by click on "view".

4. How to Use Additional Features of the VCS

Class Management

The class Management tab contains all information for students registered in your class, the distribution of marks, report and even the exam's topical analysis.

- **Classroom**

  Classroom allows you to manage your class.
  1. Click on Class Management.
  2. Click On Classroom.
  3. Select Semester and Course.
  4. Click "GO" button will force the system to search for the required Classroom and the result of the search will be displayed.

Hotlinks

You can also create hotlinks. This means that you can create links to others web sites related to your subject.

Library

Library is a document storage function which can either be shared as a Public Library or store on Private Library for assigned users to access.

Personal Diary

Personal Diary is a planner or calendar of events. You can view the schedules of the other RP's and LF's. This will make it easier for you to schedule meetings among the RP's or LF's.

Step 8: A new window opens for final confirmation. Click "**Finish**". (See figure 14)
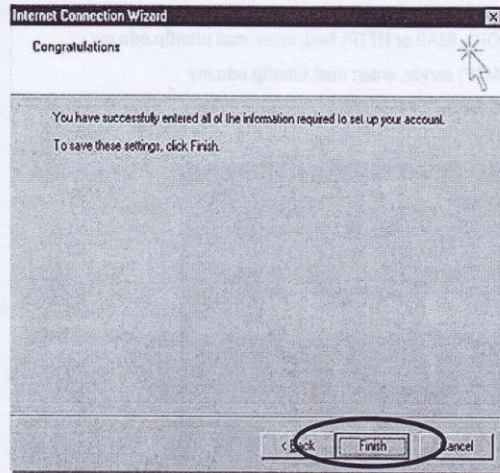
Figure 14: Entering your e-mail particulars.

Step 9: Click on the "**Send/Receive**" button in Outlook Express Main Screen to check the server and download all your e-mails into your PC.
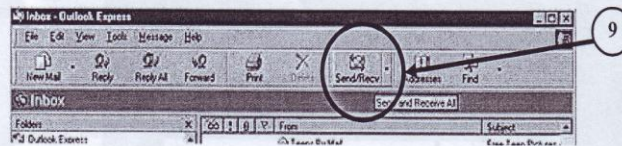
Figure 15: Checking your new e-mail account.

Step 10: You are done!

17

Step 5: A new window appears for you to enter the server particulars. Make sure you follow the particulars shown in Figure 12.

In the incoming mail (POP3, IMAP or HTTP) field, enter: mail.**uitmflp.edu.my**
In the Outgoing mail (SMTP) server, enter: **mail.uitmflp.edu.my**
Then, click "**Next**"
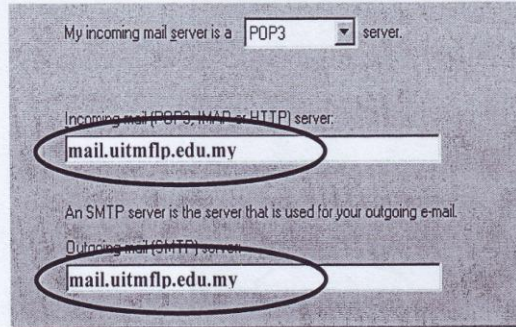
Figure 12: E-mail Server settings

Step 6: A new window appears for you to enter your e-mail particulars. Make sure you follow the particulars shown in Figure 13. The Account Name must be your **username**.
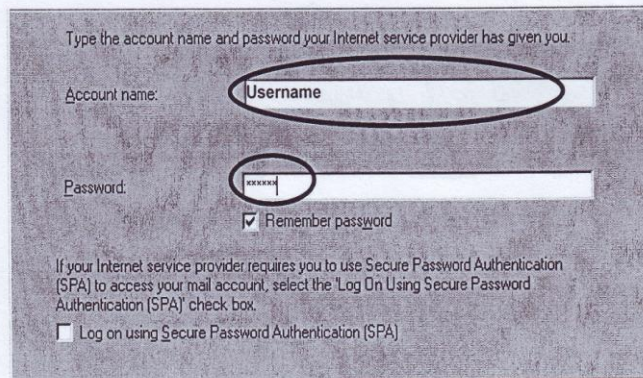
Figure 13: Entering your e-mail particulars.

Step 7: Enter your password. And then, click "**Next**"

Step 2: A new window appears as shown below. Click on "**Add**" and then "**Mail**" buttons.
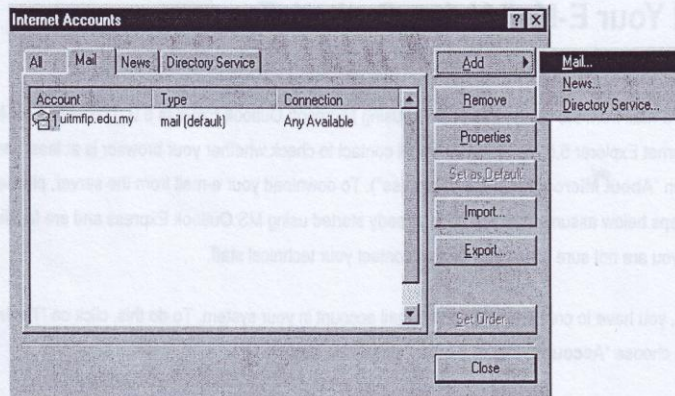
Figure 7: Adding new account (Step 2)

Step 3: A new window appears. Enter your Full Name in the text area. Then click on "**Next**"
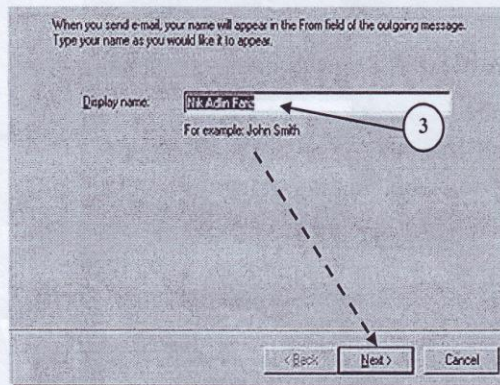
Figure 8: Entering your name (Step 3)

Step 4: A new window opens for you to enter your e-mail address. Make sure that the first option is chosen. ("I already have an –email address..."). Enter your **username@uitmflp.edu.my**. Then, click "**Next**"

Figure 11: Entering your e-mail information (Step 4)
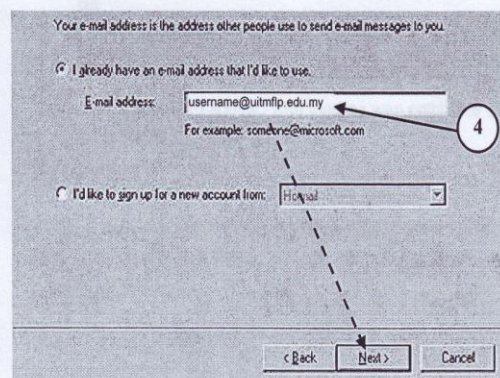
How to Read Your E-Mail Using Outlook Express

You can download your e-mail from the server into your PC using Microsoft Outlook Express 5.0. This version of Microsoft Outlook comes with Internet Explorer 5.0. Ask your technical contact to check whether your browser is at least version 5.0. (Click on "**Help**" and then "**About Microsoft Outlook Express**"). To download your e-mail from the server, please follow the steps below. The steps below assume that you have already started using MS Outlook Express and are familiar with most of its functions. If you are not sure about this, please contact your technical staff.

Step 1:   First, you have to create a next sphere mail account in your system. To do this, click on "**Tools**" and then choose "**Account**". Figure 8 below shows the steps to take.
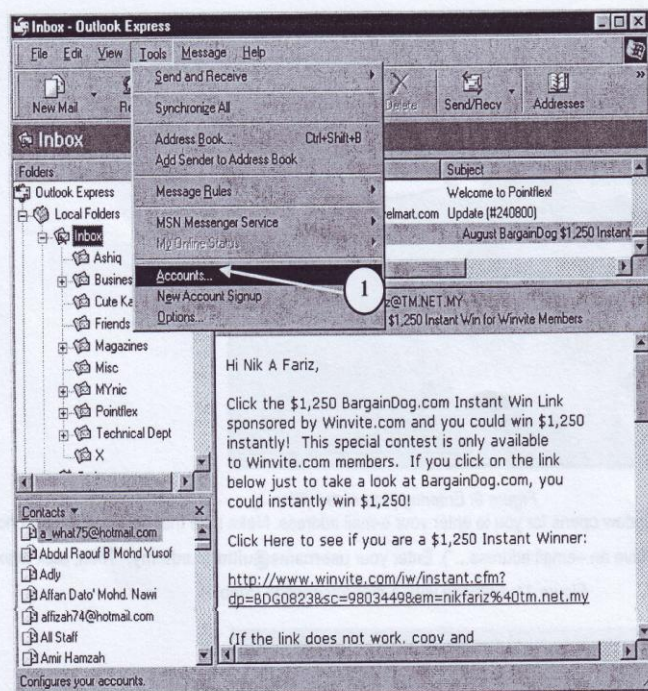
Figure 6: Adding new account (MS Outlook Express)

Compose and Attachment E-Mail.

Step 1:
Click on Compose icon as shown in Figure 4, then next screen will display compose mail.
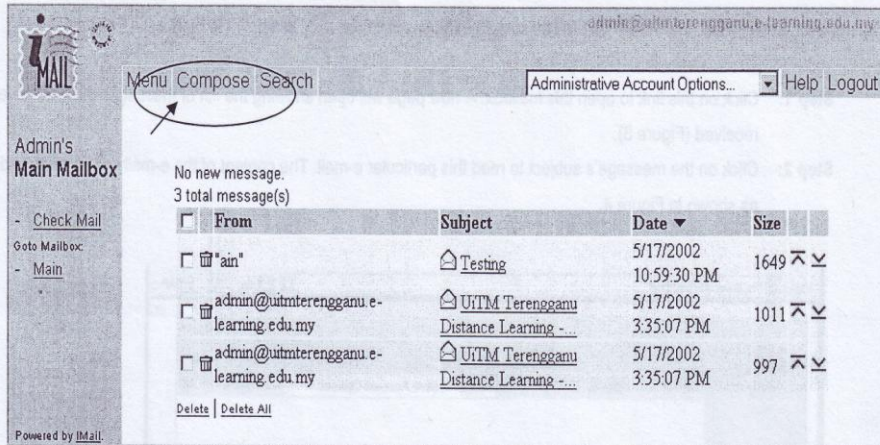
Figure 4 : Composing New Mail

Step 2:
Fill in to (e.g. userid@uitmflp.edu.my and subject.

Step 3:
Write your message into body.

Step 4:
If you want to send attachment file, click on "browse" button and choose your file and click open.

Step 5:
Click on "add" button and click on "send" button.

21

Appendix 5: Semi Structured Telephone Interview: Questionnaire for facilitators (Pilot Study)

<u>TELEPHONE INTERVIEW QUESTIONS FOR FACILITATORS OF BEL 100 E-PJJ</u>

1. Background

   Can you tell me something about your experience of being a facilitator on the BEL 100 E-Pjj course?
   - How long have you been doing it?
   - How did you start doing this job?

2. General feelings about the course.

   - Do you like teaching the BEL 100 E-Pjj course?
   - Why? Why not?

3. Workload and time management.

   How do you fit your teaching of BEL 100 E-Pjj into your working life?
   - When do you tend to log on to the discussion forum?
   - How long do you spend in the discussion forum on average(per day or per week)?
   - Do you have any particular system of work for dealing with the messages in the discussion forum?
   - In general, were your feedbacks mostly one-to-one or one-to-many? Why is this so?
   - How do you feel about the demands that on-line teaching makes of you in comparison to face-to-face teaching?

4. Relationship with students

   Can you tell me about your relationship with your E-Pjj students.
   Would you say that you have a good relationship with them?

   - What are the good points?
   - What are the bad points?
   - Can you tell me about a particularly positive experience you've had with a student or group of students?
   - How about negative experiences?
   - Do you think they learn effectively in a group or individually?

5. The facilitator's role

I'd like to ask you what you think your role is in this course. What's your main responsibility as a facilitator?

- Is it your job to teach the students or to help them to learn?
- Do you use any particular method or approach in your teaching of the BEL 100 E-Pjj?
- How do you cope with the needs to give feedback to the students?

6. Self-efficacy and locus of control

Do you feel in control of what you are doing when you are teaching on-line?

- Does what you do make a difference to the students' lives?
- Are some BEL 100 E-Pjj groups different from others? What accounts for the difference?

7. Distance teaching and learning

I would like to know how the E-Pjj learners of the BEL 100 course compare to the face-to-face learners?

- What difference do you notice between them?
- Do you prefer to teach the distance students or the Face-to-face students?
- What is the value of distance learning in your opinion?

8. English language teaching and distance learning

Do you think teaching on-line is any different from teaching other subjects (e.g. mathematics, biology)?

- In what way is it different?
- Is it more difficult/easier to teach languages online than other subjects?
- How do you teach the Speaking skills online?

9. Evaluation?

- Do you think the BEL100 distance learning course could be improved?
- How?
- What are the good points of the course?
- What are the bad points?

10. Own performance

How do you think you could be a more effective teacher of the BEL 100 E-Pjj course?

11. Conclusion

Is there anything else you'd like to tell me about your experience teaching the BEL 100 E-Pjj course?

Thanks!

Appendix 6: Learner Diary Questions (Pilot Study)

Assalamualaikum pelajar-pelajar E-Pjj BEL 100,

Terlebih dahulu saya ucapkan terima kasih atas kesudian saudara/saudari mengambil bahagian dalam kajian ini. Saya ialah seorang pensyarah Bahasa Inggeris dari Akademi Pengajian Bahasa, UiTm-Shah Alam yang kini sedang melanjutkan pelajaran diperingkat Ijazah Kedoktoran (Ph.D) di University of Stirling, Scotland. Kerjasama saudara/saudari dalam memberi jawapan seikhlasnya amatlah dihargai. Jawapan saudara/saudari akan membantu saya dalam menjalankan kajian yang bertujuan untuk meningkatkan keberkesanan program Bahasa Inggeris E-Pjj secara umumnya.

Saya memohon kerjasama saudara/saudari dalam perkara-perkara berikut:

1. Menjawab semua soalan samada di dalam Bahasa Inggeris atau Bahasa Malaysia.
2. Mengisi diari mingguan bermula dari minggu 1 sehingga Seminar ke 4 kursus.
3. Menyerahkan diari mingguan tersebut kepada Pn.Wan Fauziah, Koordinator Bahasa Inggeris pada perjumpaan Seminar Ke 4 (12 September 2004).

Segala butiran peribadi saudara/saudari akan dirahsiakan dan maklumat/jawapan yang diberi akan diguna untuk kajian ini sahaja.

Sekian, terima kasih.

Dear students,

As a BEL 100 E-Pjj student, besides attending the monthly seminar, you are expected to participate in your virtual classroom (eg. forum, chat, email) actively. You are also required to study on your own using the BEL 100 SIM (Self Instructional Module) and other relevant materials.

Here, I would appreciate if you could keep a weekly diary, in which you record your reflections and reactions to the experience of carrying out the above mentioned tasks. Please be honest in writing down your personal reactions to the experiences. For example, you may analyze things that happened during your virtual classroom, self-study and after your seminar meetings (where applicable). You may also comment on your positives and negatives experiences, or respond in other ways to the language learning experience. Please record the date of each entry you make.

Thank you very much for your contribution to my study.

Noor Ahnis Othman
PhD Student
University of Stirling
Scotland

LEARNER DIARY: Weekly Diary(*Diari Mingguan* **)**

Date of entry (*Tarikh catatan*):_____

VIRTUAL CLASSROOM (*KELAS MAYA)*

Please indicate how much time you have spent in each of the following task. If none leave it blank.*(Sila catatkan jumlah jam yang telah anda gunakan untuk membuat kerja-kerja berikut. Jika anda tidak melakukannya, kosongkan.)*

1. Approximately how many hours this week have you spent on:

(Pada minggu ini, lebih kurang berapa jamkah telah anda gunakan untuk:)

	Hours *(Jam)*
- working/discussing in the forum room. *(bekerja/berbincang di ruang forum)*	_____
- sending and replying emails. *(menghantar dan membalas email)*	_____
- chatting in the chat room. *(bersembang di ruang sembang)*	_____
- completing your assignment . *(melengkapkan tugasan anda)*	_____

2. Place where you carry out your virtual classroom tasks.

(Tempat dimana anda menjalankan tugasan kelas maya)

Please tick where appropriate *(Sila tanda diruang yang berkenaan)*

Workplace _____   Home _____   Others (Please specify)_____

(Tempat kerja)   *(Rumah)*   *(Lain-lain:Sila jelaskan)*

SELF-STUDY *(BELAJAR SENDIRI)*

Please indicate how much time you have spent in each of the following task. If none leave it blank.*(Sila catatkan jumlah jam yang telah anda gunakan untuk membuat kerja-kerja berikut. Jika anda tidak melakukannya, kosongkan.)*

3. Approximately how many hours this week have you spent on:

(Pada minggu ini, lebih kurang berapa jamkah telah anda gunakan untuk:)

Hours (Jam)

- reviewing your English lesson using the BEL 100 SIM.   _____

(mengulangkaji matapelajaran Bahasa Inggeris anda menggunakan

BEL 100 SIM)

- reviewing your English lesson using other English
  materials.   _____

(mengulangkaji matapelajaran Bahasa Inggeris anda menggunakan

bahan-bahan Bahasa Inggeris yang lain)

- completing your assignment.   _____

(melengkapkan tugasan anda)

- reading English materials.   _____

(membaca bahan-bahan didalam Bahasa Inggeris)

- study groups   _____

(belajar berkumpulan)

Place where you do your self-studying.

(Tempat di mana anda belajar sendiri.)

Please tick where appropriate*(Sila tanda diruang yang berkenaan)*

Workplace _____   Home _____   Others (Please specify) _____

(Tempat kerja)   *(Rumah)*   *(lain-lain: Sila jelaskan)*

Please record your reflections to the experience of learning the BEL 100 in the space below. *(Sila rekodkan refleksi anda terhadap pengalaman pembelajaran yang dilalui di dalam kelas BEL 100 ini)*

POSITIVE EXPERIENCES THIS WEEK *(PENGALAMAN POSITIF MINGGU INI)*

NEGATIVE EXPERIENCES THIS WEEK *(PENGALAMAN NEGATIF MINGGU INI)*

POSITIVE EXPERIENCES DURING SEMINAR MEETING (WHEN APPLICABLE) *(PENGALAMAN POSITIF SEMASA PERJUMPAAN SEMINAR (APABILA PERLU))*

NEGATIVE EXPERIENCES DURING SEMINAR MEETING (WHEN APPLICABLE)(*PENGALAMAN NEGATIF SEMASA PERJUMPAAN SEMINAR (APABILA PERLU)*)

PLEASE USE THE SPACE BELOW TO ADD ON ANY OTHER OBSERVATIONS THAT YOU WOULD LIKE TO SHARE.(*SILA GUNAKAN RUANG DI BAWAH UNTUK MENCATAT LAIN-LAIN PENGALAMAN YANG INGIN DIKONGSI BERSAMA*)

Thank you very much for your contribution to my study.

Appendix 7: Learners Demographic: Sample Statistics

LEARNERS' DEMOGRAPHIC: SAMPLE STATISTICS

A total of 225 UiTM students from the Distant Learning Diploma Programme of BEL 100 course from various fields were selected for the study. Several salient sample characteristics are presented and discussed as follows.

Distributions of Respondent by Gender

Figure 1 shows that the sample consists of almost two-thirds (61.3%) female respondents and slightly more than a third (38.7%) male respondents. This breakdown of male-female sub-sample population appears to be a reflection of the gender make up of students in local public universities. In general, the female students outnumber their male counterparts and this is supported by a report from the Ministry of Higher Education in Malaysia (2005) on the students' enrolment in local higher institutions for the year 2004 in which the female students' enrolment is 30,060 and for male students is 15,796.
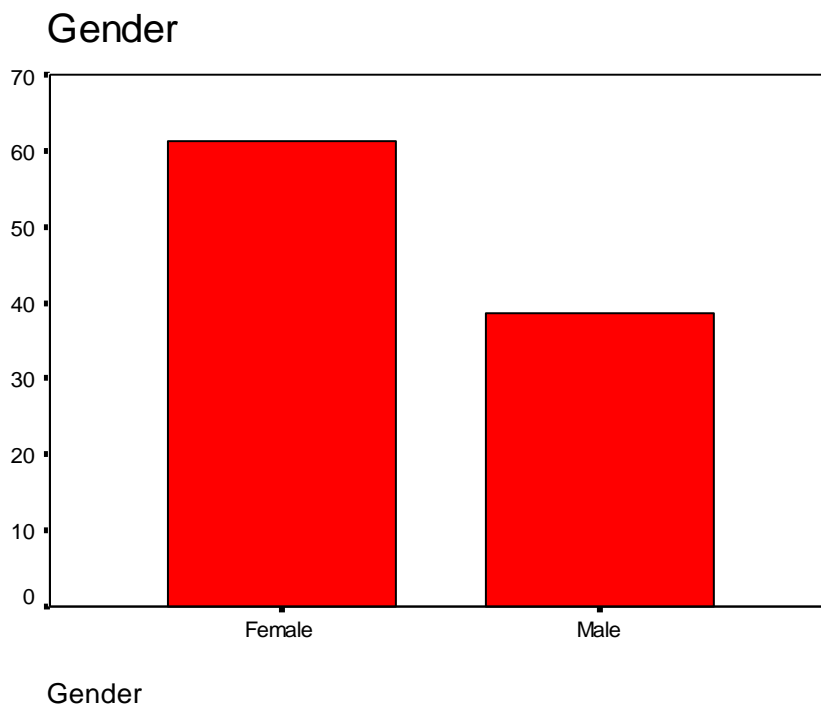
Figure1   Distribution of Respondents by Gender

Distributions of Respondents by Age

Figure 2 shows the distribution of respondents by age group. It can be seen that the 22-25 age group makes up 40.0% of the sample. As can be seen in Figure 2, this age group is the pinnacle of the chart and most of them are holding position as junior staff in their organisations (Refer to Table 1). They are the ones who have left school for a few years, worked and have decided to get back to studying. Decisions of getting a qualification may have evolved after realising that there are better job opportunities with a qualification, or to fulfil self-satisfaction which they were not able to achieve after school due to economic or personal reasons. This group is then followed by the 26-29 age group (31.1%), the 30-33 age group (11.3%), the 18-21 age group (11.0%), the 35-38 age group (4.2%), and the 41-43 age group (2.4%). The mean is 26.24 years, with a standard deviation of 4.629 (or C.V = 0.176), implying that the average age figure is fairly representative of the sample.
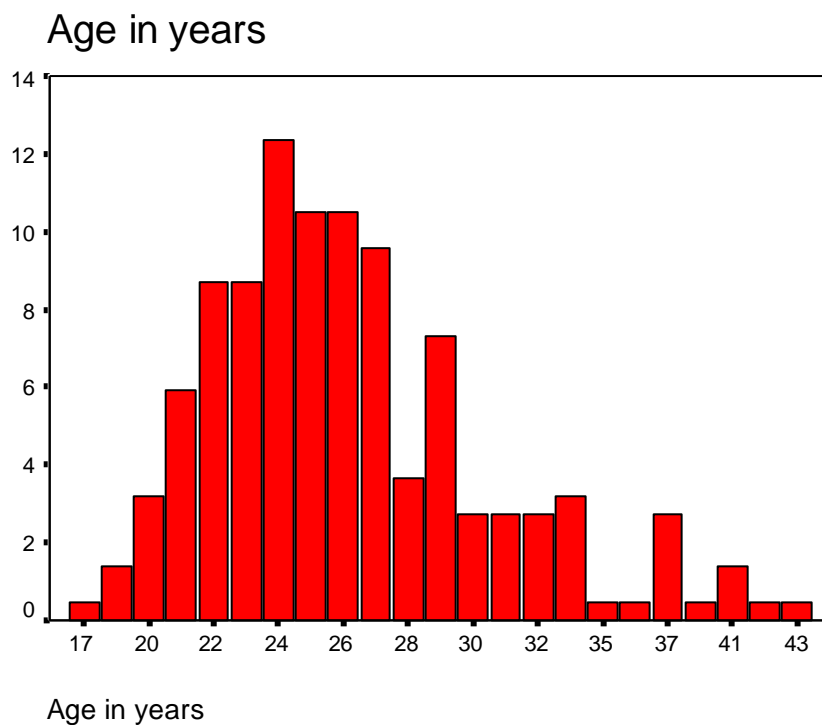
Figure 2   Distributions of Respondents by Age Group

Table 1:

Age in years * Position level Crosstabulation

Count

		Position level						Total
		Managerial	Senior staff	Junior staff	Fresh/Entry level	Non-Executive	Other	
Age in years	17			1				1
	19			2	1			3
	20			4	2		1	7
	21			7	2	3	1	13
	22		**1**	**11**	**3**	**4**		**19**
	23		**2**	**8**	**2**	**6**	**1**	**19**
	24		**1**	**20**		**5**		**26**
	25		**1**	**16**	**1**	**4**	**1**	**23**
	26	1	5	7		9		22
	27		3	6	1	9	2	21
	28	1	1	4		2		8
	29		4	4	1	6	1	16
	30		4			1	1	6
	31			1	1	3	1	6
	32		1	1		3	1	6
	33		3	1		1	2	7
	35			1				1
	36					1		1
	37		1	3		1	1	6
	38					1		1
	41		1				2	3
	42	1						1
	43						1	1
Total		3	28	97	14	59	16	217

Distributions of Respondents by State

Figure 3 presents the distribution of respondents by state of origin. It can be seen that 35.9 per cent of the respondents come from Selangor and 27.7 per cent from Wilayah Persekutuan. The number of respondents is bigger from these two states due to the location the Universiti Teknologi MARA where the e-PJJ programme is being carried out. The university is located in Shah Alam which is Selangor's state capital and about 40 miles away from the Federal Territory. This is then followed by the respondents from Perak, the state just above Selangor, which is 7.7 per cent, 6.8% from Kedah, and the rest (21.9%) come from all the other states combined. (Refer to the map of Malaysia Administrative Divisions below)
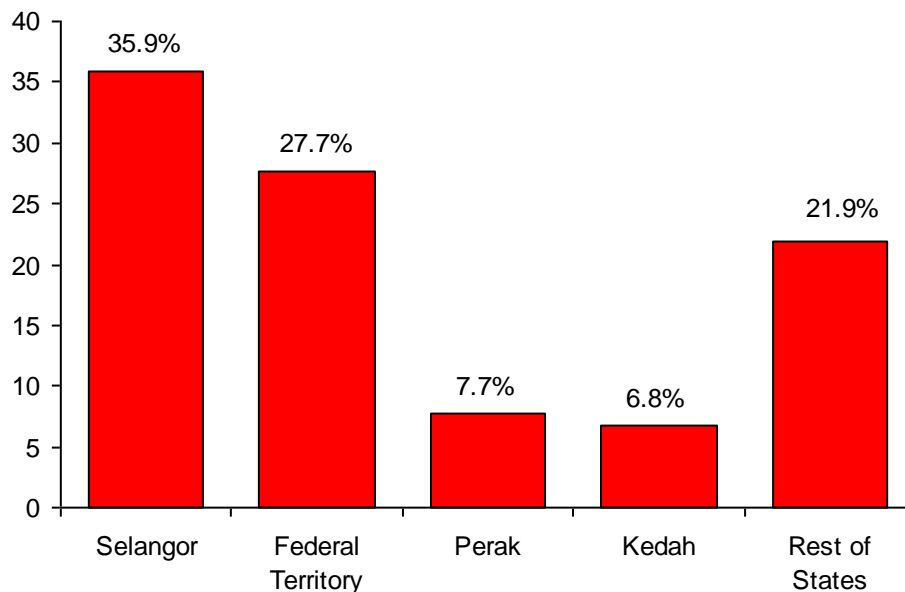
Figure 3   Distributions of Respondents by State

Malaysia
Administrative Divisions

CAMBODIA   VIETNAM

Gulf
of
Thailand

THAILAND

1. Perlis
2. Pulau Pinang
3. Kerah
4. Perak
5. Selangor
6. Wilayah Persekutuan
7. Negeri Sembilan
8. Melaka
9. Johor
10. Labuan
11. Pahang
12. Kelantan
13. Terangganu

South China Sea

Kangar
Alor Setar
George Town
Butterworth
2
3
Kota Baharu
Kuala Terengganu
12
13
4 Ipoh
Bidar
Teluk Integ
11
Bentung
Kuantan
5 Kuala Lumpur
6 7 Serumban
Port Dickson
8 9
Melaka Muar Keluang
Johor Baharu
Singapore
Kepalauan Riau

Kota Kinabalu
10
Victoria
Brunei
Sabah

Sarawak
Sibu
Borneo

Kuching

Kepalauan Natuna(Indonesia)

Kepalauan Anambas(Indonesia)

sumatra

Kepalauan Lingga

INDONESIA

INDONESIA

Boundary Representatio
Not necessarily Authorit
Labuan and Wilayah Persek
are federal territor

International Bound
State(negeri) Boundary
National Capital
State Capital
Other Cities

Map not to Scale
Copyright © 2005 Compare Infobase Pvt Ltd.

34

Distributions of Respondents by Job Sector

Figure 4 shows that 42.4 per cent of the respondents are working with the government, 40.9 per cent with the private sector, 15.6 per cent with semi-government organisations in which corporations are set up to take over the duties and responsibilities of certain government departments (Malaysia 1994). Finally, a marginal 0.9 per cent is self-employed.

Job sector
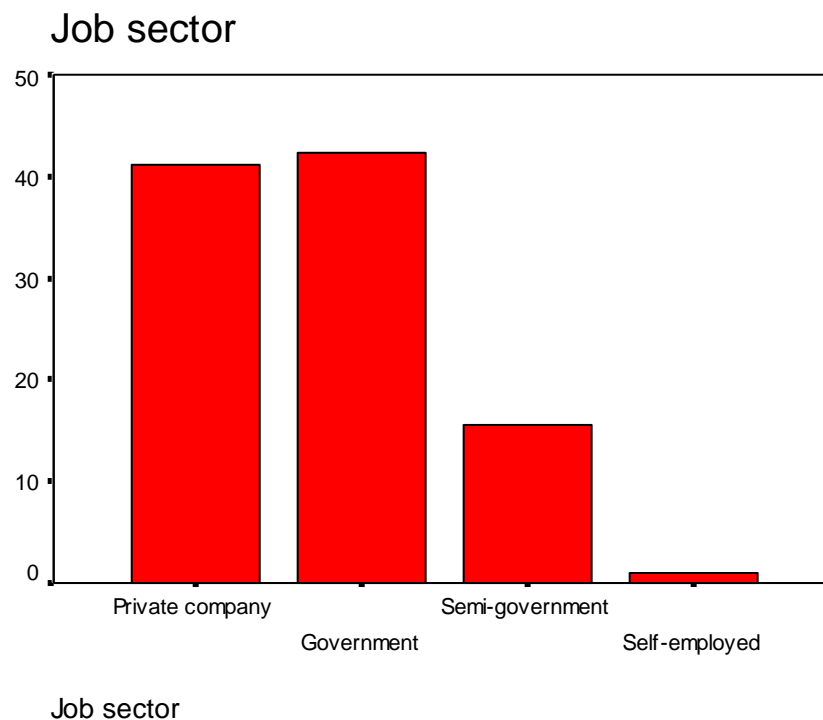
Job sector

Figure 4   Distributions of Respondents by Job Sector

Distributions of Respondents by Positions Held

About forty-five per cent of the respondents are junior staff in their organisations, while 27.4 per cent occupy non-executive positions and 12.6 per cent hold senior posts (Figure 5). Fresh/entry level category of respondents accounts for 6.3 per cent of the respondents, while 1.3 per cent holds managerial posts. The remaining 7.2 per cent (15 respondents) who stated their positions as 'others', had named 15 different posts. However, all of these posts actually should be under any one of the specific designations provided in the questionnaire. Nevertheless, what is important is that the majority of the respondents occupy the lower positions of the organisational

hierarchy. It is quite interesting to notice that 31 respondents (13.9%) who already hold senior posts are enrolled in the diploma programme.

Position level
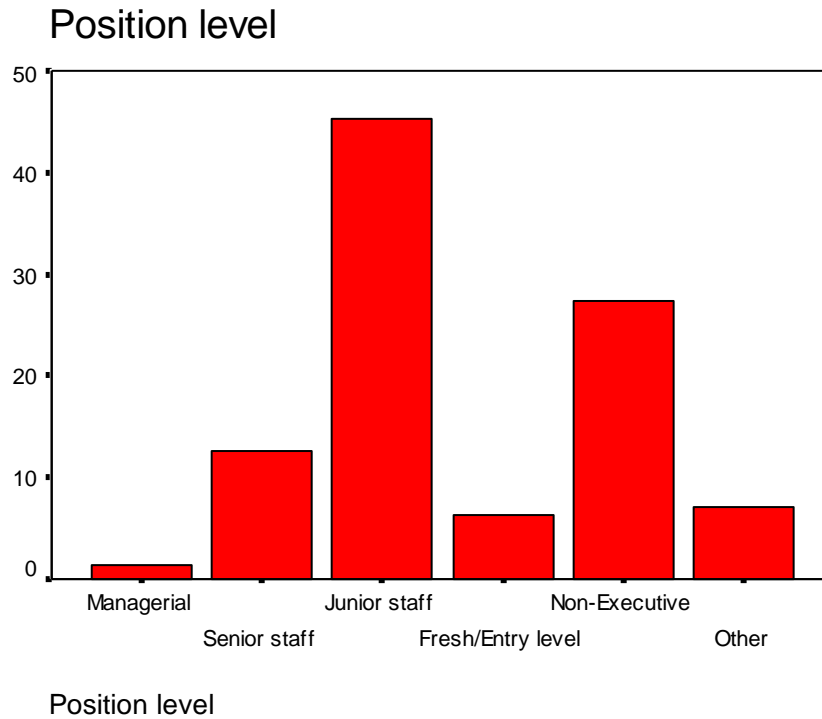
Position level

Figure 5   Distributions of Respondents by Positions

Distributions of Respondents by Qualification

The majority (77.1%) of the respondents have only SPM qualification, 19.3 per cent with certificate level qualification, and 3.7 per cent with diploma level qualification (Figure 6). It is interesting to note that the 31 respondents mentioned earlier as having occupied senior posts (senior officials and managers) actually do not posses qualifications higher than a diploma. In government organisations, these posts normally require at least a basic degree. It is possible that these respondents come from outside the government and semi-government sector.

Highest level of educational qualifications

Highest level of educational qualifications
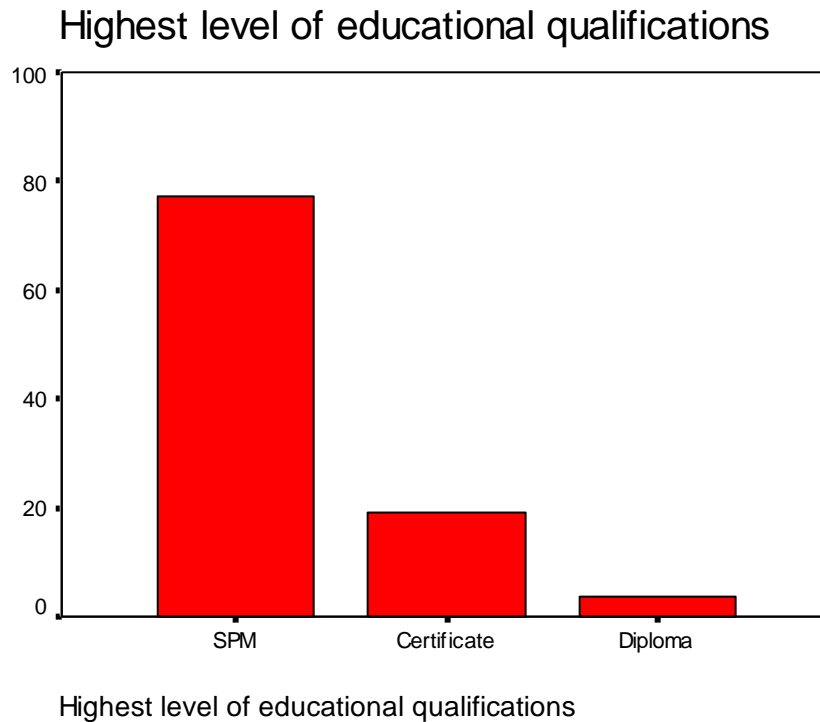
Figure 6   Distributions of Respondents by Qualification

Information about Computer Usage

The data show that 69.3 per cent of the respondents have access to computer at home. Among those who have access to computer at home, 85.4 per cent have one (1) computer, 11.9 per cent have two (2) units of computer and 2.6 per cent have three (3) units of computers. More than half (55.6%) the respondents have their computers located in bedrooms, 30.5 per cent in the living rooms, 7.9 per cent in the dinning rooms, and 12.6 per cent in other parts of their homes. Other parts being mentioned include computer room, special room, guest room, kitchen, small room and study room. Three respondents have laptops which do not require a fixed place.

The answers given by the respondents on where the computers are located in their homes actually tell more about the kind of houses they live, and less about computer usage *per se*. The value of this information, therefore, depends on the issues being addressed. Why do some people place their computers in the dining room? The logical answer would be that in some of the low cost housing units, especially apartments, the dining room and the living room occupy the same space. What about placing computer in the kitchen? This is possible that some of the respondents who

placed their computers in the kitchen are living in a rented suite room with a small kitchen in it. About 62 per cent of the respondents have to share computers at home. This may not cause real inconvenience as relatively higher proportion (41.3 per cent) of them use computer only occasionally (or sometimes) as compared with 30.0 per cent for those who claim to be using it all the time (always) and 26.0 per cent who are using computer very often (Figure 7). There are respondents, albeit small in number, who rarely use computer (1.3%) and those (1.3%) who have never used computer at all. Although the percentages are small, it is quite surprising because they are diploma students and also are working with organisations.

Level of Computer Usage

Figure 7 shows that close to two-thirds (63.3%) of the respondents consider themselves average in the level of competency and proficiency of using the computer, 22.5 per cent regard themselves as skilful, 8.7 per cent perceive themselves as less skilful, 3.2 per cent are new users, and 2.3 per cent designate themselves as experts in the use of computer.
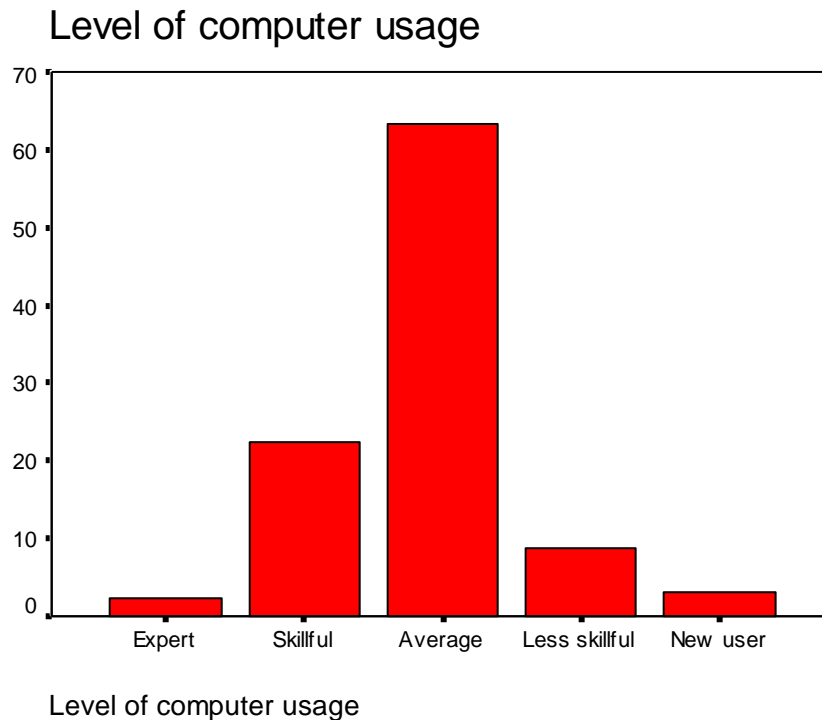
Figure 7   Level of Computer Usage (%)

Using a 5-point scale from1 (expert) to 5 (new user), the response of the sample students were given the appropriate scores indicating the level of computer usage (proficiency and competency). The mean score is 2.88, with a standard deviation of 0.721 (C.V = 0.25). It implies that a respondent is more likely to be slightly above average, but is far from being considered skilful. The statistics suggest that on the average, the variation in the proficiency level between students is not considered large.

Level of Confidence in Computer Usage

About 49 per cent of the respondents perceive themselves to be confident in using computer. This percentage should be considered substantial in view of the fact that, as discussed earlier, only 22.5% of them are skilful. It may be implied, therefore, that a good number of those who consider themselves to be only average in the level of usage are actually confident in the use of the computer itself. About 41 per cent of the respondents perceive themselves to be average in the level of confidence. Those who are less confident constitute 5.4 per cent of the sample, and those who are very confident, 4.5 per cent. There are those who consider themselves very lacking in the level of confidence, but the number is small (0.9%).

Following the method of measuring level of computer usage as used earlier, the mean score was calculated to be 2.50, with a standard deviation of 0.709 (C.V = 0.2836). The size of the mean score implies that a respondent is more likely to be somewhere between 'average' and 'confident' in the level of confidence in computer sage. The statistics on standard deviation and coefficient of variation (C.V) indicate that on the average, the variation in the level of confidence between the respondents is not considered large.

Level of confidence in computer usage
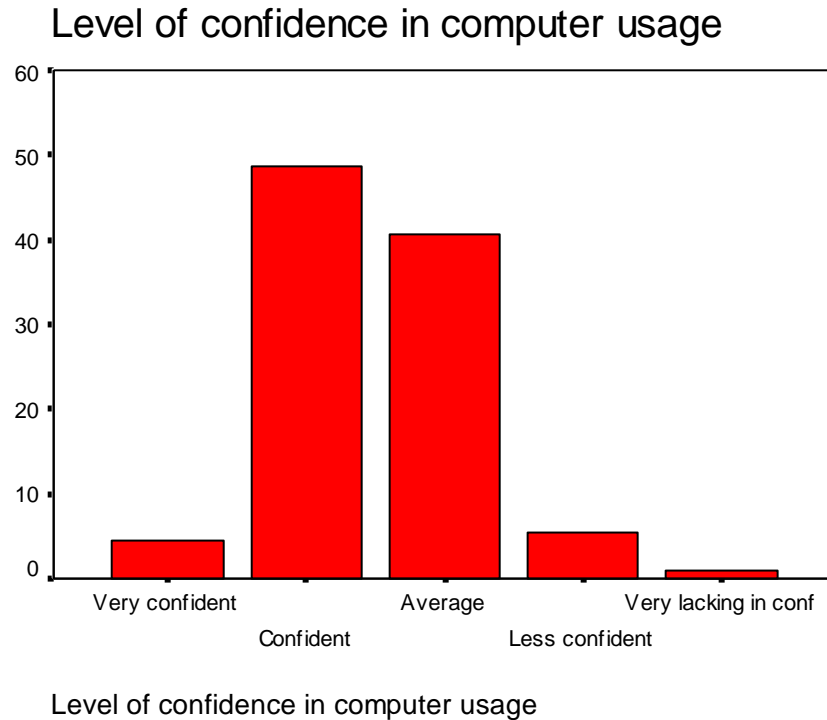
Figure 8   Level of Confidence in Computer Usage (%)

Reasons for Enrolling in the Diploma Course

The respondents were provided with five reasons (including 'others') in the questionnaire on why they enrol in the diploma programme. Respondents are allowed to choose more than one reasons. Out of the 225 respondents who were given the questionnaire, only 219 responded to this question and 6 abstained from answering the question. Table 2 shows the frequency of respondents and the reasons for enrolling in the diploma course. It can be seen that more than half (116) of the respondents enrolled in the programme for *personal satisfaction*. The next most popular reason is *others* with 93 of the respondents. This is followed by *promotion at work* (64), *requirement by employer* (16), and *better prospects for other jobs* (10). Those stated under *others* include family improvement, motivation to children, to increase knowledge, to enhance self confidence and to be successful.

Table 2   Reasons for Enrolling in Diploma Course (Total Number of Respondents)

Reasons	No. of Respondents
Promotion at work	64
Requirement by employer	16
Personal satisfaction	116
Better prospects for other jobs	10
Others	93

Looking at the frequency figures in the table, one would not fail to notice how relatively less significant is the connection between getting higher qualification and getting promotion in the same workplace. In fact, more respondents, both absolute and frequency-wise, are thinking about their family improvement, motivation to children, to increase knowledge, to enhance self confidence and to be successful in their decision to enrol than those looking for promotional opportunities in their workplace.

References

Ministry of Higher Education (MOE) (2005). Statistics. Available at
http://apps2.emoe.gov.my/statistik/index.php.

Ministry of Information, Malaysia (1994). Constitution and Separation of Power.
Available at http://asnic.utexas.edu/asnic/countries/malaysia/Malayconstitution.html.

Appendix 8: Semi-structured Learner's Interview Questions (Main Study)

Interview questions for students

1. **Background:**
   Can you tell me something about your experience of being a student in the e-PJJ program?

   - Why did you enrol as a student on the e-PJJ program?
   - Why do you need the diploma?
   - What are your general feelings about the BEL 100 e-PJJ course?

2. **Aspects of course materials**
   Can you tell me something about the offline materials used in the BEL 100 e-PJJ course.

   - What do you think of the Self-Instructional Manual? Is it helpful, up-to-date?
   - What is your opinion of the content: the instructions, explanations, recommended study plan, exercises? Do you think it is effective? Is it good or bad?
   - Can you remember any activities/exercises in the SIM that you enjoyed the most or didn't enjoy?

   Can you tell me something about the online activities used in the BEL 100 e-PJJ course.

   - What do you think of the activities that your facilitator uses to give in the forum room discussion.
   - What do you think of the activities, exercises? Likes/dislikes?
   - Can you remember any online activities/exercises that you enjoyed or didn't enjoy?

3. **Course satisfaction**
   Can you share with me some of the specific aspects about the BEL 100 e-PJJ course?

   - Are you enjoying the course?
   - What do you think of the **structure of the course** (explain to students)?
   - What are some of the good / bad experiences?
   - What are your general feelings about the online aspect of the course? The good /bad points?
   - What do you think of the face-to-face aspect of the course? The good/bad points?

   Tell me about the forum discussion room.

   - Can you tell me about the feedback from your friends and facilitator?

- Tell me about your interaction in the forum room with your classmates and facilitator? Anything regarding your participation for example in a discussion of a topic.
- Do you look forward to log on the forum discussion room? Why/why not?
- Tell me some of the negative and positive things that happened when you discuss online.

What aspect of the course do you like most and the least?
- What do you think about the course that should be changed? Why?

4. Aspects of assessment

Can you tell me about the exercises, quizzes and tests given to you?
- How often does your facilitator assess you?
- What kind of assessment does your facilitator give you: online and offline?
- Do you like the assessment given to you? Why or why not?
- Do you think the tests/quizzes/exercises are helpful?
- How are they helpful?
- What about the timing of the tests? Good or bad?

Tell me what you like and dislike about the assessments given to you online and offline.
- What do you think about the assessment that should be changed? Why?

5. Training

- Did you take part in the induction session of the course at the beginning of the semester?
- What do you think of the induction session?
- Was it helpful or not? Why and how?
- What did you receive during the induction session: explanation, handouts, booklet etc?
- What do you think of the materials (*mention specifically the ones that the student's mention*) and explanation given to you during the induction?
- What kind of online training was given to you before you start the course?
- Do you think that training should be given to all e-PJJ students?
- What way do you think training should be changed?

6. Collaboration with facilitators and peers(classmates)

What about the support given to you by the facilitators in taking this course?
- How often does your facilitator interact with you besides during the face-to-face meeting sessions?
- Tell me some of the things that your facilitator does to help you improve in this course.

- Can you think of negative and positive experiences when discussing or working with your facilitator in the BEL 100 e-PJJ course.

What about the support from your classmates?
- Do you discuss your work with your classmates?
- What and when do you usually discuss with your classmates?
- Is it helpful or not? How and why?
- Can you think of positive experiences when discussing or working with your classmates in the BEL 100 e-PJJ course.
- Can you think of negative experiences when discussing or working with your classmates in the BEL 100 e-PJJ course.

7. **Workload and time management**
   Can you tell me how you fit the BEL 100 e-PJJ learning into your working and
   family life.
   - When do you tend to log on to the discussion forum room?
   - How long do you spend in the discussion forum room on average (per day or per week)?
   - How long do you spend doing the exercises in the Self Instructional Manual in a week?
   - I would like to know about your study habits. Can you share with me when, where and how do you study?
   Share with me some of the positive experiences you have had in taking the BEL 100 e-PJJ course.
   Share with me some of the negative experiences you have had in taking the BEL 100 e-PJJ course.

8. **Conclusion**
   Is there anything else you'd like to tell me about your experience teaching the BEL 100 e-PJJ course?

Appendix 9: Semi-structured Facilitator's Interview Questions (Main study)

Interview questions for facilitators:

1. **Background**
   Can you tell me something about your experience of being a facilitator of the BEL 100 e-PJJ course?
   - How long have you been teaching the e-PJJ course?
   - How did you start doing this job?

2. **Aspects of course materials**
   What materials do you use to teach the course?
   - Online and offline materials?
   - Are they helpful, up-to-date?
   - What is your opinion of the content? Do you think it is effective? Is it good or bad?
   - What do you think of the Self-Instructional Manual? Is it helpful, up-to-date?
   - Can you describe the online materials/activities that you use with your students.
   - Can you say something about what thinking lies behind the activities you gave.
   - Are the activities you used successful? Why or why not?
   - How do they relate to the course syllabus?
   - Can you remember any particular experience in which the material you use (online or offline) is successful or unsuccessful.

3. **Course satisfaction**
   What are your general feelings about the course?
   - What are the good points/ bad points?
   - Do you like/dislike the whole structure of the course? Why?
   - What are your general feelings about the online aspect of the course? The good points/bad points?
   - What do you think of the face-to-face aspect of the course?

   Can you share your experience dealing with the students online messages and feedbacks.
   - Negative and positive experiences

   What aspect of the course do you like most and the least?

4. **Aspects of assessment**
   Can you tell me about the assessments such as exercises, quizzes and tests given to the students?
   - How often do you assess your students?
   - Can you tell me how you assess your students.
   - Do you think the exercises are helpful?
   - How are they helpful?

- What do you do to check if your students have learned from the activities you have given?
- Do you find it difficult to check on your students? Why?
- Can you share your responsibilities and experiences in terms of assessments.

5. **Collaboration with colleagues**

   What about the support given to you in the teaching of the course?
   - From the administrators, resource person, coordinators, colleagues.
   - Did you go through any training to teach or interact online with your students?
   - What kind of training? Is it worth to go through the training?
   - Do you think training should be given to the facilitators involve?
   - What kind of training?
   - Do you share your teaching resources with your colleagues? How and why?
   - Can you think of a particular incident where you collaborate with your colleagues.

6. **Management of interaction between students**

   Can you tell me some of the things that you do to get your students to be active:
   i. in the forum discussion room
   ii. during the face-to-face meetings
      - How do you encourage your students to work on their own?
      - Do you encourage them to interact and make comments among themselves?
      - How do you do that?
      - Why do you do that?

   Can you share some of the positive and negative experiences you've had dealing with either a student or a group of students.

7. **Workload and time management**

   Can you tell me how you fit the BEL 100 e-PJJ teaching into your working life.
   - How do you organize yourself during the face-to-face teachings?
   - When do you tend to log on to the discussion forum room?
   - How long do you spend in the discussion forum room on average (per day or per week)?
   - How do you deal with the online messages?
   - What about your feedback? Timing, quality?
   - Do you give a one-to-one or one-to-many feedback? Why?
   - How do you feel about the demands that online teaching makes of you in comparison to face-to-face?

8. **Conclusion**

   Is there anything else you'd like to tell me about your experience teaching the BEL 100 e-PJJ course?

Appendix 10: Interview transcripts: Learners (translated from Malay) and Facilitators

Learner 1

Interviewer	:	Thank you Learner 1 for giving me your time. Now, can you tell me something about your experience of being a student in e-PJJ programme?
Learner 1:		Actually, it's very challenging to me. At first, I thought I could do it, but later I realised the daunting task that lies ahead and, therefore, felt under pressure. Perhaps, both family and work contribute to this pressure. I may have to blame it on myself because I shouldn't have taken too many subjects. Perhaps one or two subjects first. I didn't know. Nobody told me I could take one or two subjects for a start.
Interviewer	:	Nobody advised you on that?
Learner 1	:	There was, but only after I have paid the fee. They told me so, but what is the use now? This is the problem.
Interviewer	:	Why did you enroll as a student in the e-PJJ programme?
Learner 1	:	What does 'enroll' mean?
Interviewer	:	'Enroll' means register.
Learner 1	:	Ok. I longed to further my study in UiTM six years ago. Unfortunately, I didn't have enough money at that time, and I did have other problems, too. So, I shelved the idea until now that I have some money and time. Alhamdulillah I am now a student again.
Interviewer	:	But, why do you need the diploma?
Learner 1	:	I am taking this diploma because I am planning to do a bachelor's degree later. Personally, I would like to do the degree program right away. Anyway, knowledge is important.
Interviewer	:	The reason?
Learner 1	:	For personal satisfaction as well as a family challenge. In our family, my brother, the eldest in the family, has a degree. I am the youngest, and I need to prove I am capable.
Interviewer	:	It has nothing to do with your work?
Learner 1	:	In a way, yes, but for the moment it's for my own satisfaction. It's my aspiration to study up to the highest level possible.
Interviewer	:	So, what do you think about the BEL 100 course in e-PJJ?
Learner 1	:	Actually, my primary schooling was in English medium, at the King Edward School. At that time, I didn't have problem with English. Later, I changed school where the majority of the students were Malays, and I didn't speak the language in the new school as much as before. I started work in a technical field where conversation was mainly in Malay. I am now in the management post where much interaction is in

		English.
Interviewer	:	I see.
Learner 1	:	It's more or less ok. Sometime I used to mix Malay and English in my conversation, but with BEL 100, I have to stick to the rule. I have to be serious because of the examination and all that. This is where tension comes. It was long ago since I used the correct past tense, present tense and the like. Now, I have forgotten about it.
Interviewer	:	So far, do you think this BEL 100 course is good?
Learner 1	:	For me, it helps me recall what I used to know about English. So, it is very good.
Interviewer	:	Is it very good?
Learner 1	:	Very good.
Interviewer	:	How about the materials used in BEL 100, the ones used in the seminar? What is your opinion?
Learner 1	:	Ok. BEL 100 is certainly more advanced than any we had in school before. But, may be there is not enough time for the lecturer to explain about past tense, present tense, nouns, adjectives and all that. It is our own initiative to refer to our SPM and SRP books to see what these are. Here, the lecturer only tells you whether those things are nouns and the likes.
Interviewer	:	So, you have to refer to other sources. Am I right?
Learner 1	:	I have to because the two-hour session is simply too short for so many things. It's not even sufficient to discuss just one past year's paper.
Interviewer	:	What about the module and that self-instruction manual?
Learner 1	:	I got them from the forum. Alhamdulillah, these are good.
Interviewer	:	What about the textbook?
Learner 1	:	The textbook?
Interviewer	:	Yes, the one the lecturer gave. What do you think about the book?
Learner 1	:	At times, I don't quite understand the book.
Interviewer	:	Why?
Learner 1	:	It's a bit difficult for me. But, the materials in the forum, like the one you sent to us where the examples were quite simple, are easier to grasp.
Interviewer	:	I see.
Learner 1	:	May be it's the age factor. At our age, reLearner 1ng is taxing…
Interviewer	:	Taxing?
Learner 1	:	Yes, it's taxing and at my age it gets a little bit slow.
Interviewer	:	I see….In the manual, there is an explanation and recommendation on study plan. It is mentioned in your first seminar what you have to cover and then second seminar and so on. Do you think these things are good?
Learner 1	:	Yes, it's good. It's good that we were told all these. But, I can't remember for sure whether I joined the seminar although I have a print-out from it. I think it's on the technique of learning.
Interviewer	:	Technique?

Learner 1	:	That is a good guideline. The younger students have no problem in studying, but for us, we have other responsibilities. So, the manual helps us where to start, what to do first. Now, we are being bogged down with work in the office, and there are those already with families. So, this manual is useful when we have to do BEL 100 assignment. Alhamdulillah, the lecturer gave us the book.
Interviewer	:	You see, the book discusses many things that you said you didn't understand. But, the book does explain a lot of things. May be you don't understand the explanation or …….?
Learner 1	:	I have not finished reLearner 1ng the book.
Interviewer	:	No, I mean the part you have read.
Learner 1	:	May be at my age it's not that easy to read. I get sleepy easily while reading.
Interviewer	:	Don't you try the exercises at all?
Learner 1	:	May be the exercises are good, aren't they?
Interviewer	:	Yes.
Learner 1	:	At our level, these exercises are good.
Interviewer	:	Yes.
Learner 1	:	And then the note is brief. It provides explanation on how to learn. But, it's quite problematic to read it.
Interviewer	:	The book has got a lot of exercises. Have you ever done some of the exercises?
Learner 1	:	Not yet.
Interviewer	:	Never at all? Why not?
Learner 1	:	Not yet.
Interviewer	:	Have you tried the examples?
Learner 1	:	No, I have not.
Interviewer	:	What about the online? Do you go online for forum discussion? Does the facilitator give activities?
Learner 1	:	Yes, I do go online.
Interviewer	:	What do you think about those activities?
Learner 1	:	About the online activities? Now, there is a problem because there are too many classes participating. Take IMK for instance. There is only one class, one group, group A. So, we are all in the same group. There, we can discuss comfortably as we know and can tolerate each another. When I log onto BEL 100, everybody in the class is there. I began to lose interest because there are just too many of us. Moreover, it's the same person who answers the questions. Other people have no chance to enter.
Interviewer	:	I see.
Learner 1	:	There are just too many of us. We should separate the students into smaller groups and have separate forum discussions so that all of us have the chance to communicate and be heard.
Interviewer	:	Aren't you in the group under Pn. Aida?
Learner 1	:	Yes, yes.
Interviewer	:	And, still you said it's too many?
Learner 1	:	I am still saying it's too many. Even group B students are also in there.

Interviewer	:	Is it so?
Learner 1	:	Yes.
Interviewer	:	So, it is difficult for you to attend the online activities because there are too many people, isn't it?
Learner 1	:	Yes.
Interviewer	:	Are there any activities given by the facilitator online that you enjoy?
Learner 1	:	I think there is one. It's something to do with film. That is the only activity I managed to participate in the forum, and I was a bit late, too, although I did get a chance to give my opinion. Most of the students like science fiction. They don't like heavy drama, like Jerry McGuire. These films make us think. I actually enjoy discussing the topics given by my lecturer, but, as I have said, the problem is there are too many of us. We should make the group smaller so that we can pay more attention.
Interviewer	:	Any online activity you don't enjoy at all?
Learner 1	:	As of now I don'thave
Interviewer	:	So far, no?
Learner 1	:	No.
Interviewer	:	The only problem now is that there are too many students, aren't they?
Learner 1	:	Yes, too many.
Interviewer	:	Can you share with me some specific aspects of BEL 100? Do you enjoy the course?
Learner 1	:	Only today I find it enjoyable.
Interviewer	:	Why?
Learner 1	:	During the first seminar I was still at a lost. I got on better with the second seminar. Perhaps, it was my mistake to have taken too many subjects. As Kak Interviewer said it just now, it's better for us to just take one subject first and concentrate on it. So, I managed to give attention to BEL 100 in the second seminar.
Interviewer	:	So, do you feel that this seminar is necessary?
Learner 1	:	Yes, it's necessary.
Interviewer	:	Even if it is two hours?
Learner 1	:	Yes, even if it is two hours. In online seminar, we learn through computer, through machine. Learning from a human being is different.
Interviewer	:	Why?
Learner 1	:	Perhaps, it is something to do with aura.
Interviewer	:	Aura? (Laughing). What is aura? Why the human being?
Learner 1	:	Human being has feeling. For example, a machine cannot correct our pronunciation. It can only listen, but not make correction. If the lecturer is present, she can point out the mistakes and she would immediately correct us.
Interviewer	:	Aa…
Learner 1	:	And it is also easier because we can see the lecturer speaking spontaneously. The moment you ask question, you'll get the answer immediately.

Interviewer	:	What about online?
Learner 1	:	It is delayed… the response would be delayed.
Interviewer	:	Meaning the feedback?
Learner 1	:	Yes. We get answers to our question a day, or may be a week later…or may be never…
Interviewer	:	Has that happened in your experience?
Learner 1	:	Not yet but it could happen…right?
Interviewer	:	Hmmmm…..Let's see…what about the structure of this course. The lecturer has made known exactly what you have to cover this semester. Hasn't she?
Learner 1	:	I have not gone through the course structure completely. Right now I am just following it. I cannot give any comment as yet on the course structure.
Interviewer	:	Never mind about that.. You did say face-to-face seminar would be useful, didn't you? You said it would be great if you could see the lecturer personally. So, during the face-to-face session, what would you do? How much could you do? Do you ask question or just listen?
Learner 1	:	Sometimes we want to ask something, but we do not know how to put it. When this thing happens, the lecturer seems to know and would respond to it without actually being asked. Sometimes we refrain from asking questions lest our classmates will laugh at us. Anyway, for me, I seldom ask questions, only listen.
Interviewer	:	What do you do when you don't understand something?
Learner 1	:	If I don't understand, I will ask.
Interviewer	:	Immediately?
Learner 1	:	Immediately, after the session by going personally to the lecturer.
Interviewer	:	Have you asked questions online?
Learner 1	:	Never.
Interviewer	:	Never? Why?
Learner 1	:	As I said earlier, there are too many of us. Instead of the lecturers responding to the questions, there would be students who would respond to it, one after another. We should get a feedback from the lecturer first, and then from other students.
Interviewer	:	It seems that this is the approach you believe to be the most tenable. In that case, your classmates provide a lot of feedback. They do interact a lot and communicate with one another in the forum, right? So, are you looking forward to the forum and feel the excitement every time there is going to be a forum?
Learner 1	:	Mm…like?
Interviewer	:	BEL 100.
Learner 1	:	BEL 100? Take the case of the topic on cinema. This is indeed related to knowledge. I like this one.
Interviewer	:	Aa…you do like this topic. So, are there other negative things other than that there are too many students as was mentioned earlier? What about the positive things, if any, apart from that the lecturer is providing you with the interesting topic?

Learner 1	:	I think it should not be directed towards entertainment only. It should be basically for knowledge.
Interviewer	:	Yes, but it must be in English. Do you agree?
Learner 1	:	Yes.
Interviewer	:	What do you think about teaching grammar online?
Learner 1	:	Learning grammar online would be difficult. For essay, like the one you advised me to do, it shouldn't be a problem to us. To me, grammar is difficult.
Interviewer	:	So, what aspect of the course do you like?
Learner 1	:	I like to do essay.
Interviewer	:	Essay? The one you dislike most?
Learner 1	:	Grammar.
Interviewer	:	Grammar? Why? To me both are important and used simultaneously.
Learner 1	:	For essay, you just have to write, but in grammar you have to deal with many things like present tense, past tense and all that. I have to check at the SPM books again.
Interviewer	:	But, you are using all these tenses when writing an essay, right?
Learner 1	:	Mm…
Interviewer	:	That means you are doing both, right?
Learner 1	:	Yes, but I still have problems with grammar…it is just difficult…I guess I need more time to learn grammar…yes…you are right writing needs grammar…I should concentrate more in grammar…
Interviewer	:	Well….you will in no time….So…what aspects of the BEL 100 that need to be changed?
Learner 1	:	BEL 100?
Interviewer	:	Yes.
Learner 1	:	Reduce the number of students in the forum, say to 30, so that the lecturer could give more focus and be more relaxed. The present size of ninety is too large. The lecturer cannot answer questions because there are too many of us. Reduce the size to enhance learning environment.
Interviewer	:	To be more effective?
Learner 1	:	Yes, and better understanding….
Interviewer	:	Have you had a test yet?
Learner 1	:	Not yet.
Interviewer	:	There has been no assessment yet, right?
Learner 1	:	Not yet.
Interviewer	:	But the lecturer has…
Learner 1	:	Inform us.
Interviewer	:	So, what do you think about the test? Have you seen some questions in the past papers?
Learner 1	:	I have.
Interviewer	:	What do you think?
Learner 1	:	It looks like I have to open the SPM book again because I think I have forgotten about grammar like nouns, pronouns and all that.
Interviewer	:	Do you find the past exam papers difficult or easy? How about the exercises given?

Learner 1	:	Actually, if you are familiar with at least such things like nouns, pronouns and adjectives, these exam questions and exercises are not difficult. I think I have learned about these things, I mean what my teacher used to teach many years ago.
Interviewer	:	Aa…
Learner 1	:	The lecturer is telling us that such and such are nouns, pronoun, but for the basic things we have to recall from what we have learned in school.
Interviewer	:	Did your lecturer give exercises or tests online?
Learner 1	:	She did.
Interviewer	:	She did?
Learner 1	:	Yes, she did.
Interviewer	:	So, what do you think about it?
Learner 1	:	Online test?
Interviewer	:	Yes.
Learner 1	:	As I said earlier, there are too many of us. So, the feedback takes a long time to come. It becomes a problem to us and the lecturer, too.
Interviewer	:	It comes back to the same problem, right?
Learner 1	:	Can she give feedback to the ninety students quickly at any one time? If the number is reduced to, say thirty or twenty, then the lecturer can manage better.
Interviewer	:	Does that mean the online is not helpful?
Learner 1	:	May be it can be helpful and may be it's not helpful.
Interviewer	:	How is that?
Learner 1	:	Helpful if the number of students is less and not helpful if the number of students is more than the number I told you just now.
Interviewer	:	What about the timing?
Learner 1	:	Timing for what?
Interviewer	:	The timing of the test.
Learner 1	:	When you say e-PJJ, you are usually talking about full-time working students who come home at 5:00 of 6:00 or 7:00 in the evening. What time can they sit in front of the computer to do school work? Perhaps, the best time is after Isyak prayer. In my case, I don't start until 11:00 or 12:00 or 1:00 a.m. The test normally comes out online around mid-day. So, those who are working with computer in their workplace can start doing the test early.
Interviewer	:	So, these students can start work early, right?
Learner 1	:	Yes, early. For us who are working outside the office, we can start to log on only after 10:00 p.m.
Interviewer	:	That means your participation in the online activity is delayed.
Learner 1	:	Yes.
Interviewer	:	And they get their feedback earlier.
Learner 1	:	Yes, they do.
Interviewer	:	For the most recent test, do you think the timing is good?
Learner 1	:	Ok, but for BEL 100, they don't fix the date and time. They should give advance notice so that we can participate. Better still, a 10-day notice. Unfortunately, I am a bit disorganised at

		the moment. However, comes the second seminar, I would be more prepared.
Interviewer	:	Do you think the examination date should be changed?
Learner 1	:	I think examinations should be held during public holidays. Perhaps, it's better on Saturdays and Sundays. Other aspects of the course do not need change, I think.
Interviewer	:	Did you attend the induction course held at the beginning of the semester?
Learner 1	:	Induction?
Interviewer	:	There was a gathering attended by the Director of INED…
Learner 1	:	Yes, there was.
Interviewer	:	What do you think of that induction?
Learner 1	:	Where we met the Director? It's good that the Director gave us encouragement. We were fired up then, but after that day what good did it do to us? Some of us faltered half way despite the induction. It's the effort of the individual lecturer and fellow students themselves that keep us going. In the forum, we keep on encouraging one another. And, the lecturer keeps urging and encouraging us to go on, and not to give up.
Interviewer	:	Using motivational words?
Learner 1	:	Yes.
Interviewer	:	To you?
Learner 1	:	For those who are still singles there is no problem. But for those who are already married it's quite daunting.
Interviewer	:	About responsibility?
Learner 1	:	Yes, family responsibility.
Interviewer	:	Did they give any hand-out and what not during the induction?
Learner 1	:	What kind of hand-out?
Interviewer	:	Something about the faculty, the flp website, how to use this and that. Did they give anything?
Learner 1	:	There was no hand-out then, only two weeks later on the website.
Interviewer	:	Did they teach you how to open the website?
Learner 1	:	They told us about it for one hour, I think, during the gathering.
Interviewer	:	Oh, they did.
Learner 1	:	But at that time we were blank. We didn't know anything.
Interviewer	:	Sorry?
Learner 1	:	Only recently did we open the website. But what I am doing, like when I am submitting assignment and all that, I use my own e-mail, Yahoo hotmail.
Interviewer	:	Is that so?
Learner 1	:	The UiTM's website is plagued with problems every now and then, I think.
Interviewer	:	Really? Why is that so?
Learner 1	:	I don't know, sometimes it is very slow and that's annoying…
Interviewer	:	It could be the internet connection…
Learner 1	:	I don't know..but I prefer Yahoo..
Interviewer	:	I see….about the training, do you feel you need hands-on training?
Learner 1	:	Yes, it's better that way.

Interviewer	:	For each subject?
Learner 1	:	Yes, it's better because not all of us are good with computer. For beginners, that would be quite a daunting effort.
Interviewer	:	In your opinion how long the training should be?
Learner 1	:	If we concentrate and use the online like what I am doing with my colleagues, whom I call to ask how to download. And that's only one part. It doesn't take two full hours.
Interviewer	:	Is half a day to one day sufficient?
Learner 1	:	It should be enough, but the training should cover both the practical as well as theoretical aspects.
Interviewer	:	So what are the supports did you get from your facilitator in taking the course, like how often does your facilitator interact with you? Besides during the face to face? How often does your facilitator appear in the forum?
Learner 1	:	There is no compelling reason for me to log onto the forum as I don't normally join the discussion, except to read it. May be the lecturer himself is not keen as there is a lot of misuse by students trying to sell cookies, asking names and things that are not related to the subject.
Interviewer	:	Promotion. That's what you are saying?
Learner 1	:	So, when the lecturer logs onto the forum and sees those things being the focus of the students, she begins to lose interest. So, you must tell the students that the forum is for learning, nothing else.
Interviewer	:	Didn't the lecturer remind the students about this?
Learner 1	:	She did, but these things still go on.
Interviewer	:	Aa…
Learner 1	:	They take advantage of the free facility. Just enter and do promotion. It is not easy for the lecturer to remind the students as they are adults and should be able to think for themselves. What do we do? I suggest we separate it into smaller groups where everybody knows one another. That way it is easier to discipline the group members. If someone in the group is trying to digress to non-academic matter, we can always tell him/her that this is not the place. We only want to discuss academic. If they don't belong to the group, they can't come in. But if they persist, we can do little. They might turn around and say, "Who are you?" or something along that line.
Interviewer	:	Indeed, it's unpleasant. Can you tell me what your facilitator has done to improve your English?
Learner 1	:	She keeps reminding me to pay attention to my grammar when writing.
Interviewer	:	You think that's what she has been telling you?
Learner 1	:	Yes.
Interviewer	:	And how does she do that?
Learner 1	:	My weakness is that I cannot concentrate. I blame it on the time factor.
Interviewer	:	Alright. It is about organising and managing your time, right? Ok, but how did she improve your English? Is it by giving you a lot of exercises and…?

Learner 1	:	Improve my English?
Interviewer	:	How does she help you?
Learner 1	:	There is no need to give too many exercises.
Interviewer	:	So, what does she do?
Learner 1	:	She gives some exercises and tells how to do it. For example, when she assigns an essay, she gives the topic as well as the scenario related to the topic. It's something like that.
Interviewer	:	Give some…
Learner 1	:	Clue?
Interviewer	:	Some guideline.
Learner 1	:	Yes.
Interviewer	:	Do you have any negative experiences when you are discussing with your facilitator?
Learner 1	:	In my case, when I am in conversation with the facilitator I use some Malay words, may be 80% English and 20% Malay. I have to do this because sometimes she doesn't understand what I am talking about.
Interviewer	:	Do you feel that some Malay words should be used when speaking English?
Learner 1	:	Yes, may be 10% - 20%
Interviewer	:	Is that what you meant by negative experience because what you should be doing is speaking in full English?
Learner 1	:	Yes.
Interviewer	:	What about your positive experience?
Learner 1	:	When the facilitator is speaking 100% in English. But then I wouldn't understand her at all. Often I have to ask my classmates what the lecturer is talking about in a particular lecture.
Interviewer	:	So, you need to switch code now and then, don't you? Here, we call it code switching from Bahasa Malaysia to English and from English to Bahasa Malaysia.
Learner 1	:	Aa…
Interviewer	:	What about the support from your classmates?
Learner 1	:	Ok.
Interviewer	:	You mean you get support from your classmates?
Learner 1	:	Yes, they do give support.
Interviewer	:	Do you discuss a lot with your classmates?
Learner 1	:	Yes, we discuss on the phone and remind each another about the assignment. Do any of us have such and such problems?
Interviewer	:	Do you speak English to your friends?
Learner 1	:	No, I don't.
Interviewer	:	And, why not?
Learner 1	:	I am somewhat embarrassed.
Interviewer	:	I see. You are embarrassed by your friends, right? So, when do you usually discuss with your classmates?
Learner 1	:	At night.
Interviewer	:	On the phone, is it?
Learner 1	:	On the phone, and also through Yahoo messenger.
Interviewer	:	What about chatting?
Learner 1	:	Yes, we do that.

Interviewer	:	Ok, that chatting session is not related to your study?
Learner 1	:	No.
Interviewer	:	Why not?
Learner 1	:	Sometimes we just need to release our tension..so we discuss about anything under the sun…
Interviewer	:	I see…You don't use UiTM chat session?
Learner 1	:	No.
Interviewer	:	And, why not?
Learner 1	:	Because the chat is on personal things. We know a lot of things, but there is little in UiTM chat site. Moreover, there would be too many students in there.
Interviewer	:	That's not a forum, only a chat session. And, you don't even use it, do you?
Learner 1	:	Chat session? I see. But I don't know how to use it.
Interviewer	:	You mean no one among you? Does that mean you haven't had any training on the use of UiTM chat site?
Learner 1	:	No.
Interviewer	:	Is this the thing you said you needed training?
Learner 1	:	Yes. Anyway….For me it's much simpler to discuss in Yahoo messenger.
Interviewer	:	I see…..
Learner 1	:	As I told you earlier, the training should take only two hours. My friends taught me how to use Yahoo messenger.
Interviewer	:	I see. So, you feel discussing with your friends helps a lot, right?
Learner 1	:	Yes.
Interviewer	:	But you don't use English in the discussion, do you? Maybe you should…. Anyway, what about your workload in assignment? How do you organise your BEL 100 study around your work and family?
Learner 1	:	What now? Is it BEL 100?
Interviewer	:	Yes, this course, BEL 100 English. How do you organise it as you are working and have a family? Earlier you said it was a real burden. So, how often do you log onto the discussion forum?
Learner 1	:	I can only enter the forum at night…
Interviewer	:	How many times a week?
Learner 1	:	Sometimes two or three times.
Interviewer	:	How long is it at each time?
Learner 1	:	When I enter the forum, say at 11:00 or 12:00, most of those students in the forum have left. That's why I use the Yahoo messenger with my friends.
Interviewer	:	So, you don't stay long in the forum, do you?
Learner 1	:	Not for long. Sometimes I log onto the forum just to know whether the lecturer has given any new assignments.
Interviewer	:	Only to know whether there are new assignments?
Learner 1	:	Yes. If there is any, I note down the topic and later discuss it with friends in Yahoo messenger.

Interviewer	:	I see. That's what you do. So, how do you revise the material in the module? What about the book, the self-instruction manual? How many times do you open the book in a week?
Learner 1	:	Seldom.
Interviewer	:	Seldom? Do you mean you use other books?
Learner 1	:	No, I don't. We discuss the topic with friends.
Interviewer	:	You only discuss it with friends. Is that all?
Learner 1	:	Without referring to the book….we discuss our problems about the English assignment too…
Interviewer	:	Ok. So, when do you study? When do you do your English revision?
Learner 1	:	As it is, at night. This week I will call my friend to ask his opinion on the books I would have to read to improve my English. My friend would be speaking in English and I have to be speaking in English, too. At home, I can speak to my wife and children in English.
Interviewer	:	Oh…you do that? That's good…So, you study at night?
Learner 1	:	Yes.
Interviewer	:	You can only study at night, right?
Learner 1	:	Late at night or early in the morning.
Interviewer	:	Where? Is it in your home?
Learner 1	:	Yes, in my home.
Interviewer	:	It is almost impossible to study while working during the day?
Learner 1	:	Earlier I used to bring books to office, but there is a lot of disturbance. So, it is better for me not to do it in the office. What I do is to make sure I don't bring office work home so that I can spend all the time at home for my study.
Interviewer	:	So, that's a positive experience you have with your study up to this second semester, and you have been learning English for how many months now? What other positive experiences do you have?
Learner 1	:	The positive thing is that we are taught not to be ashamed of speaking in English. When we were in secondary school, our teacher used to give us comic books. We were told to read comic books as the English used in it was good. At that time we practised what we learned. After we finished high school, we didn't practice it anymore. The Malays normally don't talk in English with each other, and when we do, some would chide us and ask us to speak in Malay.
Interviewer	:	That's their opinion?
Learner 1	:	I think so. We have to change this attitude. I mean speaking only in Malay among Malays. So, we should change to 'new' Malays. That's all I have to say.
Interviewer	:	What else would you like to add about BEL 100?
Learner 1	:	Nothing more at this point.
Interviewer	:	Nothing? What about something that you think it's not good or it's good?
Learner 1	:	One thing good is that we keep reminding each other on our study.
Interviewer	:	You remind yourself. You remind each other about English?

Learner 1	:	Yes, I think after this session, I will communicate with my friends in English. This should be the way. In fact, many of my friends can speak in English very well, but they don't show it. I don't know why.
Interviewer	:	May be they don't see the point. What do you think?
Learner 1	:	May be they are just like me…embarrassed to open my mouth when it comes to speaking English…but that will all change. I am determined to use the English with my friends. I promise you I will try my best…
Interviewer	:	that's good spirit…Anything else you would like to add…about the BEL 100?
Learner 1	:	Nothing.
Interviewer	:	Thank you. Thanks a lot, Learner 1, for your time.

Learner 2 (not translated)

Interviewer	:	Ok, I will just put here, you don't have to worry about it.
Learner 2	:	Ok.
Interviewer	:	You don't be conscious, ok?
Learner 2	:	Alright.
Interviewer	:	All I want to know right now aa…for a start I would like to know aa…something about your experience…of being a student dekat e-PJJ program.
Learner 2	:	Aa…
Interviewer	:	For example ye, why did you enroll as a student? You aa…of e-PJJ program?
Learner 2	:	Ok, aa…easy for me to study because I'm working then emm…this is e-PJJ so just I open computer then I can see the information and easy to study with my friend also because we communicate with the messenger aa…yahoo messenger so easy for our communication and no need to see at the library or…and we also can get the…what emm…information and for the bahan rujukan from the library, library, in library la. Aa…its easy for us la emm…and jimat out time la.
Interviewer	:	Tapi you enroll in e-PJJ program ni the reason is…
Learner 2	:	The reason so I want to further my study because I just aa…until SPM only. So after five years la I tiba-tiba aa…what aa…
Interviewer	:	Rasa nak belajar…
Learner 2	:	I think I nak belajar balik emm…
Interviewer	:	Untuk?
Learner 2	:	Its for myself.
Interviewer	:	Oh! For yourself.
Learner 2	:	For myself, for myself.
Interviewer	:	There's nothing to be…
Learner 2	:	To be ha…My work or my future work…my, no…no…no. This is for myself.
Interviewer	:	So you need the diploma.....
Learner 2	:	Yes, yes.... just to satisfy myself..
Interviewer	:	So, what are your general thinking about the BEL 100 e-PJJ program?
Learner 2	:	Aa…so far it is okay because I aa…I just started to aa…know because aa…about these last two weeks aa…past a week I aa…a lot of busy, busy and I don't know last week I baru open the book then I feel ok to improve my grammar, improve my English in conversation and then I try to speak at office as well lah. Ha…my grammar so…
Interviewer	:	So weak.
Learner 2	:	So weak, so weak, too weak. Cause I try to read the past paper and the result is not good la. I think I must aa…improve it.
Interviewer	:	If you don't mind, me asking you? Where are you working?
Learner 2	:	I am working at Bandar…sorry, BLearner 2 Perdana at Pandamaran as aa…near Andalas.
Interviewer	:	What is it? A private company?

Learner 2	:	Ya, private company is a forwarding and shipping company.
Interviewer	:	Oh! Forwarding and shipping.
Learner 2	:	Aa…
Interviewer	:	So you need to use a lot of English?
Learner 2	:	Yes and I am the secretary of managing director.
Interviewer	:	So?
Learner 2	:	So I need to improve my English.
Interviewer	:	Ha…I see, ok.
Learner 2	:	Because a lot of aa…foreign emm…foreign customer, so I need…I need…
Interviewer	:	English is important?
Learner 2	:	Yes, its important.
Interviewer	:	Ok, so emm…ok. Can you tell me something about the offline material? For example your Self Instructional Manual? The book used for BEL 100
Learner 2	:	The book, aha…
Interviewer	:	Aha…so can you tell me is it helpful to you?
Learner 2	:	Aa…ya, it is helpful for me.
Interviewer	:	Helpful?
Learner 2	:	Ya, ya, because aa…a lot of aa…information there aa…about grammar, reading and aa…tenses also. Its aa…helpful for me.
Interviewer	:	Very helpful?
Learner 2	:	Aha…very helpful for me.
Interviewer	:	So…
Learner 2	:	If I'm, if I not sure I will ask my lecturer la.
Interviewer	:	Oh…you ask her to.
Learner 2	:	Of course is it and our lecturer sure give further note in the forum…
Interviewer	:	Ha…ok, ok. So, what emm…what is your opinion about the book? You see the book have some instructions kan?
Learner 2	:	Ehem…
Interviewer	:	And then they have explanation.
Learner 2	:	Ehem…
Interviewer	:	And recommended study plan.
Learner 2	:	Ehem..
Interviewer	:	Have exercises but before exercises they have…
Learner 2	:	Explain.
Interviewer	:	Explanation, kan? How to use it... So, do you think those things are effective?
Learner 2	:	Mm…ya, it is effective but I'm not do the practical yet. Aa…it is effective for me to learn but I'm try to do the practical. So I'm not sure the result yet.
Interviewer	:	But you feel that…
Learner 2	:	Its ok.
Interviewer	:	Ok, so can you remember, you have done a few activities? Have you done a few of the exercises?
Learner 2	:	Mm…not yet. I think emm…in grammar only.
Interviewer	:	Grammar? But you have done some…ni ya?

Learner 2	:	Mm…I just aa…for the past year paper. I just aa…finish it because I quite busy this moment. So I tak buat lagi the exercises.
Interviewer	:	Just the past year papers?
Learner 2	:	Past year paper.
Interviewer	:	Oh…the exercises in the past year papers.
Learner 2	:	Aa…no, no…in the…
Interviewer	:	Web.
Learner 2	:	Website.
Interviewer	:	Ok, aa…do you enjoy it?
Learner 2	:	Ya, but I…when I answer it I feel it easy. When I see the answer, wah…it not easy as…yes, its not easy. So, a lot of mistakes I do.
Interviewer	:	Aa…
Learner 2	:	I', not too understand and when we want use this aa…grammar right, the right grammar.
Interviewer	:	Ok, what about the online activities? Does your facilitator give you any online activities?
Learner 2	:	Ya, aa…like emm…what aa…speaking, our speaking aa…she gives us the emm…what aa…title, topic to aa…to discuss in the forum la.
Interviewer	:	Ya, oh…ok.
Learner 2	:	And then I, I see a lot of student reply back.
Interviewer	:	Ha…ok. So have you taken part…
Learner 2	:	Ya…
Interviewer	:	Do you take part in the discussion?
Learner 2	:	Ya...
Interviewer	:	Do you like it?
Learner 2	:	Ya…
Interviewer	:	All of the activities.
Learner 2	:	Ya, its good. Then I will see the aa…the what aa…I can see all my friend also. The result then I can…I can what…learn aa…respond the grammar and the tenses all that la.
Interviewer	:	Hmm…ok.
Learner 2	:	That is good for me.
Interviewer	:	Ehem…so you, can you remember any of the online activities yang you enjoy or you didn't enjoy at all?
Learner 2	:	Didn't enjoy…mm…
Interviewer	:	Yang dekat forum tu lah, ada facilitator Bantu. Online…
Learner 2	:	No, I think no.
Interviewer	:	Takde yang tak enjoy?
Learner 2	:	Takde yang tak enjoy.
Interviewer	:	Paling enjoy sekali apa?
Learner 2	:	I think the oral speaking one.
Interviewer	:	The topic that she gave…ok.
Learner 2	:	The topic that, ya…
Learner 2	:	Aha…ya.
Interviewer	:	Ok, so many times, she gave all the topics?

Learner 2	:	Aa…no, actually one, one topic then aa…we submit in our forum. And then I, I see a lot of aa…what aa…different aa…different rehearsal I read. It is interesting.
Interviewer	:	Very interesting?
Learner 2	:	Ehem…
Interviewer	:	Ok, what about your....., the course itself? Can you tell me aa…some of the specific aspects of the BEL 100 course? Do you enjoy the course so far?
Learner 2	:	So far because my first seminar aa…for the first seminar is ok aa…I'm not sure for the second and the third. I can't give aa…any result but aa…for now I feel ok.
Interviewer	:	Ok, very good. So what do you think of the course? Ok, at the beginning of the semester, the lecturer gave you an outline of the course. Kamu tahu tak outline of the course?
Learner 2	:	Outline of the course, what is it mean?
Interviewer	:	It's like, for example, at the beginning of it they will give you, they will…in the outline of the course, the objective of the course.
Learner 2	:	Objective of the course?
Interviewer	:	Ya, why do you take the course?
Learner 2	:	Ehem…
Interviewer	:	And then emm…they give you the structure of the course, you know?
Learner 2	:	Ehem…
Interviewer	:	That means you have to cover parts of speech, tenses and then, lepas tu dia ada bagi emm…assessment aa…when aa…masa exam how many percent you have to score.
Learner 2	:	Oh, ya.
Interviewer	:	And then ada…
Learner 2	:	Aha, ya dia ada bagi.
Interviewer	:	Ingat tak?
Learner 2	:	Aha…
Interviewer	:	Did you like it?
Learner 2	:	Aa…ya.
Interviewer	:	Was the explanation clear?
Learner 2	:	Yes, clear.
Interviewer	:	Clear?
Learner 2	:	Clear, clear.
Interviewer	:	Aa…what about it that you aa…feel that it's very good?
Learner 2	:	Aa…because aa…we know aa…the how they give our mark and we can emm…what aa…bersedia to do the assignment, to do the…do what…to finish the course la. So, that's why it is good for the we give the structure and we know how to do it. To spend our time and…you know.
Interviewer	:	Ha…ok. So you have any good or bad experiences so far?
Learner 2	:	No, good aa…experience like?
Interviewer	:	Aa…in the course.
Learner 2	:	In the course.
Interviewer	:	Ha…in BEL 100 course. Any good experiences?
Learner 2	:	Oh, not yet.

Interviewer	:	Not yet. Bad experiences?
Learner 2	:	No also.
Interviewer	:	Not yet?
Learner 2	:	Aha…
Interviewer	:	Ok, what are your general feelings about the online aspect of the course?
Learner 2	:	Online…
Interviewer	:	Ha, online.
Learner 2	:	Website?
Interviewer	:	When you log in tu kan, ha…what are the good and the bad experiences?
Learner 2	:	Aa…good is aa…what…when working and lunch time I can open and I can aa…study also at the office also, during the lunch time la. So its aa…spend my time aa…the bad is aa…kadang-kadang online aa…got technical problem la.
Interviewer	:	Oh…
Learner 2	:	Ha…technical problem about aa…sometimes aa…student cannot log in.
Interviewer	:	Ha…
Learner 2	:	Sometime cannot open the channel of…something like that.
Interviewer	:	You had that experience?
Learner 2	:	Ya, I can't open the forum.
Interviewer	:	For how long?
Learner 2	:	Aa…I think aa…two weeks I can't open. I try to open but cannot and I give the message to technical and then after that I can open.
Interviewer	:	You had to call them or you.....
Learner 2	:	Oh, no. I just e-mail to them.
Interviewer	:	Oh, you e-mail to them?
Learner 2	:	Ehem…
Interviewer	:	And now? They…
Learner 2	:	They reply then aa…I can use it.
Interviewer	:	Oh…and then you are able to use it?
Learner 2	:	Ya.
Interviewer	:	How long do you have to wait? Two weeks?
Learner 2	:	Aa…no, the reply emm…not two weeks la because I taught my computer got problem I can't open. I try to call my friends and they said they can open and some didn't. I think maybe my computer so I try again and cannot. Then I take advantage to email the technical la. So I don't know how to do it yet.
Interviewer	:	Aa…I see.
Learner 2	:	I try to open then cannot. But my sister can open.
Interviewer	:	Ha…
Learner 2	:	My sister one can open but, but my computer one cannot open. That's why I…
Interviewer	:	You thought it's your computer?
Learner 2	:	Ha, I thought it's my computer.
Interviewer	:	Hmm…I see. Aa…what about the face to face aspect of the course? You had only one seminar kan. You think it's good?

Learner 2	:	Ya, it's good for us to…because sometime online also aa…other student don't have the computer, just have at the working office, kan. And then like me I can open at home, also can at office, so its…for me its ok and for them aa…I think better see face to face for one month once. So, there they can ask something the lecturer…because I think the lecturer got busy also. Sometime, not usually la aa…our lecturer facilitator aa…log in to online once. Selalunya antara student-student.
Interviewer	:	Ha…
Learner 2	:	When aa…student tu cannot really understand aa…then can reply from our lecturer lah.
Interviewer	:	Ya, I see…any bad point about your face to face seminar?
Learner 2	:	No bad point la. It is good for us and we know each other. We know each other. We know their face, we know their…
Interviewer	:	Ha…
Learner 2	:	Ha…
Interviewer	:	What about the timing? Cukup two hours?
Learner 2	:	Timing because…of course not, right? Because then aa…this is e-PJJ, so ramai yang tinggal so far then we pick this advantage for two hours then we learn hardly la.
Interviewer	:	Enough? Not enough? Tapi…
Learner 2	:	Tapi, how…what to do kan? Because we got three, three matapelajaran. So we try my best la.
Interviewer	:	I see, you rush most of the time?
Learner 2	:	Yes, aa…we rushing because I, I ask my friend aa…mereka kadang-kadang what…they must go to out-station then they come back and do the work and so hard to them la.
Interviewer	:	Very tiring..
Learner 2	:	Very tiring, ya. For me also.
Interviewer	:	For you also?
Learner 2	:	Mm…because I'm quite busy then I'm try to, during the holiday, I try to study at home and...take all the opportunities la.... when I'm free.
Interviewer	:	Ha…I see. Ok, tell me what do you think of the forum discussion?
Learner 2	:	Forum discussion, ok. Sometime forum discussion aa…dia aa…not aa…sometime la, sometime wrong topic they are…they put that wrong, wrong topic la that means aa…tak berkaitan with aa…apa yang we all belajar.
Interviewer	:	Ye? Social?
Learner 2	:	Aa…social or promotion kadang-kadang.
Interviewer	:	Oh! Really?
Learner 2	:	Ya.
Interviewer	:	What kind of promotion?
Learner 2	:	I did see in the forum promotion cake. They sell cake. Alright, because they got reply from the lecturer not the right channel, right?
Interviewer	:	Ha??
Learner 2	:	So I think its…they must understand this forum is for our discussion, our study, right?

Interviewer	:	Aha…
Learner 2	:	So, I see that wah…I think not good, not good.
Interviewer	:	Was it in English?
Learner 2	:	Aa…not in English but in another forum.
Interviewer	:	Oh…in other forum.
Learner 2	:	Not English, ya…not for English, another subject.
Interviewer	:	Ok, what about in the English forum?
Learner 2	:	English forum for now I think aa…last aa…last date yang I see in the forum they reply, I think aa…last week aa…last week and I…
Interviewer	:	Sosial ke, interaction…
Learner 2	:	no, no. Just aa…study. then, when our lecturer give the notes or writing they reply. They reply la.
Interviewer	:	Ha…
Learner 2	:	Ha…like that only.
Interviewer	:	Ha…so, feedback from your friends and lecturer?
Learner 2	:	Feedback? Aa…ok, good aa…they'll…
Interviewer	:	Very active?
Learner 2	:	Very active and they'll saling aa…saling bantu-membantu.
Interviewer	:	Oh, ya?
Learner 2	:	Ya.
Interviewer	:	Support each other?
Learner 2	:	Yes, support each other. They are very kind.
Interviewer	:	Support macam mana?
Learner 2	:	Which means aa…sometime aa…ok, when one student they are don't know about this and ramai yang give the answer, give the opportunity to them aa…macam when we don't know when to get the…what, the resources ok, and someone give the…you can find from here, you can find from here…so its very good.
Interviewer	:	Oh…ok.
Learner 2	:	Very helpful.
Interviewer	:	What about your facilitator?
Learner 2	:	Aa…facilitator also they are appreciate what we do la. Because aa…we see them also emm…one, about one month once. So when they see our very helpful, our…then they ok la.
Interviewer	:	Are you active?
Learner 2	:	Aa…not, not la. Not so active la but I aa…everytime they give the aa…topic then I try to respond it la. But not to active because aa…at office I and at lunch time only just I can open. Then aa…at home aa…sometime my sister, because the office…the…cannot open the, then they take that one la.
Interviewer	:	So, she uses it?
Learner 2	:	Ha, she uses it. So…but kadang-kadang we all tukar-tukar la.
Interviewer	:	Tapi ok la ni? You take part la?
Learner 2	:	Ya, ya. Yes, I do take part, yes. The discussion got a topic so I take part.
Interviewer	:	Ha…so, do you look forward tak nak log in to the forum? To log in, log on to the forum discussion? Do you look forward, do you like oh…ok, nak masuk la forum, seronoklah masuk forum.

Learner 2	:	Sometimes ya, sometimes aa…when I busy I forgot to log in. When I see ha…yalah, I nak open that, ha…
Interviewer	:	So you like going into the forum?
Learner 2	:	Ya, I like to see what is the topic that they give and if I can respond, I respond it. Mm…but I try to respond it.
Interviewer	:	Any negative experiences?
Learner 2	:	No, no.
Interviewer	:	Takdelah?
Learner 2	:	No.... Except for technical problem la? Technical problem la.
Interviewer	:	Earlier…
Learner 2	:	Earlier then aa…and then aa…for the…I think we must aa…register for the aa…to take the exam, we must register that. That one got problem for me la. And then I solve it already.
Interviewer	:	Oh…
Learner 2	:	Mm…
Interviewer	:	So, the positive things? Yang discussion, online discussion in your English forum.
Learner 2	:	In English forum, positive things, ok. I can change our opinion and then aa…change opinion, and then we can aa…but for the BEL one, I jarang masuk, I not so aa…log in there la. For, its for another subject.
Interviewer	:	Kenapa you tak log in to BEL 100, a lot of times?
Learner 2	:	Because aa…no, because no topic. Kadang-kadang no topic there because I see aa…when I log in, I like to see the date. The last date, the last date then I see of the July, August then that one no respond yet, no respond. So, its got aa…new, the new date like two days ago I open it, I read it and I respond it la. Like that la…
Interviewer	:	That means you were talking yang active tu, you were not talking about English forum?
Learner 2	:	Aa…
Interviewer	:	Tadi you cakap oh…banyak discussion going on and something like that, not for the English forum?
Learner 2	:	English aa…no, I tak yang aa…lain subject I pun sama je takde lebih, takde kurang, it same. I takde active…I tengok dia orang active then I just when I can respond, I respond it, ha…
Interviewer	:	Yang BEL 100 ni banyak discussion for you la?
Learner 2	:	BEL 100 I think I buka aa…when I see the date aa…banyak yang past date punya. Buat masa ni I see not aa…I think yesterday I open it aa…I think no new date la.
Interviewer	:	No new date?
Learner 2	:	No, no....less discuss in English...
Interviewer	:	So, what do you guys do with the online part in the BEL 100?
Learner 2	:	When we got topic to discuss…
Interviewer	:	Baru buat...?
Learner 2	:	Ah…(mengeluh), ha…like that la.
Interviewer	:	Ha…any questions ask on English?
Learner 2	:	For English I see no la. Not many topic, not many topic. Just for the oral speaking. That one is the very…ramai yang respond.

Interviewer	:	Active…
Learner 2	:	Very active. Then, after that aa…because lecturer give us assignment, then we do the assignment only la.
Interviewer	:	The topic of discussion tu, it is given for your speaking punya exercise?
Learner 2	:	Hmm…
Interviewer	:	They give you a topic…
Learner 2	:	Topic and then we respond and discuss. Only that I think another lain takde.
Interviewer	:	Lain activities online ada dia bagi tak?
Learner 2	:	Aa…note assignment only la.
Interviewer	:	Assignment…assignment tu daripada mana? Daripada…
Learner 2	:	Dari lecturer.
Interviewer	:	Exercises at buku...
Learner 2	:	No, no, from online.
Interviewer	:	Oh...ok.
Learner 2	:	Online, dari online we do aa...tapi i got three oral speaking is done and then we answer for the paragraph and then we must do the karangan.
Interviewer	:	Oh...essay.
Learner 2	:	She give the topic la.
Interviewer	:	I see...ok, ok. So, it's not the one in the Self Instructiona manual la?
Learner 2	:	No, no.
Interviewer	:	ok, so can you tell me about the exercises? Do you enjoy it?
Learner 2	:	The exercise in the online one?
Interviewer	:	Ha...
Learner 2	:	Ya, I enjoy, I do. Aa...I, only one part at the essay that I don't aa...I tak finish it lagi la.
Interviewer	:	So, when do you submit exercise tu?
Learner 2	:	Submit terpulang pada lecturer. For the BEL she want us to send on this next seminar.
Interviewer	:	Oh...not e-mail?
Learner 2	:	Not e-mail. Next sem seminar because e-mail sometime e-mail they cannot receive the...our, our file.
Interviewer	:	Ya?
Learner 2	:	Ya.
Interviewer	:	Oh...I see. There's a problem?
Learner 2	:	There is a problem in the UiTM for e-mail one. Sometime our students give to our lecturer, our lecturer didn't receive it.
Interviewer	:	Ok, you had not had any quizzes, tests?
Learner 2	:	Oh...no. Aa...test for the BEL?
Interviewer	:	Ha...the BEL 100.
Learner 2	:	Test aa...not yet.
Interviewer	:	So your facilitator has not given you any test at all?
Learner 2	:	No, no. only the assignment la.
Interviewer	:	Only assignment, not exercises.
Learner 2	:	Ehem...
Interviewer	:	Does she give you often?
Learner 2	:	Often is...

Interviewer	:	Selalu, bagi selalu tak?
Learner 2	:	Oh...exercises. I think one month got three assignment la.
Interviewer	:	Oh...
Learner 2	:	Ha...for one month three assignments.
Interviewer	:	Oh...tiga assignment ye?
Learner 2	:	Ehem...
Interviewer	:	Then, that is assignment yang you cakap tadi la?
Learner 2	:	Ya, ya, oral speaking and the aa...four la aa...grammar the past year paper, oral speaking and do the essay and one is answer the question from the paragraph la. Ha...four la.
Interviewer	:	Ha...ok. So, but where does she get all those?
Learner 2	:	Aa...
Interviewer	:	Dia bagi you ke ataupun dia suruh you refer kat buku SIM tu?
Learner 2	:	No, no. Dia bagi online dalam forum.
Interviewer	:	Oh...dalam forum dia bagi.
Learner 2	:	They give aa...sentence like paragraph so answer they give, they write la all the story and we answer the question from the paragraph. Ha...like that.
Interviewer	:	So, you are supposed to submit it at the next seminar?
Learner 2	:	Yes, the next seminar.
Interviewer	:	Ok, so you like it that way?
Learner 2	:	Ya, like it and its very difficult so...because I try to do and I don't know it is okay or no la. The answer is I don't know the right answer or not la.
Interviewer	:	But... have you seen the past year paper?
Learner 2	:	Ha...the past year paper I seen and I am trying to do it again because I'm not emm...satisfy with my marks.
Interviewer	:	So, you feel it's ok? Past year paper tu I mean dia punya structure of questions.
Learner 2	:	Oh, ya, its okay, ya.
Interviewer	:	Is it ok?
Learner 2	:	It is okay.
Interviewer	:	Ok, what do you mean?
Learner 2	:	macam they test us on grammar ada...reading ada...essay ada oklah tu..cover semua...
Interviewer	:	Ok, I see.... now, were you at the induction session at the beginning of the seminar?
Learner 2	:	Aha...
Interviewer	:	You pergi tak induction?
Learner 2	:	Induction? Pergi the seminar la?
Interviewer	:	No, not for the seminar. The induction with the director of the InED.
Learner 2	:	No.
Interviewer	:	You didn't go?
Learner 2	:	I didn't go.
Interviewer	:	Oh, I see. So you don't know what happen during that session?
Learner 2	:	No.
Interviewer	:	So, how do you get into aa...online? How do you learn about the online system?
Learner 2	:	My sister.

Interviewer	:	Oh...from your sister.
Learner 2	:	My sister register from the first day, after that I go the next aa...next week because they give us seven day to register and then I think I go for the last day register.
Interviewer	:	So, your sister?
Learner 2	:	My sister register first, for induction she went..., ya.
Interviewer	:	She did?
Learner 2	:	She did.
Interviewer	:	Oh, so that's how you got to know?
Learner 2	:	Ha...yes.
Interviewer	:	Did your sister say...did your sister taught you to go to the...
Learner 2	:	How to go to the forum, how to go to study materials, all that.
Interviewer	:	Oh...ok. This is how you get to know how to go about things?
Learner 2	:	Ya.
Interviewer	:	Its like macam hands on ke ataupun cakap berdua?
Learner 2	:	Aa...we're got like talk then aa...she show la how to, how to log in, how to in semua kan.
Interviewer	:	So, you rasa important or not the hands on punya training tu kan, the feel tu?
Learner 2	:	Aha...
Interviewer	:	They give training, should they give training to all e-PJJ students yang first semester students. Rasa-rasa you perlu tak bagi?
Learner 2	:	Aa...because when we log in to the UiTM website, then I think got one aa...column for e-PJJ then we click there and got instruction. So, I follow the instruction. I just follow instruction.
Interviewer	:	So, you don't think the e-PJJ student...
Learner 2	:	I don't know because some people did not improve it la.
Interviewer	:	Ha...
Learner 2	:	Also me, I also don't know but I like to know and I try to click, click, click and I can get. Aa...entrance, entrance.
Interviewer	:	So, tak perlu sangat ada training tu?
Learner 2	:	For me, if I betul-betul need it, I baru...ni. If I can survive and I try to just click that then we can learn because my emm...my ex-click they said when you want to know the computer, you must aa...log in and you must try to do all. You follow the instruction you can know.
Interviewer	:	So, it's not a bad experience la?
Learner 2	:	No, for me no. When if aa...if we cannot access then we ask for the technical la.
Interviewer	:	For you it's not a bad experience?
Learner 2	:	For me its not la. I follow the instruction and then I click there, click that I can open, so ok la.
Interviewer	:	Is it ok for the UiTM punya pun ok la.
Learner 2	:	For me its ok la but a little bit slow la kadang-kadang.
Interviewer	:	So, slow in the sense you nak click log on tu slow ke dia nak or what? What do you mean by slow?

Learner 2	:	Aa...slow that means, ye la kadang-kadang aa...lambat. When, I think when dah ramai orang masuk, kan so, dia punya proses tu lambat sikit la. Like that la.
Interviewer	:	Ha...ok. Like can't collaborate la.
Learner 2	:	Ha...
Interviewer	:	Lambat je kan?
Learner 2	:	Ha...lambat sikit la. Aa...collaborate forum is aa...ok la macam kita nak buka macam in the study materials also we can, we can aa...the topic-topic then we click, we view aa...kadang-kadang a little bit low la. When ramai log in then, then very slow.
Interviewer	:	Very slow ye? But you manage...
Learner 2	:	Ya, I manage it, still. But I think I open on the aa...night time. Night time is I think tak ramai orang buka night time.
Interviewer	:	Oh, ok.
Learner 2	:	Night time is easy for us la.
Interviewer	:	For you to access, ok. Aa...now, what about the support that's given to you, by your friends and by your facilitator?
Learner 2	:	Facilitator? Aa...
Interviewer	:	Support aa...macam how often does your facilitator interact with you.
Learner 2	:	Interact aa...facilitator I think no for...I think got la once. I ask facilitator for the assignment how to...I sent SMS and she reply, ok its good and for our friends emm...they are very helpful. If they know, they give, they let us know la. If they know, they...
Interviewer	:	Oh...
Learner 2	:	Dia beritahu la, I don't know aa...
Interviewer	:	Ok, support from friends is very good?
Learner 2	:	Ya, I think every week I ada call them, they call us to know...
Interviewer	:	That is like you are talking about support from friends in terms of telephone...
Learner 2	:	Ha, telephone or SMS or e-mail.
Interviewer	:	E-mail ye?
Learner 2	:	Emm...
Interviewer	:	Online?
Learner 2	:	Online, online...
Interviewer	:	Forum?
Learner 2	:	Forum...because of forum, forum, for the I think group A I think group A they are not into the forum. When they are, antara we all don't know baru dia masuk forum ask the lecturer only. I think group A...
Interviewer	:	Your group la?
Learner 2	:	Ha, my group. I think aa...a lot from our SMS, e-mail, like that only.
Interviewer	:	Oh, ok. So you didn't use the forum room la to interact, like that?
Learner 2	:	Mm...tak ramai.
Interviewer	:	Among friends of...
Learner 2	:	Among friends la. I think tak ramai yang masuk forum. Tak ramai log in the forum. I think la, I think. Yang active is group B.

Interviewer	:	Tapi kalau yang group A tu active just during the session of aa...
Learner 2	:	When we got...topic of discussion. All the topic of discussion.
Interviewer	:	Ha...ok. Kalau social interaction tu...
Learner 2	:	I think tak ramai.
Interviewer	:	None, ha?
Learner 2	:	Hmm...tak ramai. Ada, but tak ramai.
Interviewer	:	Support in other terms la, support in SMS...
Learner 2	:	SMS, ha...when we don't know we just call them then...
Interviewer	:	What about your lecturer? Katakan if you ask her a question in the forum does she reply very fast?
Learner 2	:	Reply? Yes.
Interviewer	:	Very fast?
Learner 2	:	Very fast no la. Aa...when this week, this week also she answer ..about...on Monday, like aa...Friday or Thursday like that la.
Interviewer	:	Is it ok for you?
Learner 2	:	Its ok la because if I need it again, I try to give my, firstly I give a few question to our facilitator then if I didn't get faster, I try to get from my friends la. Ha...I got the operational of mm...but I'm try la because I don't know whether my friend know. So, i try my best to ask my friend and then if they know, they let me know la. If they didn't know, I wait for my lecturer la.
Interviewer	:	Ok, so how does your facilitator help you to improve in your English course?
Learner 2	:	Ok, aa...she lot give me our notes and aa...I think that notes I can help us.
Interviewer	:	What kind of notes?
Learner 2	:	Like writing notes, aa...speaking, oral speaking notes and reading notes.
Interviewer	:	Oh, notes.
Learner 2	:	Tenses also got, grammar also got.
Interviewer	:	Ya? So that one is vey helpful for you.
Learner 2	:	Ya, for me it is helpful la. But I think its not enough I think because in the forum I think aa...not much can give us. So, I think this next seminar we will ask...
Interviewer	:	Ha...so you tend to ask?
Learner 2	:	Hmm...
Interviewer	:	The next seminar tu nak tanya lagi.
Learner 2	:	Aa...for the notes la. Because I baru go through the speaking and yang lain tu I belum go through lagi.
Interviewer	:	Can you think of any negative or positive experiences when you discuss or you work with your facilitator and your friends in the BEL 100 ni?
Learner 2	:	Aa...negative I think no. No negative, nothing negative.
Interviewer	:	Positive?
Learner 2	:	Positive aa...positive I can give aa...they are very helpful and also lecturer also helpful.
Interviewer	:	Tu yang helpful la? Did they support you?
Learner 2	:	They support us and we support each other also.
Interviewer	:	Ha...ok. So your classmates are very supportive, ya?

72

Learner 2	:	Ya, ya.
Interviewer	:	Ok, emm...can you tell me BEL 100 e-PJJ learning, how did you fit it into your working life and your family life?
Learner 2	:	Working life? Aa...
Interviewer	:	How often did you log in into your discussion web?
Learner 2	:	Discussion website?
Interviewer	:	Ya.
Learner 2	:	How often? Aa...I think two days or three days once, like that.
Interviewer	:	Two or three days once la.
Learner 2	:	Two or three days once. When I log in, I see aa...I spend for ten to twenty minutes la.
Interviewer	:	Ten to twenty minutes.
Learner 2	:	Ten aa...if I rushing time, ten minutes or five minutes.
Interviewer	:	Is it during the day?
Learner 2	:	During the working day la.
Interviewer	:	During the working day?
Learner 2	:	During the working day.
Interviewer	:	During the working time hour?
Learner 2	:	Ha...working time hour if I not too busy I open it and I log in the website la.
Interviewer	:	And spend about?
Learner 2	:	Ten to twenty minutes la.
Interviewer	:	Ten to twenty minutes per log in?
Learner 2	:	Per log in aa...and because we got three, three forum, so I spend half/half, like that la.
Interviewer	:	Aa...ok. So it's not like the BEL 100 you spend the whole 10 minutes la?
Learner 2	:	Oh, no because that is in the working hour, right? I curi-curi masa.
Interviewer	:	Maybe about like four minutes ke, five minutes ke...
Learner 2	:	Hmm...something like that la.
Interviewer	:	Ok, because of your time.
Learner 2	:	Time, ha...
Interviewer	:	So, what about doing the exercises in the Self Instructional manual?
Learner 2	:	Manual...ok aa...
Interviewer	:	How long do you spend?
Learner 2	:	Manual buat masa ni I just when got aa...holiday, Sunday macam tu, I open it aa...like that la.
Interviewer	:	Berapa lama? How long?
Learner 2	:	Tak lama la. Tak berapa aa...because in the holiday tu I ada kerja nak buat because now I got one big project from our boss. So, buat masa ni I tak berapa tengok sangat manual la. Especially at the one subject tu I tak langsung.
Interviewer	:	Oh...
Learner 2	:	I belum tengok langsung.
Interviewer	:	So, if you look at the English manual, aa...you do spend like about what? Half an hour ada?
Learner 2	:	Tak sampai.
Interviewer	:	Tak sampai pun ten minutes?

Learner 2	:	Ten to twenty minutes aa...
Interviewer	:	You do the exercises?
Learner 2	:	Aa...
Interviewer	:	English tu...
Learner 2	:	English tu I ada do aa...about sikit-sikit je lah. Just...I cannot I jumping. Like that la.
Interviewer	:	Kira you jump like that?
Learner 2	:	Ha...I jump, jump. Tu I rasa yang I can't do this, I tahu tapi I cuba la, I cuba my best, I try my best.
Interviewer	:	Maknanya you busy la?
Learner 2	:	Maybe it is because of I ada one big project from our boss, the due date is aa...this week, so I...benda tu tak siap lagi so I buat benda tu. I were rushing for that one.
Interviewer	:	Oh...rushing for your job la?
Learner 2	:	Ehem...
Interviewer	:	Study you got to put aside?
Learner 2	:	First also because I aa...then I, maybe next week aa...I have a free time then I want take one day leave and I will study.
Interviewer	:	Study habit you ni yang macam mana?
Learner 2	:	Study habit?
Interviewer	:	Ha, your study habit like you know, when, where...
Learner 2	:	I suka tempat yang aa...what tenang like library. So that's why I ambil cuti and I spend one, one day untuk I study.
Interviewer	:	Oh, at the library?
Learner 2	:	Ya, at library. I tak boleh study at home.
Interviewer	:	Oh, ok.
Learner 2	:	I cannot.
Interviewer	:	You cannot?
Learner 2	:	I cannot study at home. That's why when I at home, I jarang sentuh buku. That's why I when dekat office lah, dekat office during the lunch time, kadang-kadang lunch time pun I terpaksa keluar, kan. So, I takde masa. I will take one day leave and I go to library and I study.
Interviewer	:	So, that means, on that particular day, tak bolehlah you log in on the forum?
Learner 2	:	I try to log emm...
Interviewer	:	Ok, kalau you dekat library?
Learner 2	:	Oh, dekat library. I think our library got the computer side, right?
Interviewer	:	Oh...so, you will log in la?
Learner 2	:	Ehem...log in la. Tapi I usually, kadang-kadang malam-malam pun I try to log in the computer at home la.
Interviewer	:	Ha...at home. So any positive experiences of learning BEL 100?
Learner 2	:	Mm...experience ha?
Interviewer	:	Positive experience.
Learner 2	:	Positive experience...I think aa...because I learn, I learn english for myself aa...I think aa...I emm...got improve aa...my english aa...my friend also help me. So, when I have a conversation at working hours, they will help me also.

Interviewer	:	Oh, that means with your colleagues?
Learner 2	:	Ya, they will help me because my english very weak.
Interviewer	:	But you do your writing project, something like that aa...at the office, you do it in English or in Malay?
Learner 2	:	Aa...writing project...
Interviewer	:	Like you said you have a project to complete....
Learner 2	:	Aa...in English.
Interviewer	:	It's in English?
Learner 2	:	Yes, it's in english.
Interviewer	:	Did you do the writing or someone else?
Learner 2	:	Aa...I will do that. Sometime I will forward to my boss and they will amend, they will check first la. Aa...because I know my english is not good, I must forward to my boss.
Interviewer	:	I see, ok. So aa...any negative experiences learning BEL 100?
Learner 2	:	Negative, no.
Interviewer	:	Not yet?
Learner 2	:	Not yet, not yet la I think.
Interviewer	:	Ha...This is the half of semester, ye?
Learner 2	:	Half, ehem...and I also busy. I tak go through lagi. So, I can't comment many la about the BEL.
Interviewer	:	You can't comment a lot?
Learner 2	:	Ehem...
Interviewer	:	So far, this is already the middle of semester.
Learner 2	:	Ehem...
Interviewer	:	Mid of the semester. Is there anything else that you feel that you would like the course to change...... in BEL 100?
Learner 2	:	Untuk change?
Interviewer	:	If there is anything that you want it to be changed? Ada tak?
Learner 2	:	BEL 100?
Interviewer	:	Ha...ada tak yang you nak tukar apa-apa?
Learner 2	:	Tukar, maksudnya BEL 100 ni change aa...
Interviewer	:	Ye la, dari segi you know aa...yang lebih bagus untuk pelajar.
Learner 2	:	I think no.
Interviewer	:	Takde?
Learner 2	:	Takde.
Interviewer	:	So...
Learner 2	:	Ok, its ok because the online is very good la.
Interviewer	:	Online good in the sense...
Learner 2	:	Is easy for me la, easy for me just log in then see the lecturer bagi assignment.
Interviewer	:	Boleh interact melalui internet la?
Learner 2	:	Boleh interact the lecturer, ya. It's easy for me la.
Interviewer	:	Anything else you want to talk about BEL 100 ni? Ada apa-apa you nak cakap, lain?
Learner 2	:	No.
Interviewer	:	Takde?
Learner 2	:	Takde.
Interviewer	:	Ok, so experience ni kira dia punya average ok?
Learner 2	:	Ya, average ok. For me it's ok. I've nothing, another problem.

Interviewer : Ok, then thank you very much.
Learner 2 : You're welcome.

Learner 3

Interviewer	:	Can you tell me something about your experience as a student in the e-PJJ programme? Why did you enroll in the e-PJJ programme? Why?
Learner 3	:	Ok. I enrolled in the programme because of the comLearner 3tment in my career which did not perLearner 3t me to pursue a full time programme. Once you are working, it is not that easy to just quit your job and leave all the responsibilities behind you. Besides, if I quit and pursue a full time study programme, my parents would have to support me. I really want to study as I am still young and have a long way to go. I believe my work would not affect my study. I sent my application very late and I remember there was no reply. I re-applied on-line and was accepted. I was so excited about becoLearner 3ng a student again. Moreover, my uncle and everyone in my faLearner 3ly had been encouraging me to study. To continue working in the hotel would take me nowhere, especially being a woman. Normally, the hotel kitchen line of work is not so suitable for woman. Of course, there are other jobs in the hotel outside the kitchen, but then you have to compete with the men. Even in the kitchen itself, most of the workers are men. For example, in the hotel I work, there are only five female employees.
Interviewer	:	Where are you working?
Learner 3	:	In Kuala Lumpur.
Interviewer	:	And you are working as?
Learner 3	:	ComLearner 3ssary.
Interviewer	:	In the comLearner 3ssary department? ok. So, in a way you do need a diploma.
Learner 3	:	I reckon I need a diploma as I don't think I will stay long in the hotel line.
Interviewer	:	Alright.
Learner 3	:	Even in the hotel the chef now assigns me to adLearner 3nistrative work.
Interviewer	:	Oh, really? That's alright.
Learner 3	:	Because he doesn't have a secretary.
Interviewer	:	I see. So… that's the reason you are taking a diploma course?
Learner 3	:	Yes and in public adLearner 3nistration…
Interviewer	:	Public adLearner 3nistration?
Learner 3	:	Public adLearner 3nistration. I do not see myself working with the government. The private sector employs quite a large number of DPA graduates. At first, I applied for the tourism and hotel management course, but there was no response as the intake is small, I think. I know of one senior who quit the programme half way. Apparently the course is also not popular as it is rather a difficult one with food science technology and all that. The senior adLearner 3tted of having difficulty in following the course.
Interviewer	:	Difficult to carry on…

Learner 3	:	The senior told me so because I put DPA as my second choice.
Interviewer	:	Hmm…I see. What is your first choice?
Learner 3	:	The one that I have been telling you, Hotel Management & Tourism. At that time I didn't know.
Interviewer	:	Hotel management? I see…tourism.
Learner 3	:	At that I didn't know. A check with the internet found me slotted for the DPA programme. This was fine with me as my only concern was going back to school. Moreover, my school classmates had all gone for a degree programme.
Interviewer	:	So, it is a career advancement pursuit, isn't it?
Learner 3	:	Yes.
Interviewer	:	Ok. How do you feel about this BEL 100 course?
Learner 3	:	For me, it is alright. The course is rather too difficult, nor too easy and my English is neither too good, nor too bad. I really feel I could catch up, but sometimes work interferes with my study. At times my shift is from six-to-two, but after that I will be free. Sometimes I feel a bit tired. At times I have to stay up to six or seven o'clock to help the chef.
Interviewer	:	Oh, I see.
Learner 3	:	I read books after I come back from work. Usually I do night reading on the parts that interest me, and after that I do my assignments. I do the best I can with these assignments.
Interviewer	:	I see. Do you have a computer at home?
Learner 3	:	Yes, I do.
Interviewer	:	You do? So, you do your work at home most of the time?
Learner 3	:	Hmm…
Interviewer	:	You really don't have time in the office, do you?
Learner 3	:	I do, but I have to play it safe.
Interviewer	:	Taking office time, aren't you?
Learner 3	:	(Laugh).
Interviewer	:	Ok. Can you tell me something about offline materials? You know…… offline materials are something like instructional manual, books and references to be used in this e-PJJ BEL 100.
Learner 3	:	As for books, these are available, but sometimes it is difficult for me to search for the ones I need. For instance, the other day I went to PTAR to look for one reference book, but it was difficult to find. Maybe I didn't understand the OPAC system.
Interviewer	:	Ha…which OPAC? Where?
Learner 3	:	PTAR.
Interviewer	:	PTL? You meant the old PPL building and you do your study there?
Learner 3	:	No, I mean Tun Abdul Razak Library.
Interviewer	:	Ok, ok, ok.....
Learner 3	:	I searched for it there. Later I went to search for it at bookstores like MPH. Even the staff manning the bookstore didn't know the location of the book. They showed me a different reference book. The book recommended by the staff did have something to do with BEL 100. In English, one has to be hard-working, that's all.
Interviewer	:	Agree. How about the self-instruction manual?

Learner 3	:	The Self-instruction manual?
Interviewer	:	The one you acquired.
Learner 3	:	This blue book? I don't have difficulty understanding some of the words, but I have to look them up in the dictionary sometimes. I have Learner 3xed feeling about this, and it causes headache. Well, may be it's because I study alone. The home is also not helping me as most faLearner 3ly members are working. Moreover, no one seems to be interested in helping. Sometimes when I study alone and meet with words that I don't understand the meanings, I use a dictionary. I have tried everything.
Interviewer	:	You don't ask your friends or your lecturer?
Learner 3	:	I am going to see the lecturer for the first time today, after class. I didn't know the lecturer is based here. If I knew the lecturer was here, I would have done that sooner.
Interviewer	:	And you didn't ask your friends?
Learner 3	:	I have contacted a student from e-PJJ, but there was no response.
Interviewer	:	Oh, I see. You mean there was no response even from a friend? Don't you think the self-instruction manual is useful?
Learner 3	:	Yes.
Interviewer	:	How?
Learner 3	:	Like it is a continuation of what I learned in school. Things that I sometimes thought I didn't know, but these are things that I used to know. With the self-instruction manual, I would be able to rewind them.
Interviewer	:	It is a kind of revision. Is that what you meant?
Learner 3	:	Yes.
Interviewer	:	Oh…ok. So, it is useful to you.
Learner 3	:	Yes.
Interviewer	:	It helps you to recall what you have learned, isn't it?
Learner 3	:	Yes, and there are other things like assignments that I have done before, but in other language. Now I know where it came from.
Interviewer	:	Is it up-to-date?
Learner 3	:	Yes, it is.
Interviewer	:	What do you think about the self-instruction manual? At the beginning of the manual, there is an instruction, followed by an explanation on how to use the book. You must have noticed that.
Learner 3	:	I have. And, I have brought the book, too.
Interviewer	:	It also makes recommendation on study plan. The manual also contains exercises, and there are explanations before the exercises. You can see all this, can't you?
Learner 3	:	Hmm…
Interviewer	:	You can see that these things are all there.
Learner 3	:	Aha…
Interviewer	:	Do you think all these are useful or not?
Learner 3	:	It is useful if you really read the book, but I don't always read this one.

Interviewer	:	Hmm…So, if you read the book closely, you would have found the book useful, wouldn't you?
Learner 3	:	Mm…
Interviewer	:	For learning….
Learner 3	:	Yes.
Interviewer	:	So, in what aspect is the book useful?
Learner 3	:	Like when you are preparing for an assignment and when you want to know how a paper is written in BEL 100. If you follow the instruction, I think you really can improve.
Interviewer	:	Mm…ok. So, can you remember what you have done?
Learner 3	:	I have, but it's not much.
Interviewer	:	Based on the activities that you have carried out or exercises that you have done from the self-instruction manual, which of these do you think you enjoy more?
Learner 3	:	I think I have done up to Chapter 3.
Interviewer	:	Hmm…
Learner 3	:	I think it's the part on noun. There are changes from pronoun to present tense and all that.
Interviewer	:	What about tense to noun? In that part, it describes what nouns, adverbs and adjectives are. So you like that part?
Learner 3	:	Yes.
Interviewer	:	Why?
Learner 3	:	Because I can improve my English. Often, we do not know that we make Learner 3stakes. But, when others point it out to us then we know that we have used nouns, present tense and past tense incorrectly.
Interviewer	:	Only then do you realise the Learner 3stakes, don't you?
Learner 3	:	Yes, sometimes we just say it.
Interviewer	:	Ok. Which of the activities you don't like or are not comfortable with? Which ones you don't enjoy?
Learner 3	:	There are occasions when I don't like to do the exercises where I have to translate from the dictionary.
Interviewer	:	Meaning?
Learner 3	:	Aa…
Interviewer	:	Oh, you want to find out the meaning of the word. Is that what you meant?
Learner 3	:	Yes.
Interviewer	:	I see. Why?
Learner 3	:	May be because I do not use the correct dictionary. That is why I find it difficult. Normally I use Malay-English dictionary. So, when I am translating, I am often not sure whether it is correct. May be the sentences are wrong.
Interviewer	:	So you feel uncomfortable?
Learner 3	:	I am confused at times.
Interviewer	:	I know it is confusing to you. Ok. Now, what about the online? Can you go on the forum? You have those online activities, don't you? Can you tell me something about the online activities that are used in BEL, the one that your facilitator gave, if any?
Learner 3	:	There is. It's the assignment I took out.

Interviewer	:	So, what do you think of it?
Learner 3	:	That one?
Interviewer	:	What do you think of the activities your facilitator used in the forum? Was it good or not?
Learner 3	:	Normally she gives exercises from the book.
Interviewer	:	Hmm…
Learner 3	:	In this situation, it is a bit easier to do the exercises as the answers are in the book. It is also possible to cheat if one wishes to.
Interviewer	:	Aa…
Learner 3	:	You can just refer to the answers. In instances where you are not sure you can check at the back of the book.
Interviewer	:	But, that is not being honest.
Learner 3	:	Not necessarily so because we already knew the answer.
Interviewer	:	You mean your lecturer took exercises from the book and gave them out in the forum?
Learner 3	:	Yes. She'll just tell such and such exercises for this week or that week together with the deadlines. First, we thought she would give some exercises from the book, and later from other sources. We know the book is just for revision. Later, she continues to give us exercises from the book, some with the deadlines, and nothing else. Sometimes, if we are busy, we don't keep up with the deadlines. We can do it after the deadlines were over.
Interviewer	:	I see. Are there any other activities that your facilitator gave? I mean, apart from the one in the self-instruction manual.
Learner 3	:	She did give something like a website on how to improve your English in BEL 100. She had also given exercises from other books. Whenever we encountered a problem and put it to her, she would help us with the solution.
Interviewer	:	I see. It sounds like you do enjoy the course, don't you?
Learner 3	:	Hmm…yes
Interviewer	:	I mean enjoy doing the activities, the online activities.
Learner 3	:	Yes.
Interviewer	:	Do you or don't you like the exercises she gave?
Learner 3	:	At times the exercises are difficult. This is what I don't like.
Interviewer	:	Why?
Learner 3	:	Most often I don't have time to read the book. Another thing is that I am a person who likes to learn in front of a teacher.
Interviewer	:	You mean face-to-face with the teacher?
Learner 3	:	Yes.
Interviewer	:	Not online?
Learner 3	:	No.
Interviewer	:	I see. But, you are now in a distance learning programme, aren't you?
Learner 3	:	Mm…
Interviewer	:	You have enrolled in e-PJJ, so you have to adjust to the system.
Learner 3	:	At times I feel like giving up. I have a friend who is taking PLK, and is also tired of going to classes after work. At least

		he gets to see the lecturer directly and discuss the problem there and then.
Interviewer	:	That is a full-time student.
Learner 3	:	Aa…but it can be very tiring either way…I am just going to try my best..That's all..
Interviewer	:	Ok, you have to keep your spirit high... Can you share with me some specific aspects of BEL 100? Do you enjoy it?
Learner 3	:	Yes, I do enjoy the course
Interviewer	:	You do? Why?
Learner 3	:	Because I want to improve my English so that I can use it in my daily life.
Interviewer	:	You do think BEL 100 helps improve your English which is going to be useful in your daily life?
Learner 3	:	Yes.
Interviewer	:	In what way?
Learner 3	:	Like, sometimes in the book…
Learner 3	:	Like, sometimes the lecturers told us how the sentences used in the book could be applied in many other situations. I learn bit by bit so that I may use them during conversation.
Interviewer	:	What about in your workplace? Or do you speak English only among friends?
Learner 3	:	Yes, when talking among friends.
Interviewer	:	I see. So, do you speak English in your workplace? Do you think it can help?
Learner 3	:	I do speak in English when conversing with my chef who is French. With him, I must use the correct sentences so that he got the message correctly. In the exercises, I got to know the appropriate usage of words and sentences. This helps me to speak better.
Interviewer	:	You could use what you have learned? So, what do you think about the course structure? You remember that at the beginning of the semester you were given the course outline. You were told about the objective of the course and the things covered in BEL 100, and you were also told of the percentage marks for the semester's assessment and the final exam. Were you not? And, you were also told about other requirement for the course. So, what do you think about the course structure? I mean the whole thing, including online classes, face-to-face discussion, e-mail conversation and chat. What do you think about the whole course? Do you think it is good?
Learner 3	:	It is good if you really follow it. There is an instruction on how to study for this course. Unfortunately, I don't follow closely. If I do, of course, I can catch up with BEL 100. I kind of like the course because we were told of what to cover in this semester.
Interviewer	:	So, is it easier for you to follow?
Learner 3	:	Yes.
Interviewer	:	I presume the course structure given by the lecturer at the beginning of the semester helps you to follow the course better.
Learner 3	:	Yes, of course. There is also the study plan which is useful.

Interviewer	:	Do you have good as well as bad experience in BEL 100? Tell me both.
Learner 3	:	I don't think I have. At the moment I am just concentrating on learning English.
Interviewer	:	Ok. Not at the moment.
Learner 3	:	Mm…
Interviewer	:	So, what do you feel about the online elements of the course?
Learner 3	:	Online? I have to learn to log on at home, adLearner 3ttedly, with some difficulty as I don't know much about internet. Anyway, I can manage it although personally I prefer face-to-face instruction.
Interviewer	:	Say, now you log on to the online and are told to go to BEL 100 by clicking such and such, with the forum room and all that, and the lecturer then explains about something in the library. Do you think this is good? Is it easy to follow the instruction?
Learner 3	:	For me, it is manageable, except that it is quite difficult to get access into the library because I am not faLearner 3liar with the use of the matrix card for the e-library. I have tried, but could not get into.
Interviewer	:	So, what do you do? You don't telephone the technician for help?
Learner 3	:	Not for that one.
Interviewer	:	So, you just leave it like that?
Learner 3	:	Yes.
Interviewer	:	So, you don't have papers and other materials?
Learner 3	:	If I want to look at exam papers there is no problem. It's only e-library that I have problem accessing. I can't get reference materials or new journals. It's difficult to get access to these materials. In a way the e-library is not user-friendly.
Interviewer	:	What about other online activities? What about sending e-mail?
Learner 3	:	That one I could do.
Interviewer	:	You could? Is it easy for you?
Learner 3	:	Yes.
Interviewer	:	You don't have problem accessing those facilities?
Learner 3	:	No.
Interviewer	:	You don't have problem? Ok. So, what do you think about the face-to-face component of the course? Do you like it?
Learner 3	:	The face-to-face communication is a bit easier. If you have problem you can see the lecturer directly. She can explain in detail one by one. It is more difficult to understand and the lecturer cannot explain well on the internet. For me, it is easier to follow face-to-face learning.
Interviewer	:	What is the bad point about face-to-face learning, if there is at all?
Learner 3	:	Bad point?
Interviewer	:	About this face-to-face seLearner 3nar.
Learner 3	:	I don't think there is. Perhaps, students feel a bit uncomfortable because they don't know the lecturer well. They don't know the lecturer's background. They only met her the

		first time that day. But, in the case of Pn. Noraiza, once she started to teach I enjoyed it very much. I am feeling like I am learning in the full-time programme.
Interviewer	:	Is the time enough? Two hours?
Learner 3	:	It is not enough really.
Interviewer	:	The two hours?
Learner 3	:	Two hours is definitely not enough.
Interviewer	:	Why?
Learner 3	:	Because there is a lot to cover. Moreover, during that two hours of the first meeting there were too many disturbances.
Interviewer	:	I must be one of those who used to disturb, am I not? (Laughing).
Learner 3	:	No, you didn't. But, the fact remains that no one likes to be disturbed in the Learner 3ddle of a lesson. Take for example Pn. Noraiza. I don't think she could concentrate with students coLearner 3ng into her class every now and then to ask for something.
Interviewer	:	So, was that the seLearner 3nar you were referring to?
Learner 3	:	Yes, that first English class. It was a bit out of control. It was chaotic…people coLearner 3ng and going out because they were in the wrong class…real confusing and it irritated all of us…
Interviewer	:	Oh, I see...lack of information for the students on the first day..maybe.
Learner 3	:	These students they just don't listen well I think….
Interviewer	:	What about your forum discussion room? Can you tell me about the feedback on the facilitator from your friends?
Learner 3	:	Quite a number of students join the forum. My lecturer is rather quick to tell us what the problems are. Every week there is a new assignment from the book. Then there are students who told the lecturer that they cannot improve their English by learning alone. For this, the lecturer would usually give encouragement, as well as tell the students how to revise effectively and suggest that students form study groups and all that.
Interviewer	:	Why study groups?
Learner 3	:	Mm…so we can discuss our English problems with our group members. We help each other and also suggest some solutions. Discussion groups can be very interesting. I for once like it very much…it's just that I don't have time to communicate with my friends often…too busy with work…
Interviewer	:	Oooo…Ok. So, the feedback is really useful, isn't it? It appears that all the students use the internet. Are they very active?
Learner 3	:	Yes. Many in our group joined this week. Every time new assignment came out, many joined, though not all of us.
Interviewer	:	But the group is active, isn't it?
Learner 3	:	Yes.
Interviewer	:	What about yourself?

Learner 3	:	Twice or three times a week. Whenever she gives new assignment, I download it and look at the book, but normally I don't reply. Other students do reply by saying such things as 'thank you', 'take care' and other nice words. There is a lot of communication like that following new assignments. For me, I just find out about the assignment and do it.
Interviewer	:	Ok. Now, tell me about your interaction in the forum room with your classmates and your facilitator. Like I said just now, you are active in the forum room, aren't you?
Learner 3	:	I usually do. I joined the forum every week, at least once, to look at the assignment because now there are seven or eight of them.
Interviewer	:	Do friends help if anyone got stuck with the exercises?
Learner 3	:	In a way, yes. Some of us get confused on how to do the assignment and seek ideas from classmates. There'll always be help coLearner 3ng, including from the lecturer herself. But, help comes mostly from other students.
Interviewer	:	Do you always ask questions in the forum room?
Learner 3	:	In my case, it's not that frequent.
Interviewer	:	Why?
Learner 3	:	I beg your pardon?
Interviewer	:	Why don't you ask question often? Is it because you understand everything?
Learner 3	:	No, not that I understand everything. I do have things that I don't understand, but I could always refer to those who are good with their English at the workplace. Then there are officemates who are taking degree level courses and have to do assignments. I have a look at their assignments to get an idea of what to do.
Interviewer	:	Does it mean that you are not so active in the forum?
Learner 3	:	I don't ask questions often in the forum.
Interviewer	:	I see. But, you do your exercises all the same?
Learner 3	:	Yes.
Interviewer	:	That means you just do your exercises and subLearner 3t them online?
Learner 3	:	No, not like that.
Interviewer	:	I don't quite understand.
Learner 3	:	Normally the lecturer only requires you to reply to the e-mail. For the exercises, I use this book and check the answers in the book itself.
Interviewer	:	I see. So, you don't have problems with your exercises that you need to refer to the lecturer. Am I right?
Learner 3	:	The exercises are manageable. Moreover, I know the answers are at the back of the book.
Interviewer	:	Aha….Now I know. You are not honest with your assignment (laugh).
Learner 3	:	Not in the real sense of the words. I only look at the answers to check whether my sentences are grammatically correct by looking at them.

Interviewer	:	Yes, you do look at the answers. Ok. Are you looking forward to the forum room, forum discussion? If you are indeed looking forward, is it because you enjoy the forum? Are you looking forward?
Learner 3	:	Yes, I do log onto the forum, but it's just to check for any new information. Sometimes students asked questions. I want to look at these questions.
Interviewer	:	So do you look forward to log on?
Learner 3	:	A little bit.
Interviewer	:	How do you feel?
Learner 3	:	Not particularly looking forward.
Interviewer	:	Not particularly?
Learner 3	:	No, not that excited. It is like if you want to know some information, you have to check it.
Interviewer	:	Ok. Can you tell some negative things that happened when you discussed online?
Learner 3	:	Negative things?
Interviewer	:	The things that you don't like, things that you feel are not correct.
Learner 3	:	I feel the questions being raised and discussed online are rather simple.
Interviewer	:	So, is it alright for you?
Learner 3	:	At least there is nothing irrelevant.
Interviewer	:	Nothing irrelevant? Does this mean there are no negative things?
Learner 3	:	No negative things.
Interviewer	:	That means there are positive things.
Learner 3	:	Positive in the sense that you can read on how to improve or you can ask question.
Interviewer	:	Ok. What aspect of the course do you like most?
Learner 3	:	Aspect?
Interviewer	:	About the course, about BEL 100. What aspect of it do you like most?
Learner 3	:	Mm…in this course?
Interviewer	:	Yes.
Learner 3	:	I feel nothing out of the ordinary. I just want to study English, how to improve my English.
Interviewer	:	So, it's nothing. It's not much of anything. To you, it's neither positive, nor negative.
Learner 3	:	Yes.
Interviewer	:	So, what part of the course needs changes? What do you think about this BEL 100 in e-PJJ? I want to know what needs to be changed. Do you think something has to be changed?
Learner 3	:	I have not completed the course. But, I think there should be some review of what has been taught. At least there has to be some revision. On the other hand, there are some students who are excellent in their English and don't require this. It's too simple for them, but not for me. Other than that, I don't think there is anything that needs to be changed so long as she does revision or reviews what had been taught.

Interviewer	:	Can you tell me, have you done a lot of exercises.
Learner 3	:	Yes, I have.
Interviewer	:	But there are no quizzes, no tests?
Learner 3	:	No, there aren't.
Interviewer	:	How often does your facilitator give exercises?
Learner 3	:	Usually once a week. There is always new assignment each week, except that on that day there was no assignment, only a revision.
Interviewer	:	What about the marking?
Learner 3	:	Marking?
Interviewer	:	Not yet?
Learner 3	:	Not yet.
Interviewer	:	No marking yet?
Learner 3	:	Not yet.
Interviewer	:	Do you know when will it be?
Learner 3	:	The other day I did send a set of exercises and the lecturer said to give back next seLearner 3nar.
Interviewer	:	I see. You mean she will give it back during the next seLearner 3nar. Meanwhile you check your exercises with the answers given at the back of the book. Am I right? Do you like the exercises given?
Learner 3	:	To me, the exercises are not that difficult. Moreover, the answers can be found at the back of the book. If you don't understand you can always check at the answers. We can also try other questions if we want to and it's not that difficult.
Interviewer	:	So the exercises are helpful. Is that what you mean?
Learner 3	:	Yes.
Interviewer	:	Are most of the exercises given online?
Learner 3	:	Yes.
Interviewer	:	So you do the exercises given online and then you check the answers against the book.
Learner 3	:	Yes.
Interviewer	:	Ok. Do you think some of the exercises need to be changed?
Learner 3	:	At the moment we just follow the book.
Interviewer	:	You don't feel that changes need to be made?
Learner 3	:	No.
Interviewer	:	It appears that you don't know, do you?
Learner 3	:	You are right. I sort of don't know what changes need to be made.
Interviewer	:	I see. Ok. Were you there when the first induction was given? The Director of the programme gave the induction.
Learner 3	:	Yes.
Interviewer	:	You were present, weren't you? What do you think about the session?
Learner 3	:	I was present during the induction. There was a lot of motivational talk and briefing on how to improve ourselves in the study. That it is good for the Malays to be fluent in English. It is useful in many areas.
Interviewer	:	Was the induction helpful to the new students?

Learner 3	:	To motivate us to study, yes. We were given encouragement and told not to quit half way.
Interviewer	:	So there was a lot of encouragement during the induction. What else did you get?
Learner 3	:	No other things.
Interviewer	:	Booklets and other hand-outs?
Learner 3	:	None.
Interviewer	:	What do you think about the explanation during the induction?
Learner 3	:	There were too many people and the noise from hand phones. It was not so clear.
Interviewer	:	So, it wasn't very effective, was it?
Learner 3	:	The briefing on how to use the forum was not helpful because the screen used was not sufficiently bright. May be it was because I was sitting at the back.
Interviewer	:	Were there many people?
Learner 3	:	Full.
Interviewer	:	So, in the case of online, do you think training should be given to all students on how to use it, how to access it?
Learner 3	:	I think it should. The other day there was a seLearner 3nar, but it was too short and there were too many students attending, may be more that one hundred.
Interviewer	:	So what would you suggest?
Learner 3	:	having a workshop should be better. Smaller group, more effective.
Interviewer	:	Would explanation as was the case be sufficient or would you prefer hands-on?
Learner 3	:	I think it should be hands-on. It is easier to follow the explanation. The speaker was in front and the ones at the back can always search online later.
Interviewer	:	You mean all these you do on your own?
Learner 3	:	Yes.
Interviewer	:	I see. That should be the case. They should hold workshops and what not, and make it hands on. What kind of support do you get from your facilitator, from your friends? Support with respect to study?
Learner 3	:	Support for what?
Interviewer	:	Learning English.
Learner 3	:	There is a lot of support. I think the lecturer is really keen to see students succeed in the course. The classmates help one other when faced with problems. There are instances, however, when some students are contemplating of quitting the course.
Interviewer	:	So, they help one another, don't they?
Learner 3	:	Yes, they do.
Interviewer	:	Supporting each other? Giving encouragement and motivation?
Learner 3	:	We exchange e-mail addresses, communicate on how to do computer assignment and other things because this DPA course is in English.
Interviewer	:	So?
Learner 3	:	Some subjects like political sciences are a bit difficult.
Interviewer	:	I see. Ok. Is your facilitator very active?

Learner 3	:	Yes.
Interviewer	:	In what way does she help improve your English?
Learner 3	:	She gives a lot of explanation on how to do the exercises and what do the questions in the forum mean. Then when you kind of lose interest, she would urge you to keep on learning.
Interviewer	:	Ok. Can you think of a negative experience while discussing or working with your facilitator in BEL 100? Do you have negative experience?
Learner 3	:	I don't think so.
Interviewer	:	Not at all? What about positive experience?
Learner 3	:	Positive in the sense she gives a lot of encouragement to improve our English and that she says we should be serious in our course. We are going to use it in everyday life, to actually speak the language.
Interviewer	:	Is the support from classmates helpful? You said students help one another. When discussing assignment online, do the students help one another.
Learner 3	:	The support may not be immediate. The reply may come in the evening or the next day.
Interviewer	:	It's good to have support from friends.
Learner 3	:	Yes.
Interviewer	:	Ok. How does your BEL 100 fit into your working and faLearner 3ly life? How do you fix your schedule? You say you log on two or three times. How do you organise your time?
Learner 3	:	During office hours I may do checking on the study website. At home, I have to share the facility with my sibling.
Interviewer	:	Mm…
Learner 3	:	If I go to my mother's house somewhere near here, there is no online facility.
Interviewer	:	No internet facility?
Learner 3	:	Yes, there is internet facility in my house at Bangsar. Once a week I go home to log online.
Interviewer	:	So, how many times a week do you log online?
Learner 3	:	Two to three times.
Interviewer	:	Two to three times..meaning you do it at your workplace too? So, how many hours each time?
Learner 3	:	Yes at my workplace I do log on to the forum because I only go back to Bangsar once a week to access to the internet. Sometimes I sit for as long as two to three hours. Sometimes I check for new assignment, read what they give me, and ask questions.
Interviewer	:	That is for all subjects, I believe. What about for English alone?
Learner 3	:	For English, it's not that long, may be 30 to 45 Learner 3nutes because I want to read what others ask. Then see the assignment.
Interviewer	:	Is that all?
Learner 3	:	No. There are new information to read.
Interviewer	:	For English, that's all you do, don't you? You don't exchange ideas in the forum.

Learner 3	:	I sometimes do. If I need clarification, I would refer to friends.
Interviewer	:	I see. What about the self-instruction manual? How long do you spend on it?
Learner 3	:	In one sitting of about one hour, normally I do three to four assignments.
Interviewer	:	Ok. Do you think that is sufficient?
Learner 3	:	Hmm…actually that is not sufficient because there are a lot of things that I don't understand. No, not that I don't understand, but may be I am confused.
Interviewer	:	What is your study habit? It seems that you do school work in the office. Do you study at home?
Learner 3	:	At the office I am just checking for information and new assignment. The actual work is done at home.
Interviewer	:	Ok, you do it at home.
Learner 3	:	The BEL 100 exercises are in the book. These I do at home.
Interviewer	:	Do you do it alone?
Learner 3	:	Mostly I do it by myself. If I don't understand something, I will bring the book to office. There are friends who are good in English.
Interviewer	:	In your office?
Learner 3	:	Yes.
Interviewer	:	Mm…
Learner 3	:	Just to ask them how to do the questions. I want to know their suggestions on how to construct sentences and what do these mean. I write down these suggestions and ask my lecturer whether they are correct.
Interviewer	:	Hmm…
Learner 3	:	In relation to the assignment.
Interviewer	:	Can you share with me some of the positive experience after one seLearner 3nar, after meeting everybody and then have gone online. What are the positive things about e-PJJ's BEL 100?
Learner 3	:	It's like learning English once again. We can revise what we have forgotten, and look again at the instruction.
Interviewer	:	Is that the only positive thing?
Learner 3	:	How to improve conversational skill.
Interviewer	:	Wait. How does it improve your conversational skill?
Learner 3	:	For instance the sentence structure used in conversation. We are not sure whether the sentences are correct or not. Sometimes we see different sentences used in different situations.
Interviewer	:	Is that what you consider positive?
Learner 3	:	Yes.
Interviewer	:	Do you take BEL 100?
Learner 3	:	Yes.
Interviewer	:	In relation to friends and lecturer, do you think the online thing is good?
Learner 3	:	Yes.

Interviewer	:	This is not a face-to-face communication, unlike in business. So, it is bound to be a new experience for you. Don't you think so?
Learner 3	:	Yes.
Interviewer	:	So, how is it? What do you think about the positive points of learning business in English?
Learner 3	:	It's difficult to answer.
Interviewer	:	Don't you feel it's a new experience?
Learner 3	:	Hmm…
Interviewer	:	Does it affect you? In what way does it affect you as a student of English?
Learner 3	:	BEL 100 kinds of help me in my study because all the other subjects are taught in English. Like it or not, you have to learn the language in order to go through the other subjects.
Interviewer	:	Are there negative points?
Learner 3	:	Negative?
Interviewer	:	So far you are already in a business course, learning about business. Do you get support from lecturer or friends on technical problems?
Learner 3	:	Sometimes we don't know how to use the functions in the website. We need technical support.
Interviewer	:	Isn't there enough explanation?
Learner 3	:	Hmm…
Interviewer	:	Oh.
Learner 3	:	Friends usually help. They do help one another because the learning is not face-to-face, not direct. It's only online.
Interviewer	:	Any other things you would like to tell me about e-PJJ's BEL 100?
Learner 3	:	For me, this course is neither too difficult, nor too easy because it is like something we have learned in school. Maybe there are some additional things as we are now in tertiary level.
Interviewer	:	Not because it's face-to-face? Not because now you are a business student?
Learner 3	:	No.
Interviewer	:	So, it's different, isn't it?
Learner 3	:	Mm…
Interviewer	:	So, you do think that studying via e-PJJ is a bit difficult?
Learner 3	:	I kind of feel it's a bit difficult because you don't see your classmates. Sometimes when you ask for explanation, you don't get the right thing.
Interviewer	:	Is that the one?
Learner 3	:	Yes.
Interviewer	:	And you don't get to see your lecturer often?
Learner 3	:	No. I wish there's opportunity to have class every day but as mentioned earlier I am a distance learner now…it's just impossible. Work and busy schedule just tight me down.
Interviewer	:	I see…is there anything else you wish to say?
Learner 3	:	No, nothing else. I think I've said enough.
Interviewer	:	Nothing? Are you sure? Ok. Thank you very much.
Learner 3	:	Yes…you're welcome.

Learner 4

Interviewer	:	Ok, just for your background. Can you tell me about your experience of being a student in the e-PJJ programme. For example, why did you enroll as a student in the e-PJJ programme?
LEARNER 4	:	For better career enhancement.
Interviewer	:	Career enhancement?
LEARNER 4	:	Yes, it's for career enhancement. That's the only reason I can see.
Interviewer	:	Is that it?
LEARNER 4	:	Ok, there is another thing. Now the competition outside is already steep. There are many graduates, but they have no initiatives. They may know a lot about procedures, but they don't have the experience to start something worthwhile. In your case, you have been teaching all the time. You teach all these things. Fine. Now, put yourself in my shoes and try to do what I am doing. I don't think you can. You wouldn't know what to do, how to communicate and how to handle various situations. We learn a lot from experience, but not from textbooks.
Interviewer	:	So, why the diploma?
LEARNER 4	:	Yes, the diploma.
Interviewer	:	Is it for promotion or for something else?
LEARNER 4	:	Oh, definitely.
Interviewer	:	Definitely it's for promotion, isn't it?
LEARNER 4	:	Yes, that's the reason I enrolled. I am already thirty-years old. I may have money, but I need an academic qualification to make my resume more respectable, as well as, I think my educational background is not that good. I have enough working experience, but wanting an educational background. That's the reason I go back to school.
Interviewer	:	Ok, so what do you think about this BEL 100 subject?
LEARNER 4	:	In BEL 100, I have to learn and do exercises by myself. It is quite uncomfortable sometimes to ask questions to a lecturer when I have been out of school for thirteen years now since leaving school at seventeen.
Interviewer	:	English? Do you mean English?
LEARNER 4	:	No, I mean studying and going back to school again.
Interviewer	:	Studying. That's academic, isn't it?
LEARNER 4	:	In BEL 100 I feel the book lacks something. Its grammatical content such as sentences, nouns, pronouns and the rest like past tense, present tense are just like what I learned in form five. Only that I feel something is lacking in the book.
Interviewer	:	Not enough…
LEARNER 4	:	I don't know what else to do. Some people say I should look for other references to help me improve. Do I have to read this kind of book? I once asked a lecturer in a forum whether there were other books that I could read. I wanted the lecturer to

		make a suggestion, but I was met with silence. She seemed not to know.
Interviewer	:	Are you talking about your self-instruction manual? Your self-instruction manual is not so helpful, is it?
LEARNER 4	:	No, it isn't helpful.
Interviewer	:	Oh...
LEARNER 4	:	Some answers are provided at the back of the book. With that book, we can learn by ourselves. But, if we can learn by ourselves, why do we have to come to class? Why do we need lecturers at all? We just read the books that are suitable.
Interviewer	:	Yes, you are right.
LEARNER 4	:	And, at the end of the semester we sit for the exam. That's it. There is no need to waste time. As it is, I have to wake up early on Sundays to attend classes and do all sort of assignments.
Interviewer	:	That means there are no other books, except your self-instruction manual? Doesn't she recommend to you some other books?
LEARNER 4	:	No.
Interviewer	:	Not at all?
LEARNER 4	:	No, and I vouch for what I said. I asked for her opinion in a forum. May be she thought I was an old student and could search for suitable books myself. Indeed, I can look for the books myself, but without her guidance, I might be learning something that is not 100 per cent within the scope of BEL 100.
Interviewer	:	Yes, yes.
LEARNER 4	:	And, at the end of the day, I may fail the course.
Interviewer	:	Do you mean the lecturer should recommend other books?
LEARNER 4	:	Yes.
Interviewer	:	You can see that some recommendations and study plan are provided in the self-instruction manual. Do you think that one is effective? Is it good or not? Is it…
LEARNER 4	:	It's time factor, really. I mean for thirteen years I have not looked at a textbook. I can only understand fifty percent of what I read now. It's not so effective. Moreover, I have to have other books apart from this one. I did search for other books at some book stores. Yes, there was a book on grammar, another book on sentence, pronouns, past tense, present tense, future tense, and so on. I am confused about which book to choose. I can't afford to buy all of them. These books are expensive. When I asked the lecturer, she did not reply.
Interviewer	:	Ok. Do you remember any exercise that you enjoy doing or don't enjoy doing at all?
LEARNER 4	:	Enjoy? I consider her exercise to be quite enjoyable, but you only understand the portion related to the exercise. However, when you read other books you don't understand it.
Interviewer	:	Ok.
LEARNER 4	:	You become confused again. I am seeking a guideline from my lecturer on what book to use for which part of the exercise. In this way, I'll be able to do any exercise. As it is, I only know

		from this blue book used in BEL 100. If I read other books with different sentence structures, I get confused.
Interviewer	:	Ok.
LEARNER 4	:	But I am a Malay, not English.
Interviewer	:	Yes, of course, it's a second language. It's difficult.
LEARNER 4	:	What more to say. I am busy. I am working, and I still have another assignment. At the same time I have to do sales. In sales, we are not talking about nine to five. Ok, sometimes it's ten to twelve.
Interviewer	:	To achieve target?
LEARNER 4	:	Yes, to achieve target. So, I am working a seven-day week to achieve my target. Once I reach my target, I can rest. Now, I am trying to reach my target as well as finding time to study. Whenever I get back to my study, I feel disappointed. I am lost and have to ask people.
Interviewer	:	When you are selling, do you speak in English or Malay?
LEARNER 4	:	Oh, definitely.
Interviewer	:	In English?
LEARNER 4	:	In English.
Interviewer	:	Are your clients mostly non-Malays?
LEARNER 4	:	Yes.
Interviewer	:	I see. So, you can practice your English. That's very good.
LEARNER 4	:	Just like when I'm talking now. When I talk about sales, about product features, about benefit and so on, yes, I can explain them in English because I have a guideline from the bank to refer to. Whenever I step out of the topic, I am disarranged. My English turns topsy-turvy, and I'll be making mistakes all over. That's why I am enrolling in this diploma programme. It's alright that I have to start from the diploma level. At least I'll have something.
Interviewer	:	Ok now, do you know online activities?
LEARNER 4	:	Online activities?
Interviewer	:	Yes, online activities, the one used in the BEL 100 subject of e-PJJ. So, what do you think about the activities? Does your facilitator give you online activities? I mean in your forum discussion.
LEARNER 4	:	No, she asked us to read this topic and do some assignment. That's all.
Interviewer	:	So, what do you think about it? Is it good? Do you or don't you like it? What do you think?
LEARNER 4	:	In the beginning I don't feel comfortable. I'll be uncomfortable all the way to the end.
Interviewer	:	So, now you are not comfortable.
LEARNER 4	:	I have told you I am not that good. I understand this thing because I learn it myself. I need to know how to understand better. Being Malay, I can understand the English spoken by Malays. Regardless of the way you speak, I know how to decipher its meaning.
Interviewer	:	That means you don't enjoy this course because of your facilitator? This facilitator did not help you, did he?

LEARNER 4	:	No, he didn't.
Interviewer	:	She did not? So, what do you think of the structure of the course? Do you remember they gave you the…
LEARNER 4	:	Syllabus?
Interviewer	:	The syllabus which is objective.
LEARNER 4	:	Yes.
Interviewer	:	Certainly your lecturer did give you, didn't she?
LEARNER 4	:	Yes, she did.
Interviewer	:	So, what do you think of the course structure? They said they would cover the part on speech. Then they would go to sentences, types of sentences and its structure. So, what do you think about the structure?
LEARNER 4	:	No, they did not.
Interviewer	:	The explanation given by your lecturer?
LEARNER 4	:	No, she did not explain.
Interviewer	:	When she went through the syllabus.
LEARNER 4	:	Oh, yes.
Interviewer	:	Ok? Does that mean you understand?
LEARNER 4	:	Not all of it.
Interviewer	:	Why did you say no?
LEARNER 4	:	It goes like this. Yes we do learn with a syllabus. I have identified my weakness. When people mention about going to seminar, it means nothing to me. Every time I ask for help from them no one cares. I have to say it. I have lost interest. No matter how you teach, whether it is speech or sentence, as long as I don't understand it and don't like it, it means nothing. I just don't know what else to say. I don't understand a thing you say. You talk about speech, sentence and many more. I know how to improve my English because I have read on how to improve our English. Ok, first we must understand the information that we want to deliver to people. How am I going to deliver it? She went on to explain how to speak or how to respond. What would the sentence, the words, the memo be. So, given an example, I would be able to do the needful.
Interviewer	:	So, the structure doesn't serve any purpose, does it? What about speech?
LEARNER 4	:	Let me see about speech. To me the structure looks like the one in form five textbook. I went to a bookstore and made a comparison between the two books and found that these two books were similar. Look like I don't need to learn in this diploma programme. I am saying it's like in form five. All these I have learned before.
Interviewer	:	In that case, what do you really need? Do you need to learn how to write?
LEARNER 4	:	Yes, how to write correctly, how to speak correctly. But, first in foremost, the lecturer has to make students understand and also how to communicate.
Interviewer	:	Oh, it means communication, isn't it?
LEARNER 4	:	Yes.
Interviewer	:	You do need more communication, don't you?

LEARNER 4	:	Yes, more communication.
Interviewer	:	Look like you have had more bad than good experiences, haven't you?
LEARNER 4	:	That's not true. It's something like this. I started in July, and now it is already September. During the forum I requested for some assistance, but none came. I don't feel like going to class with all these. I'll just do whatever you want me to do. If you want assignment, I give you my assignment. I'll send it to you, but don't expect me to come to your class. That's it.
Interviewer	:	What about feedback from your friends?
LEARNER 4	:	I don't know.
Interviewer	:	Didn't you communicate with your friends in the forum?
LEARNER 4	:	No, we didn't communicate with each other.
Interviewer	:	Oh, really? Why not?
LEARNER 4	:	No, I don't want to say anything. It's a sensitive issue.
Interviewer	:	Ha…
LEARNER 4	:	I believe that if we discuss this thing in the forum so many people will come to know about the problem in BEL 100. I don't want to talk or discuss during the forum as not to affect the lecturer.
Interviewer	:	Affect in what terms?
LEARNER 4	:	Take this example. I asked you, but you have been keeping quiet until now.
Interviewer	:	So, why didn't you just ask in the forum why the lecturer didn't answer your question or something like that?
LEARNER 4	:	She is a lecturer. She should know better. Don't expect me to say such thing to her. It is not polite.
Interviewer	:	Ok, so this is something to do with politeness?
LEARNER 4	:	Yes.
Interviewer	:	You do suffer for being polite, don't you?
LEARNER 4	:	Yes, I am a student.
Interviewer	:	(Laugh) ok.
LEARNER 4	:	OK, she's Malay and I am Malay. So, we kind of maintain some measure of curtsey. I could be very patient, too.
Interviewer	:	What about your friends? I mean do you see the forum as a place where you may end up arguing with each other on differences of opinions.
LEARNER 4	:	I do.
Interviewer	:	You do?
LEARNER 4	:	I do.
Interviewer	:	So, when somebody asks a question. Who always ask questions? Are they the students?
LEARNER 4	:	Students.
Interviewer	:	Are most of the times students?
LEARNER 4	:	Yes, they are students. I see in the forum the lecturer gives a topic and tells which chapter to read. She also advises us to focus on the assignment. At least the lecturer talks and elaborates on a thing or two. She is good. She explains to everybody who cares to ask for clarification, and the lecturer tells us what to do. I always ask whenever I don't understand

		something. In the forum students obtain a pool of information. The ustaz is good in explaining the idea to each student, and in this way all students know what others are thinking and doing. We must have an assistant to hold a forum.
Interviewer	:	A good facilitator. Yes, it is true. Otherwise, what is the use of having a forum? Is the interaction among students very active?
LEARNER 4	:	Yes, very active.
Interviewer	:	Is the interaction between facilitator and students not active?
LEARNER 4	:	No.
Interviewer	:	Ok, ok. That's what I would like to know.
LEARNER 4	:	What shall I say? Ok, to prove what I have said just now, you might want to hold a forum.
Interviewer	:	Yes, I can hold one.
LEARNER 4	:	You'll find out whether this lecturer will be present.
Interviewer	:	Oh.
LEARNER 4	:	Say, how many times he would come in a period of two weeks.
Interviewer	:	I would like to see that one, too. At the discussion I will certainly touch on this matter.
LEARNER 4	:	I have little interest in a lecturer like this one. It's different with you. Everyday there is an issue. There is always something to discuss in the forum. In the BEL 100 forum, you can see my sentences, my friends' sentences always confusing, the mixing of Malay and English words everywhere. We can't be learning like this. On the other hand, I can always give opinion, but I am afraid such opinion may not be correct. After all I am not a lecturer. I am only a student.
Interviewer	:	Yes.
LEARNER 4	:	And the lecturer is not involved…
Interviewer	:	Do you expect the lecturer to correct the sentences you have written?
LEARNER 4	:	Yes. I would expect the lecturer to say, "Khalifah, your sentence is wrong." You would want to ask someone who could say such thing.
Interviewer	:	At least…
LEARNER 4	:	Yes, we are aware. The lecturer should be responsible for our exercise, to help improve our writing, shouldn't that be? Unfortunately, the lecturer is always not available. I don't know whether she is busy or what. Only God knows.
Interviewer	:	So, you don't look forward to log onto the forum discussion?
LEARNER 4	:	No.
Interviewer	:	You don't (laugh) look forward because of that, yes?
LEARNER 4	:	I do log, but only to see sentences like 'How are you?', 'Happy birthday' and other simple sentences of no consequence. That's all.
Interviewer	:	(Laugh).
LEARNER 4	:	But…
Interviewer	:	So, what aspect of the course do you like more?
LEARNER 4	:	What course?
Interviewer	:	I am talking about BEL 100.
LEARNER 4	:	Aha…

Interviewer	:	What do you like most about it?
LEARNER 4	:	None.
Interviewer	:	None?
LEARNER 4	:	None.
Interviewer	:	You mean you don't like everything in BEL 100?
LEARNER 4	:	No, I don't.
Interviewer	:	Ok.
LEARNER 4	:	If we get help from the lecturer, then we know where we go wrong and try to improve. So, that's why we join the forum, trying to improve. So, from the forum, my writing skill should be improving. As it is, this is not happening.
Interviewer	:	Oh, the forum doesn't help. So, what do you think about the course? Should it be changed? Why? You know this course is very important.
LEARNER 4	:	Ok. In the first place the lecturer should be more involved in the forum. Ok, if she can't give a lot of input, she could always give some. In fact, the forum by her is also very infrequent.
Interviewer	:	The one which…
LEARNER 4	:	Once the course doesn't go very well, and we are left to fend for ourselves, then we'll lose interest.
Interviewer	:	So, this forum is important?
LEARNER 4	:	The lecturer should point out to us where do we go wrong and tell us how to write so that we'll understand. She doesn't ask us whether we have any questions. She'll say such things as "How are you?", "How do you feel?" and things like that. But, when we ask for comment on our assignment there is no reply from the lecturer; we may get reply from other students. It is no point for the lecturer to be in the forum.
Interviewer	:	Yes, yes, yes. Ok, what about assessment? Can you tell me about the exercises, quizzes or tests given to you? How often does your facilitator assess you? How many quizzes and tests she has given you?
LEARNER 4	:	For quiz, not yet.
Interviewer	:	Exercises?
LEARNER 4	:	Yes, she asked us to read this and that. That's all.
Interviewer	:	Oh, nothing to submit? There is no submission?
LEARNER 4	:	Aa…
Interviewer	:	Did she make correction or send e-mail?
LEARNER 4	:	For first assignment, yes.
Interviewer	:	You did?
LEARNER 4	:	We did send to her via e-mail.
Interviewer	:	Did you get a reply from her?
LEARNER 4	:	No, not yet. We were supposed to discuss it on last fourteenth, but class was postponed. But, the lecturer should take the initiative. What's the use of having e-PJJ if students cannot communicate with the lecturer?. The lecturer should tell us why we got C and things like that. We want to know why so that we can understand and be more prepared in the next seminar. And, for the next assignment we already know our

		mistakes. So, my point is that if there is no more interest and no more support, it is better to do away with this programme.
Interviewer	:	It is complicated (laugh), isn't it? So, the assessment provided by the facilitator online is based on…
LEARNER 4	:	Textbook.
Interviewer	:	The pink textbook?
LEARNER 4	:	Yes, the pink book.
Interviewer	:	I see…
LEARNER 4	:	She asked us to read, for example page eighty-eight, eighty-nine and do the exercises on page ninety. I say, might as well don't give us anything at all. I can read myself and do the exercise and check for the answers at the back of the pink book. So, I just do on my own, no explanation. If there is nothing else, I suggest do away with classes. It just wastes my time.
Interviewer	:	What did she do in the first seminar?
LEARNER 4	:	Assignment.
Interviewer	:	Ha, assignment.
LEARNER 4	:	Assignment, and later…
Interviewer	:	Did she go to class?
LEARNER 4	:	Not much.
Interviewer	:	Not much? May be there was no time during the first meeting.
LEARNER 4	:	Yes, probably. It's not that helpful, anyway.
Interviewer	:	Ha, that means you are not interested. Assignment was given, but you were not keen to do, were you?
LEARNER 4	:	No, I am not interested. I did and I submitted the assignment only for the grade.
Interviewer	:	Grade? In other words, it doesn't help you, does it?
LEARNER 4	:	No, it doesn't help.
Interviewer	:	Oh, I see…ok, about the timing of the mid-semester exam. It is coming, isn't it?
LEARNER 4	:	I don't even know when is the mid semester exam.
Interviewer	:	Oh, you really don't know? You also don't know the assessment date. Didn't she give? Didn't she tell?
LEARNER 4	:	No. So, how am I going to prepare?
Interviewer	:	Oh…
LEARNER 4	:	It's the same. I just read. I am concentrating on the topic. I go to the library to see past test papers.
Interviewer	:	Yes, yes.
LEARNER 4	:	I am doing it on my own. She might as well don't become my lecturer. What she does is only wasting my time.
Interviewer	:	What about important dates?
LEARNER 4	:	No, I don't…
Interviewer	:	Didn't she tell the dates for the mid semester and final exams?
LEARNER 4	:	I don't know.
Interviewer	:	Speaking exam?
LEARNER 4	:	I don't know.
Interviewer	:	You completely do not know?
LEARNER 4	:	I don't know.

Interviewer	:	I see…that's why you are dangerous (laugh). Ok, what is your opinion, or what changes should be made on the assessment? Do you know what needs to be changed?
LEARNER 4	:	It's simple. When you log on to UiTMflp.edu.my, the things you are looking appear on the screen.
Interviewer	:	Yes.
LEARNER 4	:	Of course, student will ask a lecturer. I don't expect the lecturer will tell everything. This lecturer neither told anything, nor answered anything.
Interviewer	:	What about test papers? You have seen past test papers, haven't you?
LEARNER 4	:	Yes, I have.
Interviewer	:	So, what do you think of the questions?
LEARNER 4	:	So far, it's ok.
Interviewer	:	It's ok. So, you…
LEARNER 4	:	Not so difficult.
Interviewer	:	So, do you think you should stay or should change?
LEARNER 4	:	What do you mean by "should change"?
Interviewer	:	Its content. You might have noticed that the first test was on speech. After that you were tested on tenses. These things do not change. It's been that way since long time ago. I looked at the test paper. I have been teaching for three years and it is still the same now. So, do you think it is ok being tested on speech first, followed by tenses and reading comprehension, and after that a little bit on writing.
LEARNER 4	:	Oh, that's her scheme of teaching.
Interviewer	:	Ha…
LEARNER 4	:	Do I feel ok? I don't know. I am not a lecturer. How do I evaluate you? Now think about this. You can speak fluently. But, when you write…
Interviewer	:	It's a problem, isn't it?
LEARNER 4	:	We cannot communicate the message because we don't understand it.
Interviewer	:	So, you don't know as yet whether it should be changed or not. Moreover, you haven't sat for the exam.
LEARNER 4	:	You are right.
Interviewer	:	Ha…so, you took part in the induction session, didn't you?
LEARNER 4	:	Induction?
Interviewer	:	The induction in the beginning of the semester.
LEARNER 4	:	Oh, yes.
Interviewer	:	Ok, so, what do you think about the induction session?
LEARNER 4	:	Very helpful.
Interviewer	:	Helpful in what?
LEARNER 4	:	Aaa…how to access internet and the website. What would you do when you get into any problem? Ok. All the data and information given in the website provide convenience to me. So, whenever I don't understand certain things I know where to look for the reference. It's much better than trying to ask someone when I don't even know whom to ask.
Interviewer	:	You can find all that you need?

LEARNER 4	:	Yes, everything I need is available.
Interviewer	:	She gave you in writing and…
LEARNER 4	:	Manual and visual.
Interviewer	:	Visual? Ok. So, you received some hand-out during the induction?
LEARNER 4	:	Yes.
Interviewer	:	Any online training?
LEARNER 4	:	No.
Interviewer	:	No online training?
LEARNER 4	:	So far, no.
Interviewer	:	So, she told you verbally how to access or log on the portal?
LEARNER 4	:	Yes.
Interviewer	:	That's all?
LEARNER 4	:	Yes.
Interviewer	:	Just verbally?
LEARNER 4	:	Verbally and visually.
Interviewer	:	Ok. So, do you think all e-PJJ students should be given training or not?
LEARNER 4	:	Definitely.
Interviewer	:	Which one? Is it verbally or visually or hands-on?
LEARNER 4	:	Both.
Interviewer	:	Both?
LEARNER 4	:	Yes, both.
Interviewer	:	Is hands-on important, too?
LEARNER 4	:	Yes.
Interviewer	:	Why?
LEARNER 4	:	Ok, I give you one example. Let say, you are talking on a topic, a car. Now, I told you to go to such and such website. But, when you get to the website, you don't know where to go, how to look for the information. Ok, then I ask you to click on such and such. Then you will go direct to the link. There is no need to search here and there and waste time. For e-PJJ students, time is very important. If it takes half an hour to search on website, and I only have five minutes to read, that's a waste of time. It dampens my desire to read. I am not saying we should be provided with everything. At least tell us the reference whenever you discuss something. For example, when you are talking about grammar exercise from a certain book, tell us the name of the book, the author, date of publication. When I go to the bookstore it'll be easy to search for it.
Interviewer	:	Is her website good? Is it easy to access her portal?
LEARNER 4	:	There is no problem to access.
Interviewer	:	No problem?
LEARNER 4	:	There is no problem to access, but there is insufficient information.
Interviewer	:	Insufficient information? Have you gone over the first page of the BEL 100 information?
LEARNER 4	:	Yes, I have.
Interviewer	:	Did you see my name there?
LEARNER 4	:	If I am not mistaken, your name is on the extreme left.

Interviewer	:	Is my name still there?
LEARNER 4	:	There are many names there.
Interviewer	:	Ha, my name is not there anymore, is it?
LEARNER 4	:	I see…how come her name is still there? I thought she said she has stopped.
Interviewer	:	It hasn't been updated.
LEARNER 4	:	Yes, it's not up-to-date. You see the FLP website. I might as well click to Yahoo website.
Interviewer	:	Ok.
LEARNER 4	:	Yahoo has all sorts of forums, discussion groups and chat room, the same as FLP, isn't it?
Interviewer	:	Yes, I think so.
LEARNER 4	:	In Yahoo, if I key in, say, 'grammar textbook', will it come out?
Interviewer	:	It will come out.
LEARNER 4	:	It'll come out. Ok, which one do I need?
Interviewer	:	Ok.
LEARNER 4	:	It will come out…ok, all one thousand pages, complete with the authors. So, which one to read? Which one do I take? I go back to look at BEL 100, look at the references, and bibliography. Then, I search little bits everywhere.
Interviewer	:	Which means our website portal for BEL 100 is not sufficient enough, is it?
LEARNER 4	:	Not sufficient enough.
Interviewer	:	Is that not enough for you?
LEARNER 4	:	No, that's not enough.
Interviewer	:	It doesn't have enough letters and other resources? Ok.
LEARNER 4	:	Yes, there is a library, but I cannot enter, cannot access.
Interviewer	:	Can't access it, why?
LEARNER 4	:	You have to register first.
Interviewer	:	Register?
LEARNER 4	:	Yes, I believe so. When I enter, it welcomes me and asks me to log out. At the top, not at the management, there is a library and course info.
Interviewer	:	Yes.
LEARNER 4	:	Ok, when I click library, it says, "register, please." "Please fill the form…" Ok, I filled in the registration, but until now I cannot access the library. What do I do?
Interviewer	:	I thought you are a student and, are automatically registered.
LEARNER 4	:	No. If you don't believe me, try it for yourself.
Interviewer	:	Oh, really?
LEARNER 4	:	Yes, try it now.
Interviewer	:	Oh, I see…
LEARNER 4	:	When you click the library portal you are told to key in your student number and then the last eight digits of your card. The response will be, "You are not authorised. Please register."
Interviewer	:	Oh, it is not user-friendly, too.
LEARNER 4	:	No, it is not user-friendly.

Interviewer	:	I see…ok. There are so many things. I want to ask about your facilitators and the support that you get. You told me there was no support from your lecturer, your facilitator.
LEARNER 4	:	No support, ok.
Interviewer	:	Altogether, there is no support. You mean when you interact during online, there is no support?
LEARNER 4	:	No.
Interviewer	:	If you have met the new lecturer only once, can you remember?
LEARNER 4	:	I don't know.
Interviewer	:	You don't know? Ah…that means you are saying your facilitator is not helping you to improve.
LEARNER 4	:	Yes.
Interviewer	:	In the courses?
LEARNER 4	:	Yes, that's correct.
Interviewer	:	Ok…you have given me both the positive and negative aspects of your facilitator. What about your friends?
LEARNER 4	:	They are very helpful.
Interviewer	:	Very helpful in what way?
LEARNER 4	:	In what way? For instance, they give some ideas on how to improve my writing and where to look for information. In the UiTM's e-mail, there is a long list of telephone numbers.
Interviewer	:	Ha…
LEARNER 4	:	So, I just call the number.
Interviewer	:	So, you do a lot of calling?
LEARNER 4	:	Ha…
Interviewer	:	You don't discuss face-to-face?
LEARNER 4	:	No discussion face-to-face, but most of the time we communicate.
Interviewer	:	I see…so, just telephone communication?
LEARNER 4	:	I ask where I can get an idea. What books should I read? Which website? I take down the information and then go to search for the book and read it. They are right, and I am now reading the book.
Interviewer	:	So, you do not have a negative experience with your classmates, don't you?
LEARNER 4	:	No, not yet
Interviewer	:	Ok, as it is, not yet. Ok, how do you manage your time?
LEARNER 4	:	Ha….
Interviewer	:	Can you tell me how you fit your e-PJJ learning with your work schedule and family life.
LEARNER 4	:	No, I don't have problem with that. If I do, I wouldn't be in BEL 100.
Interviewer	:	So, when normally do you log on to the discussion forum?
LEARNER 4	:	Ok, usually 8.30 onwards.
Interviewer	:	8.30 onwards? That must be night.
LEARNER 4	:	Yes, at night.
Interviewer	:	So, how long do you normally spend in a discussion forum?
LEARNER 4	:	Four.
Interviewer	:	Is that the average per day?
LEARNER 4	:	Three to four hours.

Interviewer	:	Per day?
LEARNER 4	:	Per day, but not everyday.
Interviewer	:	Ha, not everyday.
LEARNER 4	:	Let say, probably three times a week.
Interviewer	:	Three times, ok. So do you…and how long do you spend doing the self-instruction manual in a week?
LEARNER 4	:	Most of the time, during lunch hour, during my free time, ok.
Interviewer	:	Whenever you find…
LEARNER 4	:	Whenever I find free time because I always carry the book with me.
Interviewer	:	Ha…
LEARNER 4	:	I don't understand. So, I have to read more. Two, three times reading, I still don't understand. I must be persevered and continue reading. I can't ask for help for no one cares to answer.
Interviewer	:	(Laughing) can I share your study habits? How do you study? When? Where? It doesn't matter even if it is exceptionally different.
LEARNER 4	:	Ok. I'm a senior staff. So I have a tight schedule. I have appointments with people all the time who want to take cash loan. Whenever I have free time, even while in the car, I mean while driving, I will read. I also read during lunch hours, and later after my wife has gone to bed. I have to struggle a little bit. Read for one or two hours. There is no disturbance from people in those hours. The telephone doesn't ring. A complete silence. I am used to studying in the middle of the night.
Interviewer	:	At home?
LEARNER 4	:	Yes, at home.
Interviewer	:	So, you do your work late at night. Do you think this study habit of yours is good?
LEARNER 4	:	So far, it's ok.
Interviewer	:	So far, it's ok.
LEARNER 4	:	It doesn't affect my work.
Interviewer	:	Ha…ok.
LEARNER 4	:	Noise doesn't disturb me. But, if it does, I may have to stop studying. Don't mind my saying this.
Interviewer	:	You don't go outstation?
LEARNER 4	:	Next month.
Interviewer	:	That means you do travel, don't you?
LEARNER 4	:	Yes, I do travel.
Interviewer	:	Oh, I see…
LEARNER 4	:	Because the mortgages are not only in Kuala Lumpur. Sometimes these are in Kuantan, Johor Bahru…
Interviewer	:	So, how do you study when you are travelling during the semester exam?
LEARNER 4	:	I can apply for leaves during exam. For this, application will be approved, but not for other trivial reasons. If you have to go outstation, you have to go. You don't have a choice. Unless, your immediate family members pass away or you have something really more important. That's it.

Interviewer	:	They'll approve your leave?
LEARNER 4	:	Yes, they let you go. They give an approval letter.
Interviewer	:	Do they fine you if you have to miss going outstation because you have seminar and opt for the seminar?
LEARNER 4	:	I have to go to the seminar.
Interviewer	:	You have to go to the seminar?
LEARNER 4	:	Yes.
Interviewer	:	No need to go for outstation?
LEARNER 4	:	No need.
Interviewer	:	Oh, I see.
LEARNER 4	:	The reason being that before I enrolled in this e-PJJ, I have already obtained an approval from the management. I wrote to them that I wanted to study to enhance my career advancement and that I was looking forward to a bright future. So, they wrote back giving approval, but warned me that it could affect my work. Ok, this is the risk I have to take. Ok, I might not be able to lunch out or do sales on Saturdays and Sundays because of the study, but, perhaps, there will be some exceptions. During registration I was given the course timetable. I forwarded this timetable to the management so that my outstation schedule does not clash with my classes.
Interviewer	:	In other words, you have to attach the assessment dates together. Also test dates.
LEARNER 4	:	Yes, I did attach the dates for assessment.
Interviewer	:	But, what about test dates?
LEARNER 4	:	I don't know the dates for tests.
Interviewer	:	Ha, you should know, shouldn't you? Hmm…ok, is there anything else you would like to tell me about your experience learning the BEL 100 course?
LEARNER 4	:	No, there isn't.
Interviewer	:	Do you have any other thing to tell?
LEARNER 4	:	No. I have already told all.
Interviewer	:	It looks like you have too much negative experience.
LEARNER 4	:	Only with regard to the lecturer. We don't have cooperation from the lecturer, receive no assistance or guideline whatsoever. I have said it earlier. That's the thing I don't like as it might adversely affect duration of my study. Anyway, forget it.
Interviewer	:	So, you prefer face-to-face meeting or online discussion, don't you?
LEARNER 4	:	Both.
Interviewer	:	You prefer both?
LEARNER 4	:	Both.
Interviewer	:	Ha, but I think you need a support.
LEARNER 4	:	Yes, I do need the support. So, whenever I feel I don't understand the sentence, I need some explanation, even simple one will do. I can ask other people. There is no problem. But, do I have to ask other people all the time? Whenever I ask the lecturer, she would always ask me to refer to other people.

May be I should pay the fee to these people instead of to the university.

Interviewer : Ok, thank you very much.

Learner 5

Interviewer	:	Thanks Learner 5ah for your time. I just want you to tell me something about your experience as a student in the e-PJJ programme.
Learner 5	:	Which experience are you referring to?
Interviewer	:	Like, why did you enrol in the e-PJJ programme?
Learner 5	:	Because PLK is really not suitable in terms of time. It starts at six o'clock and finishes at ten. I cannot reach UiTM by six, and will also be late to reach home. With the children and the things I have to do when I reach home, plus the studying I have to do, e-PJJ has to be my option.
Interviewer	:	Why are you taking this diploma?
Learner 5	:	Because I want the knowledge. Not that much for promotion and what not, but to improve my own knowledge. It fulfils my self-satisfaction too.
Interviewer	:	I see. So, this is already coming to two months, or is it three months of the e-PJJ programme?
Learner 5	:	Two months.
Interviewer	:	Is it three months or two months?
Learner 5	:	Three….three I think it is three.
Interviewer	:	It started in July. We are finishing August and are coming to September. That's three months you're in the e-PJJ programme. So what do you feel generally about this BEL 100?
Learner 5	:	I am already married and so it's a bit difficult to find time, to find time for study and for the children. But I have to do it, anyway. So far it's alright. I can manage all these. For me, since we don't have time to go to normal classes, this programme is good. But then, we have to discipline ourselves.
Interviewer	:	So, do you think this BEL 100 is ok?
Learner 5	:	I think so. The lecturer is also ok.
Interviewer	:	What about the materials?
Learner 5	:	Which materials are you referring to?
Interviewer	:	The materials used in this course.
Learner 5	:	The SIM?
Interviewer	:	Yes, the SIM and other resources.
Learner 5	:	Aa…the SIM is good, complete. I like it.
Interviewer	:	At the beginning of the SIM there's explanation. Do you think is it necessary, to have a recommendation on study plan, explanation….?
Learner 5	:	I think so. It is quite necessary.
Interviewer	:	Do you think all these are necessary?
Learner 5	:	It is necessary because we need all the help. The SIM is really good. The format is really good. If we study hard enough, it is possible to pass.
Interviewer	:	To pass?
Learner 5	:	Yes, to pass. But, to get better than you have to push yourself.
Interviewer	:	What about the online materials?
Learner 5	:	Online materials?

Interviewer	:	Have you done any of the activities placed online?
Learner 5	:	Which activities?
Interviewer	:	I mean the exercises your facilitator posted in the forum room. Have you done any?
Learner 5	:	I did, but only those I knew how to do.
Interviewer	:	That means you have done it.
Learner 5	:	I did, more or less.
Interviewer	:	Of the exercises you have done, which one did you enjoy doing?
Learner 5	:	Which of the exercises did I enjoy? Which subject you are referring to?
Interviewer	:	BEL 100.
Learner 5	:	I know its BEL 100. What I mean the topic…
Interviewer	:	Grammar?
Learner 5	:	Is it grammar or essay?
Interviewer	:	Anything that you enjoy doing.
Learner 5	:	The thing I enjoy doing? What part do I enjoy doing? I like to do grammar.
Interviewer	:	You do like to do grammar?
Learner 5	:	I like that one…
Interviewer	:	With the explanation?
Learner 5	:	Yes. I don't like essay because I am not that good at it. So, I don't like it that much.
Interviewer	:	Not that interested?
Learner 5	:	Yes, not that interested.
Interviewer	:	So, what about online activities? Is there anything about it?
Learner 5	:	Very little online activities for me. I don't know much about it because I don't have online facility at home. I also cannot use the office facility that much. So, online activities are limited for me.
Interviewer	:	Does the lecturer give activities online?
Learner 5	:	Sorry?
Interviewer	:	A lot of activities online?
Learner 5	:	Aa…like essays. We were also given a guideline on how to write essays.
Interviewer	:	So there are activities online.
Learner 5	:	Yes, there are.
Interviewer	:	Do you think activity is interesting?
Learner 5	:	Interesting, but at times we don't quite understand.
Interviewer	:	You don't quite understand?
Learner 5	:	Mm…
Interviewer	:	Do you think you are more comfortable with online or with seminar?
Learner 5	:	I like seminar.
Interviewer	:	Sorry?
Learner 5	:	I like seminar.
Interviewer	:	Why?
Learner 5	:	In seminar, we can communicate directly. In the case of online, we have to wait and sometimes we are shy to ask. With online, everybody can read what we ask. So, I am shy to ask certain

		questions. Like it or not I have to wait for the seminar, or go directly to the lecturer after the seminar. I feel a bit shy going online.
Interviewer	:	Is that so? But no one will see you.
Learner 5	:	They don't see me (laughing), but they know my name, don't they? They will know my name.
Interviewer	:	Oh, this has something to do with you feeling shy, right?
Learner 5	:	You are right.
Interviewer	:	Which of the online activities given by the lecturer you enjoy very much taking part?
Learner 5	:	Like giving opinion.
Interviewer	:	Oh, she did give the topic and asked for your opinion. Was it what you meant?
Learner 5	:	But not the topics…
Interviewer	:	Which you find it difficult to understand?
Learner 5	:	I like certain topics. For example, that day she asked our opinion on AF3. What was our opinion? Who will win? It's quite interesting to give opinion on those things.
Interviewer	:	Things that happens everyday?
Learner 5	:	Yes, things that happens everyday…aaa…things that everybody can give opinion.
Interviewer	:	I see. That means you do enjoy the course?
Learner 5	:	Yes, in some ways.
Interviewer	:	In general?
Learner 5	:	Yes, in general. But, I do like seminar more than online communication.
Interviewer	:	Even if it's for two hours?
Learner 5	:	Even for two hours. I have no choice but to log onto online for this e-PJJ. I don't have time for PLK. Otherwise, I would have enrolled in PLK. That's the reason I choose e-PJJ.
Interviewer	:	Ok. What about the course structure? Didn't the lecturer give the objective and what to cover, including the part on grammar and the part on writing, in the course structure? You were also given the breakdown of the marks and all that. Do you think the course structure is good?
Learner 5	:	I only attended the first seminar that day and the lecturer did not give many things. Anyway, the lecturer looks ok to me. But I have not seen the allocation of works place in the online. It's a bit difficult for us to log on. I would like to say thank you for the notes, but I don't like to log on. I also know what's happening, but I don't like going online. Some people go online to say thank you to the lecturer. I will not go online for those things, except if I have something worthwhile.
Interviewer	:	Does that mean you could only go online to interact?
Learner 5	:	Interacting on something…
Interviewer	:	Interacting on study?
Learner 5	:	Yes, for study. I am not particularly keen to enter just to say thank you. That's why I seldom interact online. Yes, I do look at it everyday to know what's happening in the course. Sometimes I just read.

Interviewer	:	Do you log on very often?
Learner 5	:	Yes.
Interviewer	:	You do log on very often, but you don't participate actively.
Learner 5	:	No, I don't.
Interviewer	:	You prefer to wait for the face-to-face session?
Learner 5	:	Yes, I do. Like I say no point participating if you are going to say thank you, how are you, hello…
Interviewer	:	I see….Can you tell me about the feedback from both your friends and facilitator. You can read it online. How is the feedback from them? Is it prompt or late?
Learner 5	:	Some fast, some slow. There are cases in which the feedback is really prompt. There are also cases where the lecturer may be busy and the feedback came very late. I don't have anything against it. At least there is a feedback.
Interviewer	:	The lecturer's feedback?
Learner 5	:	Aa…her feedback.
Interviewer	:	What about your friends?
Learner 5	:	I don't communicate that much online with them.
Interviewer	:	You don't like to interact in the forum room with friends?
Learner 5	:	Because I only entered one class, unlike them. Whenever I enter, they have gone. I don't meet and interact with them. So, I don't know them that well.
Interviewer	:	That means your interaction in the forum room is only when the lecturer gives you topic, and after that…
Learner 5	:	Yes, yes. But to my surprise I know all of them. Yes I know them, but I don't communicate with them.
Interviewer	:	What do you consider negatives during the online discussion? I mean the negative things in the forum.
Learner 5	:	Let me think about it. I think there isn't any. Good, the discussion is good. On the online we can chat with friends directly. But I don't really know because I seldom log on….. not that much.
Interviewer	:	You don't think it's necessary to log on?
Learner 5	:	Aa…not that much.
Interviewer	:	What about positive things? What do you consider positives?
Learner 5	:	It's the information. There are questions asked by others which are similar with what we have in mind. I kind of don't feel the need to ask questions. That's why you don't see my questions because others ask these questions for me. I can also read what others think because they go online with it. It's that I don't enter.
Interviewer	:	What aspect of the course do you like?
Learner 5	:	If the seminar is held, the more often we can meet.
Interviewer	:	So, you like the seminar to be held more often.
Learner 5	:	Yes.
Interviewer	:	You don't mind coming on Sundays?
Learner 5	:	For me, two hours is not enough for the lecturer to teach. But she is giving information, giving tips in that class and this enables us to understand more, understand more than online. On the online, we sometimes don't understand what the lecturer

		is talking about. In the case of face-to-face, we can ask questions immediately.
Interviewer	:	Ok.
Learner 5	:	That's why I prefer the face-to-face session.
Interviewer	:	So, are you active during seminar?
Learner 5	:	I don't know. I have only attended the first seminar.
Interviewer	:	For the second seminar, do you plan to ask many questions?
Learner 5	:	I can't say now.
Interviewer	:	It's going to be a two hour seminar.
Learner 5	:	It's too short.
Interviewer	:	Too short? Don't you feel that's enough for the lecturer…
Learner 5	:	No. There isn't enough time for so many things.
Interviewer	:	Does the lecturer teach a lot of things online?
Learner 5	:	On the online, she gives several tips on how to do an essay, how to begin and all that.
Interviewer	:	Something like a guideline?
Learner 5	:	Yes, a guideline. She teaches quite a lot on pronunciation and how to speak.
Interviewer	:	Really how does she teach that?
Learner 5	:	She gives us tips and tell us about words, meanings….
Interviewer	:	I see more on vocabulary but not pronunciation?
Learner 5	:	Yes…yes that's what she does…
Interviewer	:	What about test?
Learner 5	:	Not yet.
Interviewer	:	What about quiz?
Learner 5	:	Not yet.
Interviewer	:	What about the exercise the lecturers gave on the online?
Learner 5	:	No, she hasn't given any.
Interviewer	:	Not at all?
Learner 5	:	No, nothing so far.
Interviewer	:	Ok. Have you seen past years' papers?
Learner 5	:	Papers? You mean newspapers?
Interviewer	:	I mean past years'…
Learner 5	:	Ooooo…Past year papers. I did look at them.
Interviewer	:	You did?
Learner 5	:	I did.
Interviewer	:	What do you think of the past years' papers?
Learner 5	:	A bit difficult.
Interviewer	:	Difficult?
Learner 5	:	A bit difficult. What I fear most is speaking. I am really scarred of speaking. I seldom speak the language. Another thing is we need ideas when speaking. To come up with some ideas is one thing, but to speak it in a sentence is another thing. I am really scared of speaking. I can quite handle grammar and essay. Maybe when you are writing, it involves you alone, but not in speaking. I am really scared of speaking.
Interviewer	:	Don't be afraid of it.
Learner 5	:	Yes, I am really scared.
Interviewer	:	Are there any things in the papers you have seen that need to be changed? I mean the BEL 100 examination papers.

Learner 5	:	What examination?
Interviewer	:	Test on speaking…maybe
Learner 5	:	Hmm…
Interviewer	:	The exam covers grammar, writing and reading. Anything you think it needs to be changed? Anything that you think should be added or removed?
Learner 5	:	I have thought about it, but the grammar is ok as the writing contains only 180 words. I think it's not that difficult to write 180 words and it doesn't involve writing that many sentences. The write-up is neither too long, nor too short…not much of a problem..but we'll see when the real exam takes place…
Interviewer	:	I see….At the start of the e-PJJ programme, there was an induction session, wasn't it? Did you attend this induction session?
Learner 5	:	Yes, I did attend.
Interviewer	:	Attended? So, what do you think about the induction session? Was it good?
Learner 5	:	Ok.
Interviewer	:	Why was it ok? What do you mean by ok? Was it the explanation?
Learner 5	:	Explanation? No. Good or otherwise, I still have to attend, didn't I? About this online, I don't know whether it is good or not because I can't log on.
Interviewer	:	But, I thought you said you do log on but you don't participate..
Learner 5	:	I have problems sometime…technical problems. The website can also be found online. So, we don't have to go to this website that much.
Interviewer	:	But for those who don't know how to log on the website, weren't they told during the induction?
Learner 5	:	Yes, we were told how to log onto the website and all that. But some of us maybe are somewhat weak and don't understand the instruction. For me, it is very simple, not difficult, but some people may find it difficult because, maybe, they never use computer. I don't know.
Interviewer	:	Did the lecturer explain how to use the website?
Learner 5	:	Yes, she did.
Interviewer	:	What about library?
Learner 5	:	How to enter the library, ha.
Interviewer	:	Did she explain how to chat, use e-mail and what not?
Learner 5	:	Hmm…
Interviewer	:	Is it easy?
Learner 5	:	Yes…..all you have to do is just click…click..
Interviewer	:	Do you think new students enrolling in e-PJJ have to go for training first?
Learner 5	:	I think it's not that necessary if it's just to explain that kind of thing. Nowadays, most people know some basic things about computer. Just click. I don't say it's very simple, but you just have to click to enter. Click to library to see what is inside.
Interviewer	:	No problem to enter the library?
Learner 5	:	No, to me it is not a problem.

Interviewer	:	I see. So, are there hand-outs distributed during the induction?
Learner 5	:	I didn't receive any.
Interviewer	:	Didn't they give any at all?
Learner 5	:	No...I didn't receive anything.
Interviewer	:	What about the support from lecturers for e-PJJ students? Did she give you a lot of support?
Learner 5	:	They told me the lecturer for BEL 100 had placed a lot of 2004 question papers and asked us to look at them. I tried to enter, but failed. I don't know why. Maybe I don't have the programme. I have tried many times, but always failed.
Interviewer	:	Is it a technical problem?
Learner 5	:	Maybe it's a technical problem like I mentioned earlier or maybe it's other problems.
Interviewer	:	Is the support from the lecturer ok?
Learner 5	:	Aa…I don't know. For me, that's not a technical problem. The other day there was something like FSC which I couldn't enter. No, it is not that I couldn't enter. It may have been blocked. I have asked a technical question the other day. Now, I don't have any technical problem. In the case we are talking about, it did open, but the thing that came out can't be read.
Interviewer	:	Oh…
Learner 5	:	Maybe I don't have that programme.
Interviewer	:	I see. Does your facilitator interact with you online other than in the face-to-face seminar?
Learner 5	:	No.
Interviewer	:	Does she interact with you at all?
Learner 5	:	No.
Interviewer	:	Online?
Learner 5	:	Online…I enter the website under BEL 100. Usually I enter under the group. I don't enter the other one.
Interviewer	:	Oh…
Learner 5	:	Under the course, that's in group. Under Miss Isme only.
Interviewer	:	Under Miss isme?
Learner 5	:	Yes, only in that one.
Interviewer	:	Is there a lot of interaction under Miss Isme?
Learner 5	:	Not so much of interaction. I only read.
Interviewer	:	What about your friends?
Learner 5	:	They are quite active…. I have to comment on the speed of the reply. Say, if I ask for extra books for BEL, the answer immediately appears. I say the feedback is really quick.
Interviewer	:	I see. So the support is very good, right?
Learner 5	:	Aa…
Interviewer	:	Does that help you to improve?
Learner 5	:	She helps quite a lot. She's ok.
Interviewer	:	Has she given you books?
Learner 5	:	I don't know whether she's bringing it today. The other day before the class she said she'd be bringing the book, but finally she didn't. Yesterday I did not have the chance to enter the web to remind her. I don't know whether she is bringing the book.

Interviewer	:	Are there any other references she mentioned in the forum that you have to look for?
Learner 5	:	Not that I know, but I know she told us to look for last year's papers.
Interviewer	:	That's all?
Learner 5	:	That's all.
Interviewer	:	During discussion with the lecturer in BEL 100, were there any things that you consider negatives?
Learner 5	:	I don't think there was any.
Interviewer	:	Was there any thing negative in the forum?
Learner 5	:	No, everything was ok. I mean there wasn't anything that was improper. Look like the forum is being used only for the study.
Interviewer	:	How do you interact with your classmates?
Learner 5	:	I don't know them that much. My class is in late afternoon. I came and just sat. I don't even know the student next to me. After class, it's already six o'clock, and I have to rush for the Asar prayer, and then straight home. I don't meet them.
Interviewer	:	That means you don't interact, do you?
Learner 5	:	There is no interaction, really. There is simply no time to interact with classmates. It is possible if we hang around after class. But we are always rushing after six o'clock to pray and all that. Actually, I wanted to see Cik Isme after the seminar the other day to talk to her and to ask some questions. But there was no chance because after the Asar prayer she was gone.
Interviewer	:	How do you manage your work load? How do you fit your BEL 100 into your working and family life?
Learner 5	:	It is difficult.
Interviewer	:	Difficult? So, you only log on during office hours?
Learner 5	:	Usually while in the office. Now, I am in the process of installing online at home.
Interviewer	:	How long do you log on at any one time?
Learner 5	:	Usually only for half an hour, after lunch at one o'clock.
Interviewer	:	I see. That's half an hour everyday.
Learner 5	:	Aa…everyday.
Interviewer	:	That's everyday.
Learner 5	:	If there is nothing that's urgent, I'd do it during lunch time. This is the only available time.
Interviewer	:	The self-instruction manual. Do you read this SIM?
Learner 5	:	That self-instruction manual? I do at times…
Interviewer	:	How long do you read it in one sitting?
Learner 5	:	A little at night. It's only at night because there is no time during the day.
Interviewer	:	I see.
Learner 5	:	With the children and all, normally I do it after mid-night, for half an hour. At 12:30 I get sleepy and cannot read anymore. Have to wake up early the next day. I'd have a headache if I sleep late.
Interviewer	:	Do you study in your office often?
Learner 5	:	Yes, during lunch time.

Interviewer	:	Lunch time?
Learner 5	:	Or in the morning when I reach office a bit earlier. I see what I can do. At night I'd do some.
Interviewer	:	So?
Learner 5	:	Not much that I can do.
Interviewer	:	In any case, do you study alone?
Learner 5	:	Alone.
Interviewer	:	You don't do discussion?
Learner 5	:	No.
Interviewer	:	I see. What do you consider as positives in BEL 100 as you go along in this e-PJJ programme. Do you think something needs to be improved?
Learner 5	:	You mean e-PJJ?
Interviewer	:	This BEL 100 course in e-PJJ.
Learner 5	:	BEL 100? Mm…there are a lot of exercises as I see it.
Interviewer	:	What kind of exercises?
Learner 5	:	Don't count these exercises though. I say they should give us essay to do. If it is the lecturer who asks us to do and to submit it, and to set the deadline, we have to do, like it or not. But if the lecturer doesn't make it compulsory and leaves it to us to do as and when we like, it doesn't work.
Interviewer	:	So, when do you want it assigned?
Learner 5	:	Ok. It's like the one in the web which specifies the deadline to submit. The lecturer must tell the deadline and all essays must be submitted. Marks would be deducted for non-submission. Like it or not we have to do. We should be forced to do it.
Interviewer	:	I see. You prefer more exercises, right?
Learner 5	:	Aa…exercise. For me, exercise in English is necessary. I think it's difficult without exercise.
Interviewer	:	How to check the exercises?
Learner 5	:	That is a problem.
Interviewer	:	In terms of checking…
Learner 5	:	We need the lecturer to check. We don't know whether our work is correct or not. As it is, we do a lot of exercises on our own, but nobody is checking on it. Sometimes we feel it's not worth it. We do, but don't know whether they are correct or wrong. What do you think? We don't feel like doing it.
Interviewer	:	If you look at the back of SIM, you'll find the answers.
Learner 5	:	Now it's ok. I can look and refer to the answers.
Interviewer	:	Once you find your answers are different from those in SIM, what do you do?
Learner 5	:	I'll try again.
Interviewer	:	Try again? That means you know you were wrong and have to try again.
Learner 5	:	Aa…I look at the answers to find out why I am wrong. So I look at other books. Look at other references.
Interviewer	:	So you use other books, too?
Learner 5	:	Yes, I also use other books.
Interviewer	:	You do? What are the negatives things about this course?

Learner 5	:	Nothing that I know of. I don't know. There is no problem as far as I am concerned. We have to adjust ourselves. No one can help, really. Everything that is useful to us is online, including SIM, past papers. I mean everything that is useful to us is available. It is up to us to do it.
Interviewer	:	What materials do you use now? What books do you use, apart from SIM?
Learner 5	:	Aa…there are many. My children have books on pronunciation, grammar and what not. I also use these books. But, because I am already old, it is also not easy to learn from the books. I have to read many, many times.
Interviewer	:	Aa…that's the problem.
Learner 5	:	That's the problem. It is difficult to remember even after repeated reading. It's a headache.
Interviewer	:	Take the case of the SIM book. In it there is a recommendation on what to do, what to learn. Then before each exercise there is an explanation, right? Are all these good?
Learner 5	:	Good.
Interviewer	:	You don't have problem with it?
Learner 5	:	I like that type of book. It provides guideline which helps us to understand better. I don't like books with too many exercises, but I don't know how to select the suitable ones. There has to be 'filling in the blanks' exercises and the grammar shouldn't be too complicated. It's just for our practical use. I have little time. I have to spend time with the children and other chores. So, I need something simple that I can look up every now and then, something that doesn't require a lot of thinking. I feel so tired.
Interviewer	:	Can you use the materials in the exercises and apply it in your everyday work?
Learner 5	:	So far, I have not been using it in the office because I am so used to mixing English and Malay words. That's the way I speak in my office since day one. Even while speaking English to my boss, I often use Malay words in between because I can't come up with the English words. My boss doesn't seem to mind.
Interviewer	:	In any case, does the English you have learned help you?
Learner 5	:	So far, I don't think so. No. Maybe there is no improvement yet. It could be that I am a slow learner.
Interviewer	:	I think maybe it's because you don't practice it.
Learner 5	:	Aa…not to say that I don't practice. I do speak English in my office. I don't know. Maybe my tongue has hardened.
Interviewer	:	I don't think so.
Learner 5	:	You don't think so?
Interviewer	:	No…you just need practise..So, you don't really interact with your classmates, do you?
Learner 5	:	No, not that much.
Interviewer	:	Even on the phone?
Learner 5	:	I do in other subjects, but not that many times. And in BEL, I have never done that because I don't know anybody anyway. I

		am in a different batch from them. Not only that I don't know them, I am in the class for only one or two hours. There is not enough time to get to know them. In FSC, I do know people, but not in BEL.
Interviewer	:	Are there students who use the forum room to chit-chat?
Learner 5	:	Not that I know. There could be, but it is not widespread as to be going overboard.
Interviewer	:	There are allegations that students use the forum room to promote products commercially.
Learner 5	:	So far, I don't know.
Interviewer	:	I see. So, students don't use forum to promote products.
Learner 5	:	From what I gather by listening here and there, they are talking like 'how are you', 'thank you' and that kind of talk, jive talking that's what they do.
Interviewer	:	That's social talk, right?
Learner 5	:	Aa…
Interviewer	:	It's mostly that kind of conversation isn't it?
Learner 5	:	Yes, that's the kind of talk these people do.
Interviewer	:	So, anything else you want to say about BEL 100?
Learner 5	:	I don't know. Maybe I don't have any.
Interviewer	:	Maybe you want to share with me some of your problems, burden or things like that?
Learner 5	:	My problem is the fear of speaking in English. I am so scared and I don't know why.
Interviewer	:	Are you really scared?
Learner 5	:	Scared.
Interviewer	:	What really scares you?
Learner 5	:	Scared (emphasising the word).
Interviewer	:	Ha…
Learner 5	:	I am scared I'd run out of idea while speaking.
Interviewer	:	Is that the only reason?
Learner 5	:	Mm…
Interviewer	:	If someone gives you an idea, do you think you can speak comfortably?
Learner 5	:	Maybe. It could be the idea that is lacking in me. But sometimes I don't know how to start. When you say the idea is given, what kind of idea is it? If it is general, like everyday thing, may be I can just blabber. Look at the things the teenagers talk about nowadays. That doesn't require sophisticated idea.
Interviewer	:	Do you think students in e-PJJ can learn English better by using everyday topics?
Learner 5	:	Yes, it is easier that way. It is easier for us to give idea. But the one used the other day was too difficult for me. Like the topic on competition, that is competition in school. I don't know how to talk about it in English. I was scared.
Interviewer	:	What about your friends?
Learner 5	:	They seem to be able to do it. I don't know. Maybe they read a lot. Fear has got the better of me. My head is already

		crammed and I can't think anymore. They can speak, but not me.
Interviewer	:	That means there is no problem for some of your friends?
Learner 5	:	They may have no problem. As for me, it is always difficult because I don't have much idea. I can't seem to be able to see things, interpret things, and get ideas from something that could be obvious. We are told to think of something, to talk about it in English and to give ideas as well. That bothered me so much so that I couldn't open my mouth.
Interviewer	:	Do you have any other things to say?
Learner 5	:	No, I don't have any.
Interviewer	:	That's it?
Learner 5	:	Essay is ok. But, essay requires grammar. And, grammar needs a lot of practice. Am I right?
Interviewer	:	Aa…
Learner 5	:	That, you have to improve yourself.
Interviewer	:	At the time you first joined e-PJJ, did you know what to expect?
Learner 5	:	I know. I have to. What else? Actually I like the face-to-face learning style. I don't mind going to class everyday. At least we know we will learn everyday. I prefer that way.
Interviewer	:	Face-to-face?
Learner 5	:	Yes, face-to-face. But then there is little time. I finish work at 5:30 and have to reach here by 6:00. I know PLK is also conducted here, isn't it?
Interviewer	:	Yes.
Learner 5	:	I am not always certain that I can arrive here in time. And then class finishes at 10:00. Upon reaching home, I have a lot of chores waiting. Oh, I can't take it anymore.
Interviewer	:	You can't take it anymore? Are you giving up?
Learner 5	:	I cannot. Sometimes that feeling do comes around..You know you just want to give up, but (sighing) I just try to push myself.
Interviewer	:	You shouldn't give up…
Learner 5	:	I know it is tiring you know being a student, a mother, wife and also working full-time..too challenging.I don't know if I can last.
Interviewer	:	Well, I know the feelings but you shouldn't give up. Alright Learner 5, is there anything else you would like to add?
Learner 5	:	Not that I can think of.
Interviewer	:	Nothing else?.... So, thank you, thank you Learner 5.

Learner 6

Interviewer : Thank you Learner 6 for agreeing to this interview. Can you tell me something about your experience as a student in this e-PJJ programme? Why did you enroll for this course?

Learner 6 : So far, I can carry, but sometimes when there are assignments coming one after another at about the same time I can't finish them on time. Take the case of BEL 100. The exercise comes every week, usually on Mondays. Even before we finish that one, another comes. We have other assignments exercise to complete, too, besides BEL 100. Maybe we have to manage our time well.

Interviewer : Why did you enrol in e-PJJ? Why did you register?

Learner 6 : Why? You see, at 20, I am still young. Besides, many of my friends have gone to IPTA. Personally, I am interested to go back to school. I am keen to do this diploma course, to learn public administration. I think this will help me realise my hope of becoming a diplomatic officer, to be able to travel all over the world. If I continue my study to the higher levels, Insya-Allah this hope could materialise.

Interviewer : So, you do need the diploma, and the reason for wanting a diploma is…

Learner 6 : Satisfaction.

Interviewer : Personal satisfaction?

Learner 6 : Yes, for my future and, perhaps, for my career advancement.With the blessing of Allah I am going to continue studying to the highest level.

Interviewer : Ok. Now it's about three months since you started with e-PJJ. So, what do you feel generally about BEL 100? How do you feel about it?

Learner 6 : Emm…how do I feel…

Interviewer : Your opinion about BEL 100.

Learner 6 : Let me put it this way. I am not always too conversant in English. And my lecturer, Puan Norazah sometimes speaks too fast, right? This is when we find it difficult to understand her. But if we know the topic she is talking about, we can always look for reference later. In cases where she's keeping to the topical schedule, say we are sure she'll be teaching pronouns in the next class, then we can make preparation at home. Do exercises or anything related to pronouns.

Interviewer : What about the material you get? Let say that blue book, the one…

Learner 6 : Blue book?

Interviewer : Yes, the blue book, that self-instruction manual. So, what do you think about the book? Have you looked at it?

Learner 6 : I have.

Interviewer : Have you done the exercises?

Learner 6 : I have.

Interviewer : Aa…what is your opinion about the book? Is it good?

Learner 6 : It's a good book.

Interviewer	:	Is it?
Learner 6	:	The questions are about the same. We can refer what we don't understand to the note that she gave.
Interviewer	:	So, you find her note useful. Do you think the note is up-to-date?
Learner 6	:	At this stage, I think I prefer to have only one book for reference. I don't know what to do with so many books. That book is ok, I think.
Interviewer	:	So, that is the only book you use, right?
Learner 6	:	Yes, it is.
Interviewer	:	For your…
Learner 6	:	BEL 100.
Interviewer	:	BEL 100. And for you to improve and all that?
Learner 6	:	Use a dictionary.
Interviewer	:	Aa…use a dictionary. You see, in the book you find some instruction, recommended study plan and all that. So do you find the book is good. What about the guidelines? In seminar one she said you have to read chapter one…and it goes on.
Learner 6	:	Oh…chapter one for seminar one and chapter 2…
Interviewer	:	Aa…aha…
Learner 6	:	Yes, I can follow because we are well guided, I think so.
Interviewer	:	Do you think the book is effective? Effective in improving your…
Learner 6	:	Sometimes. At times I don't understand what is written. I am not that good in English, anyway. I have to ask friend whenever I don't understand something, don't understand the examples in the assignment. Even after repeated reading I still can't figure what it is. That's when I refer to the book, and later, discuss it with friends. Occasionally there are things I don't understand but my friends understand them.
Interviewer	:	I see.
Learner 6	:	Aa…and in that case I'll come to know the answer.
Interviewer	:	What about forum?
Learner 6	:	About forum…
Interviewer	:	I mean that forum, where you facilitator, your lecturer give activities to do.
Learner 6	:	She does give.
Interviewer	:	Do you think the activities are interesting?
Learner 6	:	Interesting. It's interesting. She gives us assignment every week, good, but, at times we can't finish the assignment. The deadline is within one week. Then comes another assignment, and we haven't finished the last one. Yes, there are backlogs at time.
Interviewer	:	So, is there activity given online by your lecturer that you find very enjoyable to do?
Learner 6	:	Discussion. She uses the discussion as an avenue for us to speak in English. Just like we are doing now. In that manner, I think the discussion is quite interesting.
Interviewer	:	Interesting?

Learner 6	:	Yes, but I only do what I know. At times I find some students giving long opinion, I mean with long sentences. I can't come up with such lengthy sentences. My, some of those sentences are excellent. I just do what I am capable of.
Interviewer	:	So, in a way you do participate in the forum, right?
Learner 6	:	Yes, I do.
Interviewer	:	Ok, you said you like the discussion part most.
Learner 6	:	I think one can really improve from participating in the discussion, and that's good preparation for the speaking test later. As of now, Puan Norazah hasn't given back what I have written. I don't know whether my sentences are correct or not. I could have used it for my speaking test later. I take it Puan Norazah will do it in the speaking test as what she does in the discussion.
Interviewer	:	That'll be as far as the things she will ask, right?
Learner 6	:	Yes, I think so.
Interviewer	:	Ok, about this course. Do you enjoy this course?
Learner 6	:	Of course, I enjoy it. I also like Puan Norazah.
Interviewer	:	You do enjoy the course, right? In that case, what do you think about the course structure? You know, she has given what needed to be learned. That part on speaking and there are some technical things, too. Of course there will be assessment, test, final exam and what not. So far, what do you think about the course structure. Is it good?
Learner 6	:	Good. It's good, I think, because she goes step-by-step. First, she taught this one. Second, she taught something else, all in sequence. Later when feel a bit comfortable, she did speaking test. If we follow the course structure and learn what she teaches then during the final exam we'll be ok. I think I can manage it. To improve our English, we have to follow step-by-step and learn as she goes along in the course.
Interviewer	:	So, what do you think?
Learner 6	:	Since all the subjects are in English, I have to be really interested in this BEL 100.
Interviewer	:	That's the other thing that makes you really interested?
Learner 6	:	Yes, it is. Sometimes we do communicate in English in office. In fact, the idea about attending English courses is not uncommon in our office. Yes, I would love to be able to speak English well in office.
Interviewer	:	Does your office provide communication courses?
Learner 6	:	Sometimes we do have, and we can find it in the form of brochures and pamphlets, and we have to pay to attend the courses
Interviewer	:	Oh…
Learner 6	:	They are organising seminars and things like that, and the registrar organises English courses. That one we have to pay. If our office wants to send us for a course, then it's free, but they wouldn't send us, anyway. They'll select other people.
Interviewer	:	So, you pay your own for courses you are attending?
Learner 6	:	That one we are paying.

Interviewer	:	I see. Where are you working?
Learner 6	:	UPM.
Interviewer	:	Oh, UPM. So, they pay for short courses, but they don't send you often. And you are interested to go. Now, tell me about the forum, about the feedback. Say, if you ask a question to a lecturer. How is her feedback? Is it prompt or late in coming?
Learner 6	:	It depends on the question. If the question is the kind that doesn't really need an answer, someone else will answer. At times, the lecturer doesn't even log on and we ourselves log on everyday. Take my case. I log on everyday, but only post anything that is important. If the question is that important, the lecturer will give a feedback in a day or two. Then I'll get the answer.
Interviewer	:	That means her feedback is ok, but neither too quick nor too slow. How about other students?
Learner 6	:	At times, part one students post things that are irrelevant.
Interviewer	:	Irrelevant in what way?
Learner 6	:	You know, we were already given deadlines for some assignment, given the format, and to do this and that. All are clear in the instructions. But, some students will still ask maybe because they don't read the instruction properly.
Interviewer	:	You mean they ask about all the deadlines and format already given?
Learner 6	:	Yes.
Interviewer	:	Do you interact frequently? Are you looking forward to the forum?
Learner 6	:	Actually, I log on everyday, but for the purpose of looking for important material like new exercises, and things like that. Sometimes the lecturer gives some to print outs. Once we get the exercises and know the deadline, we just do it. If we don't understand something, then only we ask.
Interviewer	:	So, you log on everyday?
Learner 6	:	Hmm…
Interviewer	:	How long do you log each time for BEL 100? How long is it in one sitting?
Learner 6	:	Everyday I take the BEL 100 book to office. So, whenever I have an assignment I'll refer to the book to see whether I really understand the questions in the assignment. Then make a print-out. It's only in the office that I can do my reading. This is my worry.
Interviewer	:	Aa…
Learner 6	:	At times, I am not sure about my work. Then I'll make a print-out.
Interviewer	:	So you only do your assignment and reading all that in the office. What about at home?
Learner 6	:	The computer at home is out of order.
Interviewer	:	Oh…
Learner 6	:	That's why I do everything in the office.
Interviewer	:	How long can you spend time in the office to do your school work?

Learner 6	:	Normally I do after office, sometimes going home only at 9:00 p.m. Office finishes at 5:00 p.m. If there is a lot of assignment, then I'll work until 9:30 p.m. But that's the most.
Interviewer	:	Is there anything negative in the forum?
Learner 6	:	Negative?
Interviewer	:	Yes, anything negative.
Learner 6	:	I haven't seen anything I consider negative.
Interviewer	:	What about good things in the discussion. Can you think of any?
Learner 6	:	Emm…about discussion, I'll give an example of positive thing. I like the discussion and I think other students do like it, too. They give opinion that's new to me. That's interesting to me. I learn a lot from it.
Interviewer	:	You everyday will only be active in the discussion whenever the lecturer gives a topic.
Learner 6	:	I don't know, but most of the students who participate actively are fluent in English. Their sentences are long and good.
Interviewer	:	What about those who don't participate?
Learner 6	:	I don't know why some are not active.
Interviewer	:	In your case, do you participate?
Learner 6	:	I do participate, but my sentences are not as good as theirs. If you look at what I write, there is not much point in it. I try to elaborate, to make it clear, but still there is nothing much in it.
Interviewer	:	Hold on, just what did you say about the positive thing?
Learner 6	:	The points those given by Puan Norazah. There are those who are good in English, but I am not that good. So the points given by Puan Norazah are useful to me, and I'll elaborate on them. It's nothing compared with what those students are doing. I mean they elaborate that good.
Interviewer	:	At least you are taking part. How many students are there in the class? I suspect it's quite a number, about 30 if I am not mistaken.
Learner 6	:	I think only eight of us log on regularly.
Interviewer	:	Why, that's not a big participation.
Learner 6	:	I think most of them are like me, not that good in our English. And BEL 100 is all English. I think my sentences are not good, but I just do it.
Interviewer	:	It's alright to try. So, what aspect of the course do you like most? The one you like most?
Learner 6	:	Sorry?
Interviewer	:	What do you like about BEL 100 in this e-PJJ programme, be it in the seminar, in the lecture, the material, the forum?
Learner 6	:	Let me think. Yes, it's when we have group discussion like the one we just had. I like this aspect of the course. That's the time we can communicate with our lecturer.
Interviewer	:	Do you like the face-to-face aspect of the seminar?
Learner 6	:	Not really. We are not always comfortable although we do try to participate sometimes. You see we're not sure what we do is correct. But whenever the lecturer gives a good feedback our fear diminishes. That gives us encouragement.

Interviewer	:	What about the online?
Learner 6	:	Online?
Interviewer	:	Doesn't the lecturer give encouragement during the forum discussion?
Learner 6	:	No. She just gives the topic and we discuss it. It's mostly that.
Interviewer	:	No words of encouragement?
Learner 6	:	None.
Interviewer	:	Anyway, what aspect of BEL 100, you think, needs to be changed?
Learner 6	:	Needs to be changed?
Interviewer	:	Yes, needs to be changed.
Learner 6	:	Emm…
Interviewer	:	Something that needs to be changed. What do you think?
Learner 6	:	I can't think of any. I think everything is fine.
Interviewer	:	It seems everything about BEL 100 is fine with you?
Learner 6	:	For me, everything is fine. I don't know about other people.
Interviewer	:	I see…Anyway, I believe there had been no assessment and exam so far. So, what's being done is mostly exercises. What do you think about these exercises?
Learner 6	:	Of course, I do like the exercises.
Interviewer	:	You do like it. Why do you like it?
Learner 6	:	I can improve my English by doing these exercises. You see, I do little writing, little communication in English. So whenever I do the exercises, it helps me put words, like pronouns, in the correct places. So I like these exercises. Basically, if you can do the exercises, you can use it in your communication.
Interviewer	:	And that's what you like. Do you practice it?
Learner 6	:	I do practice it. Sometime I talk to my siblings at home. Now its' more frequent. Some in the office. But I just changed office and haven't talked much with these new people.
Interviewer	:	What about the timing of the test? Is it suitable?
Learner 6	:	Timing?
Interviewer	:	Yes, the timing of the test.
Learner 6	:	Test on what we learning now?
Interviewer	:	That's right. There'll be a progress test in the third seminar. Then there'll be speaking test in seminar four. Is the timing ok?
Learner 6	:	I think it's ok.
Interviewer	:	You don't have problems with it?
Learner 6	:	No, I have no problem with it.
Interviewer	:	That'll be on Sundays, and you don't have a problem with it?
Learner 6	:	No that's fine with me…
Interviewer	:	Alright. Have you looked at last year's paper?
Learner 6	:	No, I haven't.
Interviewer	:	Oh, you haven't seen it. So you don't know how it looks like?
Learner 6	:	No..maybe I should look into it after this…I'll try but I know it's difficult to access the library.
Interviewer	:	Is it so?

Learner 6	:	That's what I heard from friends. I haven't tried…aaa…maybe they just don't know where to click…students are like that they only take the easy way out..
Interviewer	:	What do you mean by" easy way out"?
Learner 6	:	Most don't take things seriously. They just want everything easy…the easiest would be if the lecturer provide everything…don't you think so? Then one doesn't have to think….
Interviewer	:	I see…do you do that..
Learner 6	:	No, I don't. I hate that attitude, typical of a student…you earn money you have to spend it wisely , so why waste for silly attitude..
Interviewer	:	Aaaaavery good attitude you have towards education…that's the spirit.
Learner 6	:	I have to. I lost my chance once, and I think it's payback time..to be successful. I'm still young.
Interviewer	:	You're right…anyway, did you attend the induction held during registration for the programme?
Learner 6	:	I did attend.
Interviewer	:	You did. What do you think about that induction?
Learner 6	:	The one many of us attended?
Interviewer	:	Yes, what do you think of the induction session?
Learner 6	:	What do I think? Emm…there were so many of us there.
Interviewer	:	Was the session any good?
Learner 6	:	You see, we are not full-time students. It's the full-time students who talk a lot.
Interviewer	:	Do they help the e-PJJ students?
Learner 6	:	Kelas maya. That was not being explained in detail.
Interviewer	:	Really?
Learner 6	:	We still don't understand what is kelas maya although it was explained in length. Back at the office, we try to recoup what was said about the thing. I think I can follow the briefing.
Interviewer	:	You can follow?
Learner 6	:	Yes, I can.
Interviewer	:	Did they give you anything?
Learner 6	:	What thing?
Interviewer	:	Notes, explanation and that kind of things.
Learner 6	:	There was. It's about how to use it.
Interviewer	:	Do you think students need training on how to use kelas maya?
Learner 6	:	There's no need.
Interviewer	:	There's no need for it?
Learner 6	:	I think it's quite simple.
Interviewer	:	Is it?
Learner 6	:	For me, if you listen to the explanation, it's quite simple. But actually I am more familiar to the usage of the computer.. They also gave examples. How to open the e-mail, step-by-step. If we follow the instruction correctly, we can use the kelas maya.
Interviewer	:	There's no problem to…
Learner 6	:	No problem. The only thing is that there are just too many people on that day and too noisy.

Interviewer	:	Is there a need for hands-on training?
Learner 6	:	No, there is no need to call for such help so far.
Interviewer	:	Is there any technical problem?
Learner 6	:	So far, none.
Interviewer	:	It seems you don't have any problem at all. Ok, what did you feel about the induction session? What do you need from the session?
Learner 6	:	During the induction session?
Interviewer	:	Ehem…
Learner 6	:	Nothing as far as I am concerned. We have been introduced to the lecturer. I don't think I can think of any.
Interviewer	:	Don't you need explanation on each subject?
Learner 6	:	There's no need. Everything has been explained on the website.
Interviewer	:	What do you think about the support from your lecturer?
Learner 6	:	Support?
Interviewer	:	Yes, support from the lecturer in BEL 100. You know, she gives new assignment on Mondays. Does she give any feedback in between time?
Learner 6	:	If we ask, she will give a feedback. If not, then it's that new assignment for us every Monday.
Interviewer	:	Is her feedback one-to-one or for everybody?
Learner 6	:	For everybody. Aren't we in a group? So, it's for everybody in the group.
Interviewer	:	Is it?
Learner 6	:	Yes.
Interviewer	:	Will she answer question individually?
Learner 6	:	Yes, she does.
Interviewer	:	So, she'll answer. That means she helps every one of you to improve, right?
Learner 6	:	She answers our questions. Yes, that's what she does.
Interviewer	:	Do you have any negative experiences with BEL 100 I mean, during any discussion with your friends? Whether its' during discussion in the forum room or outside when you meet each other. Is there any negative experiences?
Learner 6	:	Negative?
Interviewer	:	Yes, like those that make things difficult. Or there could be students who cause trouble.
Learner 6	:	So far, none. I don't think of any.
Interviewer	:	About the positive things in the discussion?
Learner 6	:	Mostly I discuss with my office-mate. My office mate is also in e-PJJ programme.
Interviewer	:	In BEL 100 too?
Learner 6	:	Yes, we are in the same department. Anything we don't understand, we discuss between the two of us.
Interviewer	:	The two of you?
Learner 6	:	Yes, the two of us.
Interviewer	:	I see.
Learner 6	:	So, if I don't know how to do, no, not that I don't know at all. It's more like I am not so confident with my answer. So my

		office-mate will tell me what's wrong with it. Do it this way
		and that way. Put this and add that. Things like that.
Interviewer	:	With other students?
Learner 6	:	Other students? They are not my lecturer.
Interviewer	:	I mean, with other students in the same class.
Learner 6	:	With the other students? I have never interacted with them.
Interviewer	:	Never? You mean you have never interacted with others?
Learner 6	:	Only in the forum.
Interviewer	:	In the forum do you ask each other?
Learner 6	:	No.
Interviewer	:	Not at all?
Learner 6	:	I never asked.
Interviewer	:	You have never asked? What about the other students? Do
		many of them ask? Do you see any?
Learner 6	:	Most of them who ask, they don't ask among us. Say, let there
		be a topic. Do we seek each other's opinion and suggestion on
		it? No, we haven't done that so far. They do ask question, but
		there are usually trivial in nature. These questions do not raise
		interest.
Interviewer	:	And the questions are directed to the lecturer, and not to each
		other?
Learner 6	:	Not to each other.
Interviewer	:	You mean they also don't interact with other students.
Learner 6	:	As I said earlier, it's only in the discussion. And even then,
		only eight students usually take part.
Interviewer	:	How do you fit your BEL 100 with your working and family
		life? You said you log on in the office everyday, but never at
		home. Am I right?
Learner 6	:	At home I did log on.
Interviewer	:	But not now?
Learner 6	:	Now, not anymore because my computer had a malfunction
		recently.
Interviewer	:	When you did log on before, how long did you log on in one
		night?
Learner 6	:	Before the computer went out-of-order, it was every night.
Interviewer	:	Every night?
Learner 6	:	Yes, every night.
Interviewer	:	The computer must be close by for you to be able to log on.
Learner 6	:	The computer was in my room.
Interviewer	:	Oh…it's in your room.
Learner 6	:	I did use it every night, often late into the night.
Interviewer	:	So, the computer was in your room, and you logged on every
		night. When the computer went out-of-order, you have had it.
Learner 6	:	With the computer out-of-order, I have to do it in my office. I
		have to stay back to do my school work.
Interviewer	:	About that book. Do you do it in the office or at home?
Learner 6	:	I do the exercises from the book at home. There is little time in
		the office.
Interviewer	:	How long do you take to complete your exercises at home?
Learner 6	:	How long do I take?

Interviewer	:	Yes.
Learner 6	:	It depends on the questions. Usually, maybe one hour.
Interviewer	:	It looks like you are a diligent student, a hardworking student. Can you tell me something about your study habit?
Learner 6	:	As a matter of fact I am interested in English, even during primary school. I want to be good in English. I watch English programmes on TV. In school I was even the head of the English Club. But why have I not improved much since then? Maybe the teaching of English in school has not reached the level it should be. I thought in the university it could be better for it has many sub-topics. So, it would be interesting to learn. At home we do a lot of exercises. And, if we don't understand we could always refer back. I do spend a lot of time on exercises.
Interviewer	:	So what do you hope to get from this course?
Learner 6	:	I really hope it will improve my English and I will be able to use it in my daily life and also to upgrade myself. So people will have respect for me. You know…when you can speak good English people will listen to you more.
Interviewer	:	Is that so….you think so?
Learner 6	:	I think so..it is a prestige language.
Interviewer	:	Really?
Learner 6	:	I feel that it is so…but I don't know about others (laughing).
Interviewer	:	Do you feel the burden taking e-PJJ?
Learner 6	:	No.
Interviewer	:	E-PJJ is not a burden to you?
Learner 6	:	I am enjoying it.
Interviewer	:	You enjoy the programme?
Learner 6	:	Not in that sense. I don't have anything to do at home. Nothing to do at night.
Interviewer	:	Even though it is a distant learning, and you know, you get to meet in class only once a month? Is that ok for you?
Learner 6	:	It's ok.
Interviewer	:	No burden?
Learner 6	:	No, I don't feel it's a burden. I feel ok.
Interviewer	:	Anything else you want to say about the course you want to share with me, the thing you need to change, thing that you like or don't like?
Learner 6	:	I like elementary politics, like it most. Computer in boring, although basic computer is ok with me. Most of those who really like computer are men. For them, anything computer is easy. For us who are not interested in computer, it just makes us sleepy.
Interviewer	:	BEL 100 is English. But what about other subjects? Are these in English?
Learner 6	:	Yes.
Interviewer	:	Yes, all these are in English. So, you feel this BEL 100 should be enough to help the other subjects? At least a little?
Learner 6	:	It does help.
Interviewer	:	In what way?

Learner 6	:	In constructing sentences. Say, in elementary politics we have to write sentences. We are given or taught only the points. So, when we write the points into sentences, we use what we learned in BEL 100, simple present tense, pronoun and what not.
Interviewer	:	Do you think the course will help you in your working life?
Learner 6	:	Working life?
Interviewer	:	Do you use English in your working life?
Learner 6	:	Yes, I use English. Like what I am doing in BEL 100 now. Before this, I only knew a few words, here and there. Now I know more and I am using it. Say, whenever suppliers come to my office, I can communicate with them in English a bit more confident. Yes, something like that.
Interviewer	:	So, it's really up to you to make the best out of BEL 100, right?
Learner 6	:	Yes.
Interviewer	:	Anything else you would like to share with me? Anything else?
Learner 6	:	No, but I'll answer any question. On my own I don't think I have anything else to say. I just don't have anymore ideas.
Interviewer	:	Now you don't have anything else to say. If I have anything else to ask you, I'll e-mail it later. Is that ok with you?
Learner 6	:	Ok.
Interviewer	:	Thanks a lot, Learner 6, for your cooperation and time.

Learner 7

Interviewer	:	Ok.
Learner 7	:	Basically you want to know my strengths and weaknesses, right?
Interviewer	:	Yes, basically that's what I want to know. And after that your study habit, that's all. First and foremost, thanks a lot for your time, especially in this holiday mood. I am taking your time from your family. I' am very, very sorry.
Learner 7	:	It's ok.
Interviewer	:	So, I would like to know something about your experience as a student in the e-PJJ programme. I want to know why…
Learner 7	:	Is it general?
Interviewer	:	Yes. Why did you enroll in the programme?
Learner 7	:	Actually it's because I'm working. That is the main reason. In the survey form I put it self-satisfaction. I was once a student at ITM, but apparently I took the wrong course. I felt so frustrated. That's why I enrolled again. But this time as a e-PJJ student. I came to know about this programme from the sister of my friend. She took…
Interviewer	:	IT?
Learner 7	:	Yes. I took this public administration course which is relevant to the government. I am now in the private sector and want to know the country's administration. How is it like.
Interviewer	:	Oh, you're in the private sector.
Learner 7	:	Yes.
Interviewer	:	What did you mean when you said you took the wrong course earlier?
Learner 7	:	Accounting.
Interviewer	:	I see…
Learner 7	:	ACCI. If you want to go for further study, you have to do professional course.
Interviewer	:	I see.
Learner 7	:	With ACCI, you cannot proceed to do degree course the manual way.
Interviewer	:	So, you are not interested to go for a degree in your…
Learner 7	:	Profession?
Interviewer	:	Yes.
Learner 7	:	It's difficult (laugh).
Interviewer	:	(Laugh).
Learner 7	:	That's it.
Interviewer	:	So, you change area of study so that you can be ahead of your friends. Is that what you mean?
Learner 7	:	I was really planning to go to ITM after my ACCI. I was thinking about my finance the need to work first. I was twenty at that time. I worked and got married. Now my children have grown up and its time to go back to school. I think four years is not a long time. I am starting this year.
Interviewer	:	I see. Why do you need a diploma?
Learner 7	:	Sorry?

Interviewer	:	Diploma in public administration.
Learner 7	:	Yes, public administration.
Interviewer	:	Why do you need a diploma?
Learner 7	:	At first I thought I wanted to join the public sector, the government. At my level the entry point in the government is SPM, not ACCI. I wanted to work in the government with diploma qualification. The age limit to enter government work is thirty-five.
Interviewer	:	Hmm…
Learner 7	:	No, it's something like thirty-one or thirty-two. No matter what, I still need to go for a degree course.
Interviewer	:	I see.
Learner 7	:	I am really interested in the diplomatic service they call what?
Interviewer	:	*Pegawai Tadbir dan Diplomatik.*
Learner 7	:	That's it.
Interviewer	:	I see. Why do you like to be a *Pegawai Diplomatik*?
Learner 7	:	I don't really know. I just want to travel all over the world (laugh).
Interviewer	:	(Laugh). Even though you have a family?
Learner 7	:	Yes (laugh).
Interviewer	:	(Laugh) ok. That's a good idea. So, what do you feel about BEL 100 course in the e-PJJ programme?
Learner 7	:	Ok. I feel the course is good because I am not so good in English. It is for my personal development at the office as the part of conversation and other things are all in English. This way I can polish my English.
Interviewer	:	Mm…
Learner 7	:	Except the exercise book. My style is I don't like the inclusion of answers at the back of the book.
Interviewer	:	Mm…
Learner 7	:	I am more in favour of the lecturer giving the answers. Then we can check. Our tendency is to look at the answers at the back.
Interviewer	:	Mm…
Learner 7	:	I don't like this to happen. That is the thing about the exercise from the book and when Pn. Norazah tells us to look at the back of the book at the answers. I say (sigh) I don't want to do it. If possible I don't want to know that there are answers at the back of the book. But we do look at the answers for Chapter 2 and remember them. I prefer to just look at them and be able to remember.
Interviewer	:	I see.
Learner 7	:	So, when come to doing the exercise, I already saw and knew the answers. I feel like I am not honest when doing the exercise. I already knew. That's the only thing I don't quite agree with BEL 100 is being taught.
Interviewer	:	So, what about the course in general?
Learner 7	:	In general? So far, it's ok. I think the way Pn. Norazah teaches is good, easy to understand. Even the simple examples she gave were easy to understand. Some of the content in the

		scheme look confusing through, and some were really easy to understand.
Interviewer	:	Since you are talking about this scheme, can you tell me something about the offline materials, I mean the self-instruction manual. Do you think it's very helpful?
Learner 7	:	Which one?
Interviewer	:	The self-instruction manual, that scheme.
Learner 7	:	Oh, you mean that's the one.
Interviewer	:	Do you think it is very helpful?
Learner 7	:	For me, yes. Anything that helps us would be useful. The exercises are indeed helpful.
Interviewer	:	Are these up-to-date?
Learner 7	:	Up-to-date in what way?
Interviewer	:	Like whether you find it useful to your work which requires you to use a lot of English. So, you would want it to be up-to-date with your work, wouldn't you?
Learner 7	:	Yes.
Interviewer	:	You do?
Learner 7	:	Yes, especially the business English.
Interviewer	:	Ok. So, what do you think of the content? You see, there are several instructions in the scheme. Before attempting an exercise, you can look at the instruction and also read some of the instructions on how to go about using the self-instruction manual.
Learner 7	:	Aha…
Interviewer	:	And there are also some recommendations on study plan, aren't there?
Learner 7	:	Mm…
Interviewer	:	And about the exercises. There is even an explanation on how to begin the exercises, how to go about doing it. For example, what is the article 'a', 'an', when do we use 'a', and when do we use 'an'.
Learner 7	:	Oh, that one.
Interviewer	:	Do you think all those things are effective?
Learner 7	:	Are these effective? For me, yes, it's effective.
Interviewer	:	Very effective?
Learner 7	:	Yes, because at times we don't know which article to use when constructing sentences, when carrying out conversation.
Interviewer	:	You are talking about article 'a' or 'an'?
Learner 7	:	Yes, when to use 'a' and when to use 'an'. I forgot to bring the book.
Interviewer	:	And there are nouns and verbs, right?
Learner 7	:	I don't know a thing about nouns, and also am not sure whether the grammar is correct. So, when we are using words, sometimes we forget to put the 'a' or the 'the', and things like that.
Interviewer	:	is the explanation in the book sufficient?
Learner 7	:	So far, it looks sufficient to me.
Interviewer	:	Do you understand?

Learner 7	:	Sometimes I do refer to it in my office since I bring the book to work. It's only once in a while through as there is always a lot of work.
Interviewer	:	So, it's helpful to you, very helpful, right?
Learner 7	:	Yes, it appears so to me.
Interviewer	:	What about the recommended study plan? You know there is a recommended study plan that before seminar number one, you have to cover Chapter 1 to Chapter 3. In seminar number two, its Chapter 4 to Chapter 6. Do you follow this recommendation?
Learner 7	:	There is a slight problem because between classes there are too many chapters to cover and worse, I didn't attend the second class. I have read the ones for the first class, but I didn't understand much as it was the first time. But, the way Pn. Azah taught I begin to understand why we were asked to cover Chapter 1 and Chapter 2. After that she would give more exercise every Monday. She is right. So, we have to follow her system.
Interviewer	:	So, when you study, you do follow her system as recommended in the study plan. That way you would find it easier, right?
Learner 7	:	Yes, that's self-discipline. That's because you have studied the system yourself.
Interviewer	:	So, those instruction, the recommended study plan, they are useful to you, aren't they?
Learner 7	:	So far, yes.
Interviewer	:	Now, can you remember any activities, exercises in the scheme that you enjoyed the most or you didn't enjoy at all? You feel like…
Learner 7	:	Oh, my. I have not finished my homework (laugh).
Interviewer	:	(Laugh). Do you enjoy what you are doing? Do you like what you are learning? Is there something that you do, but you actually don't like it?
Learner 7	:	Nothing that I know. I am used to be doing things in my office under directive. People ask me to do a job. I just do and finish it. There is one thing, however, that whenever one asks questions in the forum, we want to know the answer. The thing is that we don't know when the answer will come. We don't know when. In my work, we get immediate reply, say from the manager or someone else.
Interviewer	:	Ha…
Learner 7	:	Sometimes we are confused and need clarification, but we have to wait for the reply. Sometimes we need the reply fast. We can't wait.
Interviewer	:	That's something to do with online, isn't it?
Learner 7	:	Yes.
Interviewer	:	What do you think of the activities your facilitator gives in the forum?
Learner 7	:	She gives…
Interviewer	:	Activities. Does she give activities?

Learner 7	:	Pn. Norazah is punctual in giving activities. She gives a lot to do from Chapter 2 and there are activities which involve reading. Apart from that, there are assignments on completing sentences. So there are a lot of activities from her.
Interviewer	:	That's good.
Learner 7	:	She is the most active among the four. In my opinion, Pn. Norazah is the most active.
Interviewer	:	So, you do enjoy these exercises, right?
Learner 7	:	Yes.
Interviewer	:	Actually, you…
Learner 7	:	I don't mind.
Interviewer	:	It's a good practice, isn't it?
Learner 7	:	Yes.
Interviewer	:	Do you like it?
Learner 7	:	Yes, I like it because prompt or not, she would always respond. Anyway, when I ask some questions at 12:00 midnight, I don't expect an immediate response. She would reply, but maybe within the same week or late by one day. Something likes that. What I mean is she keeps in touch with her students. Some lecturers are like the ustaz. Some other lecturers take too long to respond to our questions. We are always waiting and waiting.
Interviewer	:	Ha…
Learner 7	:	So, most of the time we have to study on our own.
Interviewer	:	The response is very important. Is that what you are saying?
Learner 7	:	Yes, it's very important. I can't phone her because she is very busy. Usually you all are busy. I myself have to work into the night. Most of the time, I am working in front of a computer, and so take the opportunity to now and then look at the website for the lecturer's response. At times some of the response comes only in the second or third seminar. It takes so long to response. We don't know whether it's the facilitator or the lecturer or others.
Interviewer	:	Who are the others? Are they lecturers?
Learner 7	:	No, not other lecturers.
Interviewer	:	Are you satisfied with the course? Can you share with me some specific aspects about BEL 100 in e-PJJ?
Learner 7	:	Ha.
Interviewer	:	Do you enjoy the course?
Learner 7	:	Yes, I do.
Interviewer	:	Generally you enjoy the course, don't you?
Learner 7	:	Yes.
Interviewer	:	Yes?
Learner 7	:	Hmm…
Interviewer	:	Why?
Learner 7	:	Why? It's because of the lecturer, of course. It's also because it is English. For me English is important. In my area, and later that I am hoping to be a diplomatic official, I will have to travel a lot. English is used a lot in communication. So, this application of the language in future is a key factor, and I have

		to master it. I have to know its flow, how to talk with people, how it is used in business.
Interviewer	:	You are very interested to join the diplomatic corps, yes?
Learner 7	:	Aa…(laugh).
Interviewer	:	That's good. What do you think about the structure of the course? Didn't the lecturer give you the course outline at the beginning of the semester?
Learner 7	:	Course outline? What is that?
Interviewer	:	What are the objectives of this course?
Learner 7	:	About that 20%...
Interviewer	:	That's assessment. Now I am talking about course outline, the one that should be explained by the lecturer. Why is it important for you to take this course? I believe you were also told about the objectives of the course.
Learner 7	:	I don't remember about that. Maybe I have it in my file.
Interviewer	:	Yes, at the beginning of the course, right?
Learner 7	:	During the first seminar?
Interviewer	:	Yes, during the first seminar. They should have given you at the end of the seminar. They would have given you the assessment as well.
Learner 7	:	That one, yes.
Interviewer	:	So, do you think the course structure is good?
Learner 7	:	In the case of the plan on how to achieve good grade, so far it's ok. It tells us the grade weighting - certain percentage for this and certain percentage for that. Something like that.
Interviewer	:	So, is it very helpful to you?
Learner 7	:	Yes. I have learned this kind of thing for two years. The last examination I sat for was quite similar to SPM. But for now, we have to do it in one semester. In my case, I can say I am happy. I am able to appreciate all the exercises we have done and all that. This is as far as I can comment.
Interviewer	:	In the first part of the course structure, it says you will have to cover a part of speech, and later, tenses, right?
Learner 7	:	Part of speech? Which one?
Interviewer	:	I am sure it's in the course outline. But I don't have it with me now.
Learner 7	:	It's a pity I forget to bring it.
Interviewer	:	They would have given you what you have to cover. The first is part of speech. In speech, you have to cover nouns, verbs, adverbs and the likes.
Learner 7	:	Oh…
Interviewer	:	And after that, tenses, simple present tense, simple future tense…
Learner 7	:	Yes, she did. She started from the basic and went on to the most complicated ones.
Interviewer	:	Do you think her course structure is good?
Learner 7	:	So far so good. Most of the books on grammar that I read cover the same materials as described in the course structure.
Interviewer	:	Is it very helpful to you? In the course structure, it goes from the simple to the most difficult.

Learner 7	:	If it goes from the simple to the most difficult, it should be helpful. But to me, it appears to be the same. I have bought other grammar books before, and I can say that these were the same. The only thing we can do is read and read to master the subject.
Interviewer	:	What about the online aspect of the course?
Learner 7	:	Aha…
Interviewer	:	When you join the forum, there'll be chat, e-mail and library. So, what do you think of the online and also the online forum? Do you like it?
Learner 7	:	For me, communicating through online is ok, except for the response. And, another thing is I am confused between the group and the course.
Interviewer	:	Ehem…
Learner 7	:	The one, the one…
Interviewer	:	The one you click?
Learner 7	:	Yes, the one I click. The first time I click, Pn. Azah told me to go to the group, not to the course. After I went to the course to chat with friends, Pn. Norazah was also there. So I was worried that she might scold me for chatting. For chatting we have e-mail. That's the one I don't understand. Which one is for communicating with friends?. I mean do you go to the course group or friends outside the group. Is the online for UiTM students or for specific group or only for lecturers?
Interviewer	:	Oh…
Learner 7	:	No, I don't understand the structure.
Interviewer	:	Oh, that's the one you don't understand. Were you not given a briefing at the beginning of the semester?
Learner 7	:	The Ustaz said he would only go to the group.
Interviewer	:	Ehem…
Learner 7	:	Ha. Some lecturers didn't say anything, except that we shouldn't chat in their forum and all that.
Interviewer	:	Ha.
Learner 7	:	So, I asked which of the online we can communicate with other students. They told us to go to the course. I went online under the course to communicate with one student, but it was Pn. Norazah or someone else who replied. I said sorry to her (laugh). I got the feeling it was Pn. Norazah.
Interviewer	:	Don't you ask your facilitator?
Learner 7	:	No, I didn't.
Interviewer	:	Ha…
Learner 7	:	I don't know how because according to most of the lecturers, there are too many students in the course and some are not even students.
Interviewer	:	Ha…
Learner 7	:	Ha, that's the only thing I know.
Interviewer	:	Yes, that's the reason, right?
Learner 7	:	Ha, the course. So, if we want to communicate, it is better to go to the group. This is the thing that confuses me.

Interviewer	:	Ok. I think you can also post a question to your facilitator. You can't do this in the course because it's too general. Everyone is with BEL 100.
Learner 7	:	Ha…
Interviewer	:	If it is under the group, it involves only your group. Here, you can talk to your friends, facilitator and lecturer. There's no problem.
Learner 7	:	I am scared (laugh). I have experienced once and dare not do it again.
Interviewer	:	Why are you scared?
Learner 7	:	No, not scared. I mean I respect the lecturer. I can't simply question what could be a guideline. It's not proper to do that.
Interviewer	:	But, so far there is no guideline, is there?
Learner 7	:	I don't know.
Interviewer	:	I think you are being polite.
Learner 7	:	Aa…what is that?
Interviewer	:	You are being polite and you don't just enter whichever you like.
Learner 7	:	I am used to being like that because the bank I am working has strict procedures. We have to strictly follow procedures. I mean I am just continuing my working habit here.
Interviewer	:	Ok. So, what do you think of the face-to-face aspect of this course? You have had it only once, the first time. In any case, what do you think about it?
Learner 7	:	I really like it.
Interviewer	:	You do?
Learner 7	:	In the beginning of the session, I was interested to know whether the lecturer was the kind who could get angry easily. At that time, it appeared to be so as he was suffering from flu. I was quite scared, but no matter what I would still prefer classes with the lecturer physically present. There would be no disturbances from people who talk and make noise. This is what I like. So, initially I was scared that she would be quite fierce. After some time, my apprehension disappeared, and I found her to be motherly in style, instead.
Interviewer	:	So, now you know the real picture and feel happy, right?
Learner 7	:	I am happy. The lecture is also clear, informative and to the point. And now and then, she would throw in a few English proverbs, things like that.
Interviewer	:	In a class of only two hours?
Learner 7	:	To be fair, two hours is not enough although we know that most students are already tired when they arrive, even before the class begins. So, two solid hours with fifteen minutes of humour here and there is fine with me.
Interviewer	:	What do the others think?
Learner 7	:	I don't know about them.
Interviewer	:	That's a plus point to you. Ok. Tell me something about the forum room. Earlier you told me you didn't know which course and group to join, didn't you? Regarding the forum

		room, can you tell me the feedback you get from your friends as well as from your facilitator?
Learner 7	:	Friends in BEL 100?
Interviewer	:	Let say, you give a suggestion or comment or ask questions. Who respond to you? Are they your friends or your facilitator?
Learner 7	:	Mm…most of the students appear to be polite. We know Pn. Norazah is serious. So almost all the questions posted are meant for her. And, the students do try to speak in English on her urging. That is good, I think. However, there are times when students use the wrong words. The lecturer would correct them, but she also encourages other students to help correct the mistakes.
Interviewer	:	They do correct students' mistakes, don't they?
Learner 7	:	Aa…
Interviewer	:	Wrong usage of words, is that it?
Learner 7	:	No, what I mean is do they understand the meanings. Other students would help by pointing the correct meanings. Yes, there is always help coming.
Interviewer	:	From friends?
Learner 7	:	Yes.
Interviewer	:	Mm…
Learner 7	:	Even if there are already answers posted by friends, Pn. Norazah will still answer or give comment because the questions were directed to her. Although she encourages students to participate, she wouldn't leave it to the students completely. She will not keep quiet just because other students have answered them. I think her style is good.
Interviewer	:	Have you ever given comments or ideas to others, and your friends support your comments?
Learner 7	:	Regarding BEL 100?
Interviewer	:	Yes, BEL 100.
Learner 7	:	I was looking for friends during the first seminar. So far, there was someone who sent SMS or political science asking how to do them. The thing was in English and friends commented on this. Anyway, they said they would come to do the work together.
Interviewer	:	Did you do this thing for BEL 100?
Learner 7	:	Yes, so far for BEL 100. We do it on our own because the answers are at the back of the book.
Interviewer	:	Is that all?
Learner 7	:	That's all. But, I always feel my answers are not that good compared with the template that is given one week later. As for me, I will look at the answers and check against my work.
Interviewer	:	Do you think the discussion room is quite active?
Learner 7	:	Not so.
Interviewer	:	Not so?
Learner 7	:	Not so active because at times we don't know what to ask. We do these things on our own and so we don't know what to ask. If you know what to do, go ahead and do it, and if you don't understand, then ask other people. But, in my case, I don't ask

138

		even if I don't know how to do the questions because I don't know what question to put up.
Interviewer	:	Basically, the discussion on the exercises online is based on the self-instruction manual. Am I right?
Learner 7	:	Yes.
Interviewer	:	Were you not given specific topics to discuss?
Learner 7	:	So far, most of the discussion revolves around exercises.
Interviewer	:	I see. In a real sense, you haven't had discussion, have you?
Learner 7	:	On general topics, no. On English, there was none so far. But, for agama, political science and things like that…
Interviewer	:	Mm…
Learner 7	:	For these things we did have discussion, but that was confined more to what is in the chapter.
Interviewer	:	Ha, yes.
Learner 7	:	That, we did have. But, to be actively involved such as answering and asking questions, that is a bit of a problem.
Interviewer	:	So the discussion in BEL 100 is based strictly on the self-instruction manual. Are these the only activities placed online?
Learner 7	:	Aa…yes.
Interviewer	:	Are there no other activities?
Learner 7	:	Apart from that, as far as I know, there is none.
Interviewer	:	There aren't any?
Learner 7	:	Maybe some additional exercises.
Interviewer	:	Oh, you mean additional exercises given by the facilitator?
Learner 7	:	Yes. These additional questions were given because these were were not found in the book. So we have to print and do them.
Interviewer	:	Ok. That means there are additional activities.
Learner 7	:	Yes, but there are no discussions on topics and things like that. I mean discussion in English. There was none.
Interviewer	:	Would you like to have that?
Learner 7	:	I would like to have discussions on specific topics, but not in English.
Interviewer	:	Do you mind if these are in English?
Learner 7	:	I would be persecuted.
Interviewer	:	Don't you want to improve your English? If you do, you have to brave it.
Learner 7	:	Yes, I agree.
Interviewer	:	If a topical discussion in English is organised, do you want to participate?
Learner 7	:	Yes.
Interviewer	:	That'll be interesting.
Learner 7	:	Yes, it's interesting. But for a beginning, please have a simple topic. Even for Bahasa Melayu we were first given simple topics. So, we want the same for English. Say, how do we feel about the Merdeka Day, and discuss it in English. I think I will like it.
Interviewer	:	You will like it?
Learner 7	:	Mm…

Interviewer	:	Ok. You said you'd like it, but as it is we don't have that yet. Do you look forward to participating in the forum room discussion?
Learner 7	:	To see who would be talking and who would be participating and all that? Yes, I would like to see.
Interviewer	:	I mean do you look forward to it?
Learner 7	:	What do you mean by 'forward'?
Interviewer	:	It means that we are really waiting to join.
Learner 7	:	Aa…actually I join the forum everyday.
Interviewer	:	You do?
Learner 7	:	But I do not post anything.
Interviewer	:	Oh, you don't post what?
Learner 7	:	I mean, I read first and only enter when I have something to ask. It is no point entering if you don't have anything important. You just don't enter to say 'hey, what is the discussion about?' So, what I normally do is look at what they discussing. That's why I know certain things are not moving. I mean something that was posted on August 11 has not been responded to until today. There were many students asking, but no one answered. So I am not keen to enter this forum. I like the English forum better. The participation is more active for English and agama. There are responses.
Interviewer	:	That means you interact much more in the English session.
Learner 7	:	Aa…
Interviewer	:	Is it because of the exercises? More people would be asking?
Learner 7	:	People ask the date of submission. Most will be asking this question.
Interviewer	:	Aa…that's the thing.
Learner 7	:	They don't send me the answer though because the answers are given at the back of the book.
Interviewer	:	I see. That's no good when the answers are in the book.
Learner 7	:	Ha, for me, that's my weakness.
Interviewer	:	Does that mean that's negative?
Learner 7	:	Aa…
Interviewer	:	What are positives about the online?
Learner 7	:	For online, it is the interaction that takes place when the response is fast. I mean, the forum can be active. The students would be more up-to-date and people's responses are quick to arrive.
Interviewer	:	Active in the sense that there is feedback from students as well as from the lecturer. Is that it?
Learner 7	:	Yes.
Interviewer	:	Yes?
Learner 7	:	No jive talking and things like that. I don't look at these things.
Interviewer	:	Do you think the course needs some changes? If so, what are the changes needed?
Learner 7	:	Course?
Interviewer	:	Yes, this BEL 100.
Learner 7	:	Change the course? I don't know because English is like…
Interviewer	:	Is there anything that you think it should be improved?

Learner 7	:	Anything to be improved? What kind of improvement needed for a subject like English? How to improve?
Interviewer	:	I need your opinion.
Learner 7	:	My opinion?
Interviewer	:	What do you think is to be improved?
Learner 7	:	What improvement is needed for the course? It's a unique course. How?
Interviewer	:	Only about the course. Do you have any suggestion?
Learner 7	:	Mm…change the course SIM. Change only that.
Interviewer	:	Change? Which one needs to be changed?
Learner 7	:	Change the answers.
Interviewer	:	What about the content? Is it ok?
Learner 7	:	I have only read half the book.
Interviewer	:	Never mind about having read only half the book. Is it ok, so far?
Learner 7	:	In some parts, the exercises are a bit difficult, but these are manageable. At least we can ask the lecturer. For the whole course, I don't know what to change. Is it to make it more interesting?
Interviewer	:	Yes, to make it more interesting and effective. I mean about the seminar. Is it enough with four times per semester?
Learner 7	:	I don't know about the seminar frequency because we are working people.
Interviewer	:	Or do you need more online activities?
Learner 7	:	Mm…in the beginning I didn't expect any seminar in this e-PJJ programme. I remember this well.
Interviewer	:	You didn't expect there's going to be seminar?
Learner 7	:	Ha…because it's e-PJJ. I thought all learning is through online. I thought it's ok with online, but the online is really used to keep in touch, to find out what the students don't understand. I mean the lecture is not conducted online. I thought we have to use speaker, microphone and all that to communicate online, but when I joined I found out there were seminars. Because it is e-PJJ, the forum is very important. If it is to be on Monday, do it on Monday, and fix the time properly, but make it flexible so that everybody can join. All students must attend, and if you are late you will have to give good excuse. But, come we must.
Interviewer	:	I see. That's one aspect you think should be changed?
Learner 7	:	Yes, because it's e-PJJ, everything must be on e-PJJ. We don't have to go physically to ITM. To me, the most important thing is the response in communication. I mean the communication between students and lecturer, it must in two-way traffic.
Interviewer	:	You are saying it must have the feature of full long distance learning?
Learner 7	:	It has to be inline with its name, e-PJJ. So, I expected to be online. But then, things don't move online or move very slowly. This is what the student feel, no response. We have to be on our own in almost anything. We also do not know whom

		to ask, and students themselves do not know. To ask the seniors and we don't know them. We don't live in the campus.
Interviewer	:	Ha, like full time students?
Learner 7	:	Aa…if this course is full time, we can meet or see the lecturer easily. As it is, we are on our own. But, the response in the online is very important and I log on everyday. If there is anything new I can always check. This is the why thing that is helpful.
Interviewer	:	You have told me about the exercises, quizzes and tests. Tell me how often does the facilitator give?
Learner 7	:	Not yet.
Interviewer	:	Not yet? Nothing is coming so far?
Learner 7	:	In the plan, it was to be in the second seminar. There would be public speaking, the one that counts for 10%.
Interviewer	:	It's not public speaking.
Learner 7	:	What is it?
Interviewer	:	Aa…speaking test.
Learner 7	:	Speaking test? Yes, that's it. But the one on haze was postponed to the third seminar, I think.
Interviewer	:	I see, ok. Do you mean your facilitator hasn't given any assessment online or offline?
Learner 7	:	What do you mean online and offline?
Interviewer	:	The one that should be online.
Learner 7	:	Is it the additional exercise?
Interviewer	:	No, any assessment.
Learner 7	:	Assessment? No, not yet.
Interviewer	:	The offline thing refers to seminar. There was only one seminar, so far. It means there is no assessment on seminar, right? I cannot ask you about the assessment because it hasn't been done at all, has it?
Learner 7	:	No.
Interviewer	:	So there are no quizzes yet, but there are exercises. Is that the one you said helpful?
Learner 7	:	Yes, the exercises are helpful.
Interviewer	:	Ok. Is it helpful in what sense?
Learner 7	:	The exercises, as I see it, are about our everyday life. And, also the conversation uses a lot of examples from your everyday life. That's how I look at it, but I don't know about the other students. For me, these exercises are really helpful.
Interviewer	:	Ok. So, it's good for you. Hold on for a second. But I know nothing about the assessment because it hasn't been carried out. Do you know when is the assessment going to be?
Learner 7	:	I don't know. May be it is during the third or fourth seminar.
Interviewer	:	What about mid-term exam and speaking. When are these going to be held?
Learner 7	:	That I remember. The speaking test was said to be during the second seminar.
Interviewer	:	But, so far, there is no definite date?
Learner 7	:	Aa…not yet.
Interviewer	:	Have you seen past years' questions?

Learner 7	:	I have seen one for political science. That's in…
Interviewer	:	BEL 100?
Learner 7	:	BEL 100? I can't remember.
Interviewer	:	Do you go to the library?
Learner 7	:	Which library?
Interviewer	:	The online library.
Learner 7	:	The problem with online library is to enter. The library has past question papers. It is also like the forum, that is, you have to click. I don't remember logging on under BEL 100.
Interviewer	:	That means you have not seen the question paper, have you?
Learner 7	:	I can't remember whether I did on in BEL 100. May be I did click, but just to browse at the material because it didn't have the answers.
Interviewer	:	You haven't seen it?
Learner 7	:	I just looked at the answering scheme. At that time I was more interested to know about political science material because we have a lot of exercises and we wanted to know how to do it. In the forum, people give very long answers, but you can't do that in the exam. Anyway, I didn't find the answers I was looking for, so I don't know how to do my exercises.
Interviewer	:	You think you have not logged onto BEL 100?
Learner 7	:	I think I have not.
Interviewer	:	The scheme.
Learner 7	:	I think I have not.
Interviewer	:	You better have a look at it because the last year' papes follows the same…
Learner 7	:	Sorry?
Interviewer	:	The course structure.
Learner 7	:	I will look at it later.
Interviewer	:	As it is, you don't know how the past paper looks like, right?
Learner 7	:	I have not seen it as I am too busy.
Interviewer	:	Did you attend the induction? This is the first session at the beginning of the semester, where the Director of IMEC was present.
Learner 7	:	Oh, that afternoon?
Interviewer	:	Ha…
Learner 7	:	That afternoon? Was that the one?
Interviewer	:	You didn't take part, did you?
Learner 7	:	I had to go home.
Interviewer	:	I see. So you don't know about the induction session?
Learner 7	:	I don't know. I asked others what transpired during the induction. They said it was as usual. I don't what they meant by 'usual'.
Interviewer	:	What did they mean by 'usual'?
Learner 7	:	Yes, they did tell me some explanation about the course. What you have to do, about you have to study by yourself, and all that. Just like what you see in the book on UiTM's e-PJJ programme.
Interviewer	:	It is more or less the same, right?
Learner 7	:	I don't know. I only heard from people who attended.

Interviewer	:	So, how do you go about logging onto online and what no?
Learner 7	:	Trial and error.
Interviewer	:	What about hand-outs?
Learner 7	:	First, I just try anything I know.
Interviewer	:	That means you don't have any hand-outs or material about how to log on?
Learner 7	:	Aa…I don't have. I just try on my own. They told me how to go to the forum. First, I asked those who are already in the fourth semester, online. Then I have to wait for the reply, but it didn't come. So, I just click here and click there, coming out and going in from time to time, until I hit the right thing. Later I found out that it was in collaborate.
Interviewer	:	Aa…collaborate?
Learner 7	:	Collaborate. I looked at the forum which I clicked by mistake. Initially, I thought it was in the wrong site because the ustaz told us we should go to the group.
Interviewer	:	Trial and error, right?
Learner 7	:	I just shoot.
Interviewer	:	Oh, I can see that a hands-on training is needed on how to go to the online. Do you think this training should be given to all students of e-PJJ before the actual session starts?
Learner 7	:	Aa…yes.
Interviewer	:	Yes?
Learner 7	:	May be like the first seminar, but it's only for half an hour. But it can't be during first seminar.
Interviewer	:	Is it the induction?
Learner 7	:	Yes, the induction. There should be a projector to show…
Interviewer	:	We have a projector.
Learner 7	:	We did?
Interviewer	:	Yes.
Learner 7	:	Oh, I have lost an opportunity.
Interviewer	:	But, that was a simple one.
Learner 7	:	Was it?
Interviewer	:	I don't know. They told me.
Learner 7	:	Oh, I didn't see it because I didn't attend.
Interviewer	:	Do you think training on the use of online for students of e-PJJ programme necessary?
Learner 7	:	Aa…which did you mean? The explanation was not clear. Do we enter the group, or do we enter the course. This is where I am confused.
Interviewer	:	The one that you are confused. This is the one I am referring to.
Learner 7	:	Say, I want to communicate and ask for their e-mail addresses. Can I e-mail? They may have problem if they don't have PC at home. In that case, I have to use SMS, but how much can I write? Using telephone may be costly. There is some problem here.
Interviewer	:	You mean e-PJJ students don't have PC at home?
Learner 7	:	That I don't know for sure. May be they are in the process of buying.

Interviewer	:	Are there students who don't have PC at home?
Learner 7	:	Maybe there are some who don't have. Maybe they use office PC.
Interviewer	:	Only in the office?
Learner 7	:	Most of us are working from 8:00 a.m. to 6:00 p.m. Maybe they don't do it at home.
Interviewer	:	I see. Do you have PC at home?
Learner 7	:	I have. I was ready for the e-PJJ programme. It is just the basic. But, I have it long before e-PJJ. Only now I don't look at the internet that much. I spread time on the PC for e-PJJ now, and later when I have time, internet.
Interviewer	:	You are ready for e-PJJ, aren't you?
Learner 7	:	Yes.
Interviewer	:	So, about the collaboration with the facilitator and other students, what kind of support do you get from your facilitator in this BEL 100?
Learner 7	:	Support?
Interviewer	:	Yes, support from your facilitator, your lecturer.
Learner 7	:	Aa…they encourage me.
Interviewer	:	How often does your facilitator interact with you beside during the face-to-face meeting session?
Learner 7	:	As I said earlier, Pn. Norazah really does keep in touch.
Interviewer	:	Ha…ok.
Learner 7	:	Her response is good although she said she is not computer savvy, but at least she manages to do it. I say her response is good. If I send a question today, I would get the reply the next day.
Interviewer	:	It is very effective, isn't it?
Learner 7	:	If she doesn't reply, she'll say sorry. She always tries. At least she is sincere wit the students. In the case of the ustaz, he is really active so much so that at times he could be mistaken for someone else.
Interviewer	:	I see. So, Pn. Norazah helps you to improve your English in BEL 100, yes?
Learner 7	:	I am comfortable with her. I am improving. She helps to improve my English. I have read a lot of books on grammar, but this is only self-learning. In this course, I learn better because of the verbal explanation by the lecturer.
Interviewer	:	You have told me quite a lot on the positive aspects of this course. Can you tell me some negative things about the course, if any?
Learner 7	:	If there is any, it has to do with the answers.
Interviewer	:	Is that the only negative aspect of the course? Do you discuss with friends? What about with your facilitator? Is there any other negative experience?
Learner 7	:	So far, no. No negative things about them. The one who gives the fastest response is ustaz. He is really fast. Pn. Norazah, actually she is not as fast as ustaz, but she is very active, too.
Interviewer	:	So, what you have here are all good experiences, so far?

Learner 7	:	So far, all good. But, I have said there is some negative thing. That is about the answers.
Interviewer	:	I see. That's the one that make you…
Learner 7	:	But …classmates.
Interviewer	:	Support from classmates?
Learner 7	:	Yes, support from classmates. So far, I don't know about them. There is no time to know one another.
Interviewer	:	Not even during the forum discussion room?
Learner 7	:	A bit difficult. I don't know about them, but I am a serious person. When I have to study, I study. I am paying my study from my salary. It is my own money. So, I don't want to waste money on unnecessary chit-chat.
Interviewer	:	For social.
Learner 7	:	Aa…. I don't think I can go there. Right now I am looking for people who are really serious.
Interviewer	:	I see.
Learner 7	:	So far, you are on your own. You are alone.
Interviewer	:	So, for BEL 100, is there anyone you discuss with? What about your friends?
Learner 7	:	I discuss a lot with colleagues in the office.
Interviewer	:	Aa…you mean colleagues who are also taking…
Learner 7	:	I don't have time to see them, perhaps, because of the distance. It's not certain whether I have to go to their house or they have to come to my house. But, mostly I am the one who invite them to my house.
Interviewer	:	What about discussing in the forum?
Learner 7	:	No, not in the forum.
Interviewer	:	No?
Learner 7	:	Because we do more exercises. Some do ask how to write sentences with the correct grammar and things like that. I can't help because my own English is still wanting. But I welcome any suggestion from them. There were instances where I wanted to answer their questions, but other people beat me to it. I don't mind though. They don't normally ask me for help specifically. They direct the questions to anyone who may be able to help.
Interviewer	:	You mean there are people who do ask questions?
Learner 7	:	Yes, there are.
Interviewer	:	You said you have not held discussion with your classmates.
Learner 7	:	So far I haven't.
Interviewer	:	Never? Can you think of any positive experience while discussing or working with your classmates? Oh my, why do I ask this question when you haven't had any discussion with your classmates?
Learner 7	:	Aa…I have discussion with my colleagues in the office, but not with my classmates.
Interviewer	:	Only colleagues at the office?
Learner 7	:	My colleague at the office had taken English literature before.
Interviewer	:	Oh, ok.

Learner 7	:	I refer to this colleague as cikgu. Most of the times I ask this cikgu if I don't get any answer from the BEL 100 functionaries, or when I have to wait too long.
Interviewer	:	So, you don't have discussion at all with your classmates on BEL 100?
Learner 7	:	Discussion on BEL 100 with classmates? No.
Interviewer	:	BEL 100? No.
Learner 7	:	But, we do have for political science, agama and computer.
Interviewer	:	I see. May I know why you don't have discussion with your friends on BEL 100?
Learner 7	:	Maybe it is because we are only doing exercises. My problems are like how to answer, do I understand, what words to use, and things like that. How to discuss these things with friends?
Interviewer	:	Why, don't you want to discuss it?
Learner 7	:	Maybe I don't like to discuss with them because I have no confidence in them. Most of them are still learning like me.
Interviewer	:	Oh, I see. That is what you perceive.
Learner 7	:	Yes, that's my own perception. Maybe I am more inclined to deal directly with a person who has mastered the subject well.
Interviewer	:	Can you tell me how do you fit your e-PJJ's BEL 100 schedule and time with your work and family?
Learner 7	:	My problem is that my husband doesn't want to speak English with me. He is not that good in speaking the language although he does read English. It's not that he doesn't know how to speak at all. He does, but…
Interviewer	:	Not that good. Is that what you're saying?
Learner 7	:	You know, he is from the rural area.
Interviewer	:	He is not that good, he does speak English, right?
Learner 7	:	He does speak English to me once in a while. Even when he speaks Malay, he throws in English words here and there, especially when he is talking something that has to do with engineering. Sometimes I speak English with my children. I know English is a matter of practice, isn't it? In my office, I encourage people to speak to me in English although I myself frequently converse in Malay. At occasions, the words are slow coming out of my mouth and people are waiting impatiently to hear. So what to do, except continue in Malay.
Interviewer	:	That's ok, I guess.
Learner 7	:	I can think and write, but I find it a bit difficult to think and speak.
Interviewer	:	When do you think you are going to log on to the discussion forum room?
Learner 7	:	When is it? Is it today?
Interviewer	:	No, not today, I mean when do you usually log on to the forum room?
Learner 7	:	The moment I reach office.
Interviewer	:	Everyday?
Learner 7	:	Yes, on reaching office, during lunch time, and after office. On reaching home, I will also log on for a short while.

Interviewer	:	How long do you spend in the discussion room in a day, in a week for English? I mean for English alone.
Learner 7	:	It depends on the response.
Interviewer	:	Is that so?
Learner 7	:	I see what's on and who asks questions. If can answer I'll try to reply. Sometimes the questions stay put. Normally I look for updates. That's what I do in the morning, during lunch time, and after office.
Interviewer	:	But, it is everyday, right?
Learner 7	:	Yes, it is everyday.
Interviewer	:	Roughly how many hours altogether?
Learner 7	:	I can safely say it is about tem minutes per session. That is, if I don't response. As I said it is before office starts, after lunch, after office when I have finished my work, and while waiting for my husband to pick me up.
Interviewer	:	Altogether it's about half an hour?
Learner 7	:	About that.
Interviewer	:	Is that the total time?
Learner 7	:	Plus at night.
Interviewer	:	Ok, that's about one hour per day, right?
Learner 7	:	Yes, I spend about one hour per day.
Interviewer	:	That's the total, I believe. How long do you spend doing exercises in the self-instruction manual in a week?
Learner 7	:	Now, I have to allocate more time to the other subjects which I am a bit behind. So I have to finish my exercises in one hour.
Interviewer	:	One hour a day?
Learner 7	:	Maybe one hour a day. I have to spend this much time for English. The children will take away my time now and then, but I'll spend altogether one hour to finish the exercises.
Interviewer	:	I see.
Learner 7	:	There is so much to write in this topic, and I have to read first before I write. It'll take at least two hours. I can concentrate fully during public holidays and Saturdays or Sundays. That's in the morning. Then I have to cook, followed by something else.
Interviewer	:	You can't avoid it, can you?
Learner 7	:	After lunch, your stomach is full. You can only do English. It doesn't require much reading. I can go direct to the exercise itself. In doing exercise, you just concentrate on it. If you need reference, you just refer to the dictionary. In other subject, you have to read first.
Interviewer	:	Tell me about your study habit.
Learner 7	:	Study habit…
Interviewer	:	In English.
Learner 7	:	Study habit for English?
Interviewer	:	Can you share a little with me?
Learner 7	:	The study habit?
Interviewer	:	When usually do you study?
Learner 7	:	You mean what time?
Interviewer	:	Not exact time. I mean during the day or at night?

Learner 7	:	Whenever I have time, I do it. My work sometimes starts at 7:00 a.m. and sometimes I'll be home only by 11:00 p.m. So, the moment I have some time, I'd immediately do it. That's why I always bring my book to office.
Interviewer	:	Do you mean you do your school work during office hours?
Learner 7	:	In between tasks. After completing one task and before starting a new one. But, I have to be careful because my boss is just next to me. I do all sort of 'under-cover' things just to get some time to do my school work.
Interviewer	:	So, you have to find time to do your school work both in the office and at home?
Learner 7	:	Yes.
Interviewer	:	In both places?
Learner 7	:	It depends on the availability of time.
Interviewer	:	Is the time always suitable?
Learner 7	:	You have to make it suitable.
Interviewer	:	What do you consider as positive experience in BEL 100 of the e-PJJ?
Learner 7	:	It has to be the lecturer.
Interviewer	:	Do you like her?
Learner 7	:	I like her. Although she is strict, she is motherly. We respect her because she seems to be very concerned with our progress.
Interviewer	:	What about your negative experience? Do you have any?
Learner 7	:	No. So far I don't have any negative experience.
Interviewer	:	You don't?
Learner 7	:	Except the one I said earlier. It's about the answers in the online discussion.
Interviewer	:	Oh, that one.
Learner 7	:	If the response is slow to come.
Interviewer	:	If it is slow, right?
Learner 7	:	In the discussion.
Interviewer	:	So far, does any of your facilitators slow to respond? What about your English facilitator?
Learner 7	:	None.
Interviewer	:	None gives a slow response?
Learner 7	:	None. Perhaps, the discussion which I couldn't participate.
Interviewer	:	I see.
Learner 7	:	I have to find an alternative means to finish the assignment given to us.
Interviewer	:	Is there anything else that you would like to tell me with regard to your experience in learning this BEL 100?
Learner 7	:	About…nothing.
Interviewer	:	Do you have anything to say about this BEL 100?
Learner 7	:	I like this interview (laugh). At least you know what I feel. At least somebody knows what I feel about this course. You can tell what I say to whoever you like.
Interviewer	:	You don't mind me telling it to others?
Learner 7	:	Oh, I don't mind. In fact, I like it.
Interviewer	:	This material is for my research. I cannot divulge your identity.

Learner 7	:	No, I don't mean my identity. I mean you can reveal my suggestion to people.
Interviewer	:	Ha, ok. Only if that's your opinion
Learner 7	:	Aa…I don't understand.
Interviewer	:	In general, is everything about the course good?
Learner 7	:	For me, it's good. It is good in the sense that it improves my English. I have been looking for good courses in English, and I also have attended several of them. But I was still poor in the subject. It could be my own attitude. Maybe I don't practice enough. I think in English, what you have learned you must practice and, moreover, how do you implement what were being taught. How do you develop communication skills?
Interviewer	:	Do you think you have acquired enough communication skills?
Learner 7	:	So far, not yet, I think.
Interviewer	:	That means it's only the speaking test?
Learner 7	:	No speaking test as yet.
Interviewer	:	But, is 5%, no 10% enough?
Learner 7	:	It's enough because for the 10%, we were asked to speak anything on the topic. In any case, because we have not done it, we don't know what is the style. I mean that speaking test.
Interviewer	:	Should the percentage of time on speaking be increased. Do you take this English just to do the exercises or to be able to write in English?
Learner 7	:	To be able to write and to communicate.
Interviewer	:	Do you write and communicate a lot in your office?
Learner 7	:	Yes, because all our clients are from the U.S.
Interviewer	:	Do you write more or communicate more?
Learner 7	:	We communicate on urgent matters. In case we have to write, we have to be more formal with certain style. Usually it uses more words like "Please do not hesitate to contact…" and other sentences with many words. The words must be the most appropriate. The message must be delivered precisely and correctly.
Interviewer	:	Does that mean BEL 100 in e-PJJ would be useful in your work?
Learner 7	:	The use of basic words and the ability to place words in the appropriate places.
Interviewer	:	Ok, ok.
Learner 7	:	At least I don't have to refer to grammar books all the time. In the forum, I would be able to immediately ask directly what I don't understand. I could ask how to reply to a person. But, so far, I have not tried it.
Interviewer	:	You have not?
Learner 7	:	So far, not yet. At least I want to know how to construct certain sentences. Maybe I can ask Pn. Norazah.
Interviewer	:	Is there anything else you would like to say?
Learner 7	:	I think there is nothing else. Just take me along to Scotland.
Interviewer	:	Oh, ok. Thanks a lot, thanks a lot.

Leaner 8 (not translated)

Learner 8	:	O.k thank you
Interviewer	:	O.k thanks Learner 8 for giving me the time tonight. O.k can you tell me something about your experience of being a student in the e-PJJ program.
Learner 8	:	Experience?, This is my first experience on PJJ, e-PJJ.
Interviewer	:	Why did you enroll as a student in the e-PJJ program
Learner 8	:	I'm need something better in my future and I enrolled because I got no time to be a full time student so I think this program is convenience for me cause I no need to go to class frequently. Just go four the seminar once a month and just go to the forum anytime I am free.
Interviewer	:	And then, why did you need the diploma?
Learner 8	:	I need better future for myself and my family
Interviewer	:	So it is for your career advancement and your family.
Learner 8	:	ya
Interviewer	:	So now, This is the third month of e-PJJ you know?, and you have taken, you have gone through the BEL 100 for the third month. So what are your general feelings about this course?
Learner 8	:	General feeling more to......
Interviewer	:	For the BEL 100?
Learner 8	:	BEL 100?
Interviewer	:	What do you think of it?
Learner 8	:	from which side?
Interviewer	:	It doesn't matter….
Learner 8	:	Anything from the note, from the way......
Interviewer	:	Anything
Learner 8	:	For me it's o.k, except for the , this is my opinion o.k
Interviewer	:	O.k, your opinion
Learner 8	:	except for the note, note because it's jumping, it should be you know like last time in a school, when a teacher teach us for about present tense, for example start from present tense and then present continues tense anything about the present tense continue with past tense, continue like that. This program one thing I'm not really comfortable is the way the lecturer give the assignment. Mostly we need go through the SIM only mostly, she just give us the exercise. May be one in a while we give us assignment to pass up to email to her but mostly base on an SIM itself. So most of the students not most some of us, they not very good in English, the just go to the SIM and see the answer at the back. So I think it not enough for us to improve our English.
Interviewer	:	O.k, so talking about the material, now that you are talking about the self instruction manual o.k. Do you like it or not?
Learner 8	:	yaa I like it.
Interviewer	:	the SIM, the modul
Learner 8	:	of course I like it
Interviewer	:	What is it about the activity or what is it about the SIM that you like?

Learner 8	:	everything from the exercises activity everything and the note itself cause I can recall what I learn last time but this time is better.
Interviewer	:	I see, so the manual is good
Learner 8	:	ya..
Interviewer	:	the instruction, explanation , and exercises is a good, they even have recommended study plan, you think that's good?
Learner 8	:	ya, of course, we didn't ..we are not going to the class, we are not like people in a school, so from the plan we can learn how to learn it steps by steps.
Interviewer	:	o.k, so you think that the book is effective, the exercises in the book are effective, it helps you.
Learner 8	:	It helps a lot. To me it helps a lot
Interviewer	:	How does it help you?
Learner 8	:	The exercise is a very particular from one subject to another subject is very particular so it is from my experience, it helps me a lot because something that I don't know when I see the activity SIM and then when I try to do that makes me better.
Interviewer	:	o.k so you enjoy doing the excercises
Learner 8	:	ya.. I enjoy
Interviewer	:	Great..is there any part in the SIM that you didn't enjoy?
Learner 8	:	No, because I really enjoy English (laugh)
Interviewer	:	o.k…o.k.. what about online activity?
Learner 8	:	Online activity…
Interviewer	:	The one that your lecturer gave activity online…does she give any activities online in the first place.
Learner 8	:	ya
Interviewer	:	what do you think of it?
Learner 8	:	mostly from the study material, from the note itself, I think should be more than that
Interviewer	:	should be more than that, does she provide you with links to go to a website, that you can go and..
Learner 8	:	she did but she only…. I realize she only give me one website to go through and then she need from…. she need the feedback from us about the website, but it's o.k
Interviewer	:	o.k ya…Any other activity that she gave online?
Learner 8	:	Some discussion, she give like topic sentence, that need us to do some discussion and give feedback to her, give reply to her
Interviewer	:	What you think of the activities?
Learner 8	:	very good, help us to good our English, how to make a sentence, how to correct our grammar all that
Interviewer	:	So except for the one that she always gives from the SIM
Learner 8	:	ya
Interviewer	:	O.k can you remember any of the activities that she gives online that to you is very interesting, that you enjoy so much?
Learner 8	:	that one is for our first assignment it should be, it is very simple but it is very interesting because we need to do few sentences, its about grammar, very basic grammar then we need

152

		to pass up to her through email and she will correct, she will mark
Interviewer	:	so that is very interesting
Learner 8	:	ya.. because that one is very interesting because it helps us because that thing very basic but most people cannot do that, it is very interesting for my opinion, very helpful in our grammar side
Interviewer	:	Anything that you dislike?
Learner 8	:	No, So far no. (laugh)
Interviewer	:	None
Learner 8	:	ya…none
Interviewer	:	About the course itself. Can you share some of the specific aspects of the BEL 100 course. You say you enjoy the course right? You enjoy it very much, so what do you think of the structure of the course. Just now you say you don't quite like because of the structure, it's like jumping from one to the other. Isn't it? Other than that? The structure of it? First you have to learn nouns, parts of speech, about tenses….is that o.k the structure is o.k?
Learner 8	:	the structure is o.k but I think we need more involvement on group discussion in class, group interaction because they just read the study material and we go to class and we can discuss what we don't know about that and most of the student they just keep quiet and just make don't know and so if I'm the lecturer I'm don't know what the student don't know right. So if we have group interaction in the same time we can help ourselves how to make us better in English speaking ability. The ability in speaking in English and then the interaction with the lecturer as well
Interviewer	:	Do you do it online also?
Learner 8	:	yes
Interviewer	:	Interaction, discussion among yourself among the students…..
Learner 8	:	Yes
Interviewer	:	You do it….
Learner 8	:	Yes
Interviewer	:	Do you think your friend is also discussing with you and ….
Learner 8	:	Some of us maybe half of the class I realize. Mostly only simple question, not so complicated.
Interviewer	:	What kind of activities do you think that a lecturer should give? You know… activities that students can interact ?
Learner 8	:	I think like short drama,
Interviewer	:	online?
Learner 8	:	online maybe give something like just one topic and we discuss it in a forum like that. Like I did last time.
Interviewer	:	What kind of topic do you think?
Learner 8	:	Free topic should be o.k, any topic
Interviewer	:	o.k any good experiences about the whole course whether seminar or online or anything to that matter….
Learner 8	:	something like?

Interviewer	:	good experiences, your feelings. You know what your feelings toward the online aspect of the course. o.k lets look at the online aspect. What are your feelings towards it, is it effective….?
Learner 8	:	For me it is effective because the lecturer will give us the assignment by weekly on weekly basis so the within one week we need to send the assignment so follow up by another assignment so it will keep us busy with the assignment in the same time it helps us with the English class
Interviewer	:	o.k so that is the best part about it. And then you say, face to face ….you need more discussion, isn' it? You talk about the drama, you touch about the drama. Is a two hour meeting o.k, it's a two hour meeting, you think it's enough?
Learner 8	:	ya. Because I got this experience last time may be before the class the lecturer may be can inform us through online through forum, we are going to have short drama just, just short drama like 5 minutse the late by 10 minutes like that, just to help us to communicate
Interviewer	:	That's the communication part?
Learner 8	:	ya….that's very important to me.
Interviewer	:	o.k about the forum group discussion, the forum discussion group, can you tell me about the feedback from your friends and facilitator, I mean if somebody asks you a question, does the feedback comes back very fast, the responses, does your lecturer respond very fast ?
Learner 8	:	ya. But depend on her availability but normally very fast, she will try to keep in touch with us immediately
Interviewer	:	does your friend help out
Learner 8	:	yes…
Interviewer	:	do you do that ?
Learner 8	:	yaah. I do
Interviewer	:	you help some other people?
Learner 8	:	we should do that
Interviewer	:	why? Why do you think you should do that?
Learner 8	:	why we should do that?
Interviewer	:	ya…
Learner 8	:	because I think. I want my friend be improve as me or better than me in english, I need to help them because mostly they are malay, they got this problem so I think malay student should face this problem they should very confidence in English, talking in English to people
Interviewer	:	So that means when they go online and you see any mistake do you correct your friends?
Learner 8	:	yes, I do
Interviewer	:	and you tell them why they make a mistake, do you do that?
Learner 8	:	I try
Interviewer	:	So was there any response. What did they say, when you help them what is the reponse like?

Learner 8	:	it was so good, they really appreciate it. They will say thank you for responding to them, sometimes I need help also I can ask from them
Interviewer	:	Do you look forward…do you look forward to log into the forum room?
Learner 8	:	yup
Interviewer	:	you do, why is that?
Learner 8	:	sorry
Interviewer	:	why?
Learner 8	:	why
Interviewer	:	Why do you want look forward to log into the forum room?
Learner 8	:	because of my passion to English. I love English so much. So I think it will help me, to make me better and my friends also
Interviewer	:	it doesn't annoy you when your friends make a lot of mistakes
Learner 8	:	no
Interviewer	:	or when they speak Malay, some of them speak Malay in the forum right?
Learner 8	:	some but I caught one but my lecturer already inform them not to interact in Malay, so far no more.
Interviewer	:	so far no more, o.k was there anything in the forum room that you do not like, that is negative, anything
Learner 8	:	so far no…
Interviewer	:	So far no.
Learner 8	:	ya
Interviewer	:	the positive part of it?
Learner 8	:	Mostly about helping each other, asking for help, asking for… mostly asking for help
Interviewer	:	for the explanation isn't it
Learner 8	:	ya, about the assignment
Interviewer	:	what aspect of the course that you like most, is it the face to face, the online the SIM, which one do you like more?
Learner 8	:	face to face interaction….
Interviewer	:	face to face interaction, why?
Learner 8	:	but online also is no problem with me
Interviewer	:	hmmm…?
Learner 8	:	because I got no time to go to class everyday, so this program really helps me because I can go, I can attend for the class from anywhere that I can go.
Interviewer	:	that' why you like that part
Learner 8	:	ya..
Interviewer	:	what is the least about the course you like
Learner 8	:	no idea
Interviewer	:	nothing at all. Is there anything about the course that you think should be changed?
Learner 8	:	should be changed? I should say nothing
Interviewer	:	nothing, you have not had your test, but you do have done the exercises right? Are those considered as quizzes or test?
Learner 8	:	which one
Interviewer	:	Any exercises that are given to you…
Learner 8	:	no that one is considered as self exercises

Interviewer :		o.k self-exercises, have you seen the past year papers
Learner 8	:	not yet
Interviewer	:	not yet so you don't know any part of it o.k
Learner 8	:	I can't access the past year papers
Interviewer	:	why is that?
Learner 8	:	because I go to wrong place
Interviewer	:	you got to go to the library ...
Learner 8	:	o.k
Interviewer	:	you got to go to the library and then you will be able to access to the past year papers there.
Learner 8	:	o.k I try
Interviewer	:	because I won't be able to ask you about the past year questions about the structure in an exam, let's go to the training. Did you take part in the induction session?
Learner 8	:	ya…
Interviewer	:	at the beginning of the semester, what do you think of that? What do you think about the induction session?
Learner 8	:	the induction is more to how we access the forum our website all that. But that day is quite confusing because the lady cannot explain to us very well so after the induction, most of them got face problem going to the website
Interviewer	:	really
Learner 8	:	ya
Interviewer	:	so do you think that students need training or not?
Learner 8	:	ya of course, because not all of us can really understand about the computer
Interviewer	:	Do you think the students need hands on training
Learner 8	:	ya, I think so
Interviewer	:	o.k, this hands on training, what kind of training, can you be specific and elaborate to me?
Learner 8	:	basically for me basically about this course only how to enter how to go to the study material for example because like me I think this problem I really don't understand how to disable for pop up blocker something like that
Interviewer	:	oooo
Learner 8	:	I think other person also face that problem
Interviewer	:	so they need training, the kind of training like they have…..for them to really show you……
Learner 8	:	because that day just show the slide and how to go to this to this area, this area so I think half of us were blur at that time.
Interviewer	:	aa... you think it is better for them to have a computer in front of them and do it
Learner 8	:	ya..
Interviewer	:	ya.. o.k
Learner 8	:	at least one
Interviewer	:	So that is the part of training that students should have
Learner 8	:	ya
Interviewer	:	o.k now about your collaboration, what about the support that's given to you by your facilitator, by your lecturer?
Learner 8	:	for example….

Interviewer	:	Does she give you, you know like, does she interact with you a lot in the class, in the forum room ?
Learner 8	:	yes she gives us a lot of tips especially on the exam tips, how to speak better in English,, how to do our exercises..
Interviewer	:	motivation?
Learner 8	:	ya
Interviewer	:	and encouragement given?
Learner 8	:	ya
Interviewer	:	what about your friends?
Learner 8	:	my friends?
Interviewer	:	do they support you in the sense…, when you know, for example do they give you ideas?
Learner 8	:	yes
Interviewer	:	when you give them ideas. do they support you and tell you things……..
Learner 8	:	yes, they do
Interviewer	:	their ideas….
Learner 8	:	some of them
Interviewer	:	You have that interaction going on, right? Can you tell me some of the things that your facilitator do to help you improve in your course. Besides the teaching part, teaching she has to teach… other than that, any other things that she helps you to improve your English
Learner 8	:	for example that day she give me, she give us a website, she ask us to go through give some opinion and serve that website and see how
Interviewer	:	that is the part of the support
Learner 8	:	ya…ya..
Interviewer	:	any negative experiences work when you discussing with your friend?
Learner 8	:	no, so far no
Interviewer	:	positive experience?
Learner 8	:	ya
Interviewer	:	is it the same example you have told me ?
Learner 8	:	ya
Interviewer	:	do you discuss with you classmate a lot?
Learner 8	:	through online or outside
Interviewer	:	either
Learner 8	:	mostly through online
Interviewer	:	ya
Learner 8	:	because, I don't really contact them outside
		Interviewer : oo you don't. So mostly online is it, that is very helpful to you?
Learner 8	:	ehmmm because I get to discuss things with them..and exchange ideas.
Interviewer	:	o.k this is about your work load and your time management right? how do you fit the BEL 100 PJJ learning into your working life and your family life, can you share a little bit of how you study?...your study habit

Learner 8	:	I always bring my book so I can read it anywhere so mostly I study at night, I also do my exercise at night mostly
Interviewer	:	when you log into the forum room, how often do you log in?
Learner 8	:	because I'm working on shift, every time I'm working in a morning shift, at night I will go to the internet.
Interviewer	:	to the forum
Learner 8	:	ya
Interviewer	:	how long do you sit and do your….. you know the forum session
Learner 8	:	at least two hours, for one subject at least 15 minutes.
Interviewer	:	for one subject 15 minutes, every day
Learner 8	:	at least twice a week .
Interviewer	:	twice a week and o.k so you study at home most of the time you don't study at work
Learner 8	:	not all the time
Interviewer	:	oo so most of the time you do your study at home
Learner 8	:	ehmmm
Interviewer	:	where?
Learner 8	:	bedroom because I find it comfortable…
Interviewer	:	You study at home…. and then, so is there any other problem that you are facing when you are a student.. I mean as the e-PJJ student?
Learner 8	:	Except for the assignment we got a lot assignment to do so I need to fit my time, other than that no.
Interviewer	:	other than that no, basically you enjoy the distance education program
Learner 8	:	ya, of course
Interviewer	:	anything else that you would like to share with me, your experience learning English, BEL 100 ?
Learner 8	:	I think English class last time, when I was in hotel management diploma course, we do a lot of activities in a class, even though we only have 2 hours for every class session. That kind of activity really help us and the lecturer also very helpful, our current lecturer also very helpful, last time we do a lot of activities rather than this time, because mostly student hoping too much from the lecturer give us something on the class ..
Interviewer	:	right…. full time student, you were doing that, last time you were a full time student, you are now an adult distance learner here, you have only 2 hours meeting, once a month…, right? That's the difference right? Any other things you would like to share?
Learner 8	:	No, I think I've told you enough..what I know.I hope it helps.
Interviewer	:	Thank you Learner 8, thanks a lot.
Learner 8	:	o.k

Facilitator 1

Name: Az

Interviewer	:	Ok, thanks a lot. I just want to ask you a little bit about your background. Can you tell me something about your experience of being a facilitator of the BEL 100 e-PJJ course.
Facilitator 1	:	To be honest, this is my first time. But I depend a lot on my last semesters experience with the BEL 250 code which is I meet you from the seminar especially to talk about the course with them rather than aa…I, the lie on the e-mail or forum.
Interviewer	:	But, how long you've been teaching the e-PJJ course? I mean, how long you've been in the e-PJJ course?
Facilitator 1	:	Altogether, aa…this is not my first year. Last semester was my first. This is my second year.
Interviewer	:	Second year, ok. And how did you start doing this job? Why do you take it out?
Facilitator 1	:	The e-PJJ?
Interviewer	:	Yes.
Facilitator 1	:	Firstly, I was trying to see how teaching English, teaching language could be done by aa…internet. But I feel that on my part I did not contribute much because I feel the online more open than what I'm doing now. Then, maybe the course will be effective but emm…
Interviewer	:	Why is it that you feel that you not contributing a lot?
Facilitator 1	:	Because aa…to juggle the full time classes as well with the going online. The timing is perfect actually. I should have time to do it but maybe because I'm not use to it yet.
Interviewer	:	Hang of it.
Facilitator 1	:	Ya.
Interviewer	:	Ok, then aa…what materials do you use to teach the course?
Facilitator 1	:	Ok.
Interviewer	:	Online.
Facilitator 1	:	Online? Online I depend a lot on the book itself because I think that what the students also have as a reference. Precise that, I use my own other books.
Interviewer	:	Such as?
Facilitator 1	:	Grammar book that _____ book or other grammar books _____.
Interviewer	:	How do you put it online?
Facilitator 1	:	I put the materials online. And then I see how they response. Most of the time they would re-do the exercise and send it back to me. So, I check online like that, like I will just comment. I will not say or I will just…ya, it is quite difficult to give the answers online but I will just say, 'ok, so enter your number one, number two, number three is wrong. Please retry,' like that.
Interviewer	:	So, meaning you give them exercises online?
Facilitator 1	:	Aha.
Interviewer	:	I see. And what about the offline materials?

Facilitator 1	:	Offline meaning during seminar?
Interviewer	:	Ha, during seminar.
Facilitator 1	:	Emm…for BEL 100, I only met them once and I also use books a lot, more than my own materials. Aa…for the past seminar, I think I, like make them see clearly what is the grammar is all about and they were quite happy. Because they were also having this aa…doubts about learning online, especially grammar. So, I make use of a book which is aa…helpful to them because they didn't have the vision book yet. And I showed them the part of speech everything. So, they have a sort of like aa…guideline of how to do their own studying.
Interviewer	:	So, they are, I mean the reference books also the self-instruction manual, do you think that is helpful? Up-to-date?
Facilitator 1	:	Oh, the one they got from the office?
Interviewer	:	Ya.
Facilitator 1	:	Emm…actually I've not seen the BEL 100 one, just the BEL 250. And it should be helpful because there are answers actually. Right? The first part, all the answers to the execises. Second part I'm not sure what they have there.
Interviewer	:	So, you don't use that aa…manual at all?
Facilitator 1	:	Not yet. I think this semester not yet. Last semester I did.
Interviewer	:	So, if your students ask you questions regarding the manual, then how do you answer them, when…you know, you don't use it at all?
Facilitator 1	:	So far with BEL 100, they have not asking yet because some of them already have the manual, some don't. So, I guess that's like the secondary matter of them during that first seminar. So, hopefully in the coming one, the next meeting on the eleventh, if they ask me, what I will do is of course guide them to what the book first. Because I'm sure they will ask me about how come this answer, the answer when they think is they think they have answered correctly, something like that. Always have to go back to the textbook.
Interviewer	:	I see. So, two hours of seminar. Do you think it's sufficient?
Facilitator 1	:	Not really.
Interviewer	:	Not?
Facilitator 1	:	Aha. Actually the class is big.
Interviewer	:	Ya. How many students do you have in your class?
Facilitator 1	:	In BEL 100 I have, I think nearly 30 of the last count is, the last check it was 28 or 29.
Interviewer	:	Oh, ok. So aa..do you think the self-instruction, self-instructional manual, is it helpful and up-to-date? I mean you have seen it but aa…do you think the content of it aa…they helpful and up-to-date?
Facilitator 1	:	Quite helpful la I would say, but of course things are made to be devised or_____. So, maybe they could devise the answers. Provide more options to the answer…
Interviewer	:	Aha, I see. Some students do complain that because of the answers at the back and they tend to turn to the back to look at the answers, so, what do you think of that?

Facilitator 1	:	It's actually aa…up to the individual of what he or she wants to achieve, isn't it? Emm…I also would like to have answers provided with my manual or textbook or book. But, I'm not saying I'm a good person, but if you are trying something, you shouldn't look at the answers yet, actually. You should try it first then only you check. Of course some people cannot actually help it right. They like to check along the way but you should try everything first. That's what I tell my student to…
Interviewer	:	You told your student to, that means explain to them, you think your students are doing that?
Facilitator 1	:	I don't think so, but because they are doing self learning on their own, they should make it a point to not look yet because there is no teacher to tell them.
Interviewer	:	And the… aaa… like the online material and activities that you used, mmm… in the forum room, you go opening to the forum room right, when you give activities on online?
Facilitator 1	:	So far once a week only
Interviewer	:	Once a week, so the one back, or the activities on the online, I mean the activities that you gave them, that means you post it once a week and then you…
Facilitator 1	:	Ahem… I only look at that next week like that
Interviewer	:	Do they submit anything to you then…
Facilitator 1	:	Oh yes, they are very hardworking, they have sent me a lot of exercises, and they were mostly comes from the book, from the guide.
Interviewer	:	Some instruction manual?
Facilitator 1	:	So, I'm quite happy with their participation because most student those go really online until..later.
Interviewer	:	They email you?
Facilitator 1	:	Yes…
Interviewer	:	They email you. So, they sent their assignment by emailing you… I see. Okay, can you say something about what thinking lies behind the activities that you give your student.
Facilitator 1	:	Thinking skill?
Interviewer	:	what thinking lies behind the activities that you give? You know, why do you give those activities? When you, like you took some from_____ you took some from revision book right, why do you give them that?
Facilitator 1	:	I believe in practice makes perfect, so I see the more they practice eventhough in the beginning they wouldn't know head or tail, or what they're doing, but as they see, as they practice, they would see a pattern. As I see, a pattern the understanding will come in a way after the individual. Ability to process as a text. But of course some they will see, they will be redundent. So, it just like more work, and they really don't know how to do it in the beginning. So, they get frustrated from that, but all those that la, I believe. So, they need more practice.
Interviewer	:	The exercises and the activities that you chose relates the course syllabus?
Facilitator 1	:	Ehemm…

Interviewer	:	It does. Okay, and can you remember any particular experience in witth the material you use online or offline as successful or unsuccessful?
Facilitator 1	:	Bel 100. emm icant really say but because the grammar they have already some bakground, so whatever exercises I post that to them, they will be able to do without much trouble, only on to slight mistakes. So, I guess… emm… one particular exercise ya.
Interviewer	:	Well, if you can remember that successful on tenses, or on parts of speech, feel you that is very successful.
Facilitator 1	:	The simple sentences. Because then, they can actually do the subject verb agreement aa.. When they write that simple sentences.
Interviewer	:	I see. Okay, any unsuccessful?
Facilitator 1	:	Oh yaa a lot… (Laughing) I guess when there are too many thing at one time, so they get mixed up especially with the verb tenses, they tendpretend to try to do more what did you call that aaa… not, not… they don't like the simple tenses a lot, I guess because they tend to think that it's too simple for them I guess. So,when I give them exercises, that actually require only simple tenses, they will go and use continuous and the perfect more than..
Interviewer	:	Than the simple tense. Why do you think that they feel that they are use too simple for them?
Facilitator 1	:	I guess because they're in a University, so I think they assume it should that kind of sentences. And it must be more sophisticated, than verbs like.. I eat Maggi mee everyday like that. Aa.
Interviewer	:	Okay, okay… so that is the reason why. Okay, what is your general feeling about the course. The Bel 100 e-pjj. Can you tell me some the good points and the bad points?
Facilitator 1	:	As a distance learning course, good points would be they would be tighting something for the assignment rather than they just copy, some and on, you know like some wont even copy the whole sentences, if I compare to my fulltime student. But, not so good would be, didn't have a teacher to guide them all the time only once a month. Those who are not so, who are passive, wouldn't want to ask too many question, in the class would lose out, I guess.
Interviewer	:	You talking about the forum interaction. Those who did not participate…
Facilitator 1	:	yes…
Interviewer	:	And do you like or dislike the whole structure with the course?
Facilitator 1	:	with in being online… and all?
Interviewer	:	Yes
Facilitator 1	:	emm… I wouldn't say that I really like it but, its another way the looking at teaching language. Its good in the sense that. If give we more, what do you call that, a wider perspective on teaching. I'm talk and talk person, so better I choose to try of

		the … then I know, what are the ways that people learn, like some peole don't like face to face interaction.
Interviewer	:	Aha… so, your general feelings about the online aspects of the course… the good point is that, you give you wider experience, anything else other than that?
Facilitator 1	:	For the students maybe, they… I can't say or speak on their behalf. I really have not asked them also.
Interviewer	:	But, for your, do you think that the online part of the course helps the students a lot?
Facilitator 1	:	Yeah, it should because… emm… specially those who are hardworking. Cause, when they go online, they already have things to work from, so they can immediately respond rather than urm.. if a teacher gives a homework in class. And then, they take it back and do other thing first, and then only when the due, then do it. I don't know how to really say it but if the student works online, I guess. He or she would be using the computer every day. That's why they choose online. So, I guess they will be exposed to it more other than fulltime. They only have english lesson, so they only are expose to it during class.
Interviewer	:	Do you think, that it has change your way of you know… interest in teaching?
Facilitator 1	:	In a way… yaa
Interviewer	:	In what way?
Facilitator 1	:	Emm… to see that technology can work, learning language especially English you know.. because they also, but for pjj they don't have the pronounciation practices yet. So.. it could useful, like I see the third languages they have softwares on how to pronounce word, vocabulary, you know that. So, you like…
Interviewer	:	So, you would like to have some softwares
Facilitator 1	:	Actually
Interviewer	:	included to… the software could help you on your student?
Facilitator 1	:	Than… more than I need it. Of couse I need too. Learn how to pronounce new words to write.
Interviewer	:	I see… Okay, so emm… what do you think of the face to face aspect with the course?
Facilitator 1	:	Face to face… emm, they need it and the lecturers also need it because they would know who they're interacting with online. Names and face would go together in the face to face session. Of course it's not easy to remember everybody's name.
Interviewer	:	Once a month right and can you share your experience dealing with the students online messages and feedbacks?
Facilitator 1	:	Okay, most of them are quite emm… not to say bold but, not to say daring also, but they are brief in the sense, they would comment you… like that day, once I received a comment thing because I was late than my usual date, so they go like… how come no word from you, Puan. Something like that. One student did it. So, I'm quite happy in the sense like, that they are interested in learning. Others just don't bother I guess… maybe they think nice thoughts of me. (laughing).

Interviewer	:	That means, they do like give you an indication if you do not come into the forum room. So, how often do you go on erm, come in. I mean,how often you log in?
Facilitator 1	:	Okay, from the beginning it was once a month, eh.. once a week… sorry, but two weeks ago I missed one week, that was a time when this student commented, he also smsed me asking about assignments u know… he's really hardworking I suppose..into learning.
Interviewer	:	but, serious about it, ya… do you respond to it?
Facilitator 1	:	I said… sorry. I forgot… to log.. to meet you online… something like that.
Interviewer	:	So, do you think that the feedback that you gave the students would help the students if you gave it promptly…?
Facilitator 1	:	Yeah… actually.
Interviewer	:	So, how promt?
Facilitator 1	:	Not that promt…
Interviewer	:	And then… okay, do you think that it's a burden for you to teach from online?
Facilitator 1	:	No, although I havent got the hang on it, but I kind of like going online with them because, not that I don't like face to face interaction, err.. it is also like, something like you can really reach everybody in the classrom I mean, but online they will be although is it a group forum but you still be individual basis… couse I will respond to every email..
Interviewer	:	Also you respond individually to the students. I see… even in the forum room? You're talking about emails now.
Facilitator 1	:	there is once that individual I think, where we click on that person's name. you can send individual email to that person, right?
Interviewer	:	So, that's email. And what about forum? When students ask you see.. they got in the nerves when students ask question. Do you respond one to all or you know like one to one?
Facilitator 1	:	For Bel 100, I tried to be one to one because I want to, also give them the idea that learning is fun. This is like the first of their series, so if they get the bad lecturers, the name stays you see.I'm worried about that.
Interviewer	:	Oh, you're worried about that aspect. Why is that?
Facilitator 1	:	Because when I taught Bel 250 last semester, one… actually one is a big dangerous number. One student said the Bel 200 lecturer, he's Bel 200 lecturer, they do not do as I did. Not that I'm saying I was good but Bel 200 only came to the seminar… Okay, any problems and everybody was quiet. They don't know how to start actually… So, okay… then she went on to something else. So, problems were not addressed… most problems is their personal. I'm not to say personal… individuals problems. But I think the lecturer responded online. It's just that they would like to have more, one to one thing interactions.

Interviewer	:	So, meaning that the students can compare notes among themselves. Aa,Okay! So, emm… what aspect of the course do you like most?
Facilitator 1	:	Of the course ye… emm, I'm beginning to like the online thing.
Interviewer	:	Why?
Facilitator 1	:	Because I can actually spend about just one hour the least to respond to all the email and they have something from them too. Just like they send me their homework and then, go like… they show their concern. Rather than student, fulltime student send me their assignment. They don't really bother about making corrections, when I sent them back my response, they will do a correction.
Interviewer	:	Oh… you respond their questions or whatever, and you corrected theirs and they will respond back. This e-pjj student?
Facilitator 1	:	But not all. Maybe like just a handful of the course.
Interviewer	:	I see. So. If it's over 30, then there would be like what?
Facilitator 1	:	Right now I can say there are about only 5 students. Ya.. but that's good enough for me.
Interviewer	:	Why do you say that it's good enough for you?
Facilitator 1	:	Because, I was also…not that, we call it efficient. I don't always give them encouragement online.
Interviewer	:	You talking about efficiently online. And then, what about the course, you know… do you like the list?
Facilitator 1	:	List… seminar on Sundays.
Interviewer	:	Why?
Facilitator 1	:	Emm… Personally I feel they are also tired. Because it's like a whole day seminar for them, and my meeting is always in the afternoon with them. not to say always but like last semester, I got one in the afternoon at 4.00, this sem again at 4.00. by 4.00 o'clock they are already like tired. So, they had seminar from morning and only, two hours break lunch to eat.
Interviewer	:	what do you do to perk them up?
Facilitator 1	:	just talk about daily thing, try and relate to the exercises, to something they do.. that the last meeting that I had. Okay, tell me what you did yesterday, then I can highlight the past tense, something like that. I cant do much because we need to catch up also because the coming one you have to teach them how to do the speaking exam..
Interviewer	:	There are just too many syllabus. Okay, so can you tell me about the assessment such as the excercises, do you have quizes and tests given to the student?
Facilitator 1	:	Just more on, going back on the text book exercises.
Interviewer	:	So, how.. really you don't assess the students?
Facilitator 1	:	Not yet.
Interviewer	:	Except for the….
Facilitator 1	:	written not yet.
Interviewer	:	The mid semester exam will be coming. So, that will be the first assessment, I see. So, can you tell me… how… Okay, no… you assess the students, erm the exercises, so do you assess them and can you tell me how you assess them?

Facilitator 1	:	Aaa… assess as in, from the number of correct answers they have, overall and I see the next set whether they slightly improve or not. Eventhough it's not the same set of exercises, probably the first one is like..nouns, second one verb, so you cant really compare but you can see from this number of correct answers that they are into it already. They are doing something for themselves. That's how I assess.
Interviewer	:	But, to.. aa.. does all this assessment carry marks on that
Facilitator 1	:	not to the final…
Interviewer	:	not to the final?
Facilitator 1	:	No pleases…
Interviewer	:	There is student know about that?
Facilitator 1	:	No, they don't know.
Interviewer	:	So, meaning when they submit exercises to you, they do not know that there was not carrymark, right? So, if they knew, that it carry marks, would that effect you?
Facilitator 1	:	I think it will. They will work harder I'msure because they are mostly working student, they are , when I asked on the first day, they said they are doing it because they want promotion, they want to do degree… in the future and all that. So, they always have a purpose… I guess if you really tell them that this one has mark, this is not, so they will definitely do those with mark.
Interviewer	:	Oh.. I see. They will always do those with marks right, and the reason need…
Facilitator 1	:	They need the grade.
Interviewer	:	They need the grade to… In order to pass… to go on to the next level isn't it? Okay, you said that the exercises are helpful right, errr… now, how do you check if the students have learnt from the activities that you have given?
Facilitator 1	:	Emm… check as in properly and guided quiz, but I'm not done yet, I don't think I could do on yet, because I'm keen more to giving them a lot of practices, but verbal comments would help.. like in the first seminar. One of them said… oh, now I finally see the big picture here. It's like they thought all this while, although it's broken up into parts like nouns is one part, verb is one part, but they cannot see the link but when I showed them it has a lot to do with writing sentences, erm..and one student did say that. Now, I see it. Now I see what grammar is all about.
Interviewer	:	It's one out of 30 students right?
Facilitator 1	:	I guess the other students are still in uh.. you know.. dFacilitator 1e. (laughing)
Interviewer	:	Then, do you find it's difficult to check on the students because this is distance learners you know, so you don't see them often. So, do you find it difficult to check.
Facilitator 1	:	I cant tell them like, everybody must send me something that's for sure, because they know it's their responsibility and because of time. So, only those who respond I will give words of their encouragement like well done, Okay, lets try some more, so I

		think normal person if you're told well done, that person will be motivated.
Interviewer	:	So, you use a lot of that encouragement words, aaah… Okay…
Facilitator 1	:	I hope those who, others who are quiet will be motivated when they _____
Interviewer	:	Aha… Can you share your responsibility experiences in terms of assessment?
Facilitator 1	:	Ooo… for this course?
Interviewer	:	Yes. Possibility
Facilitator 1	:	Meaning as in preparing exam papers, suppose we have one next week but that is more on portfolio. I'm not actually in the team of preparing question.
Interviewer	:	Aaaa… okay, so you don't have any responsibilities when it comes to assessment. All you do is carry out assessment that is given on papers, exam papers, given to you
Facilitator 1	:	Ahem….
Interviewer	:	Okay, so, what about the support given to you in the teaching of the course?
Facilitator 1	:	Support is good
Interviewer	:	From the administrators?
Facilitator 1	:	No, from my pears, because I learn a lot from those who are experienced in this. Those who have done this for the past two, three years.
Interviewer	:	how do you learn?
Facilitator 1	:	I ask them to teach me, how to do online, how to, you know what to say to them, things like that. How often you have to go online.. things like that.They say twice a week at least, but the most I'm dong is one, but I will try harder because now it's too close to examination.
Interviewer	:	So, do you have any problems with your administrators, resource person, coordinators, cliques o far? No problems at all?
Facilitator 1	:	No, because they are more on the other sides on the office. They don't really call you for anything except like when they can do that next week, like that portfolio,
Interviewer	:	Portfolio, workshop…
Facilitator 1	:	Of couse they call you for invigilation.
Interviewer	:	So, did you go through any training to teach on internet online with yous student?
Facilitator 1	:	Emm… they asked me to attend one, short. Very short session at the beginning, because I know a little bit about computer meaning I can well find a way. So, you know I well to play and all that. So, its quite easy. Only to the part where, where you have to do things that your management things like to download your name list, then they have to show me…
Interviewer	:	Emm… I see.
Facilitator 1	:	How to write email its not much a problem…
Interviewer	:	So, practically you do not need to have any training online to go on?
Facilitator 1	:	Yes, I don't need it.

167

Interviewer	:	If they do have a training, do you think its worth having the training for the facilitators?
Facilitator 1	:	Yes, I would love for them to have a course on teaching me, online teaching, teaching english online rather than how to use computer.
Interviewer	:	That's your request?
Facilitator 1	:	Aaaa…
Interviewer	:	Why do you want to request for that?
Facilitator 1	:	because I'm not like the tinkle area, but one proffesor when I did my masters told me it's really impossible to teach language online, and that's one of reason why I wanted to try, epjj, and when I tried last semester, difficult to me comes only in, the time when you don't go online. Then, the language become difficult. Of course, you can't really expect student to perform as well as face to face class room settings, but because they are working student, they have done their english in primary, secondary, so they have in terms of background foundation, it's not that difficult to teach them on that. Its more doing revision.. but to have a teaching students online course to be good, then, they would be all these theories
Interviewer	:	But you would need more time more time with the students, right?
Facilitator 1	:	Yeah… sort of…
Interviewer	:	So, right now you say that you do not have time due to? Can you tell me why you, do you not have time?
Facilitator 1	:	Well, it's partly because of my fulltime schedule, and the only free time I have, frankly speaking, I would like..love to do more my personal stuff. I take care of my personal stuff like you know… maybe finish my markings or whatever, although these are related to work but, things like that also takes a lot of free time.
Interviewer	:	So, meaning when you teach online, they require you to also teach fulltime hours?
Facilitator 1	:	Yes…
Interviewer	:	There are so many hours in a week and that require you to bring some work back home too, isn't it, so you do not have time to… actually be online everyday, isnt it?
Facilitator 1	:	Yaa…
Interviewer	:	I mean during the day, do you have any time at all to go online with the students?
Facilitator 1	:	I use my Mondays and my Fridays to either one, but I have done it once. Monday and Friday and that was the time when students sent a lot of things to me. I need more time, then I realized it. You should go online everyday. For you to be effective… teaching online effectively.
Interviewer	:	During the day you do have the time to go online, do you share your teaching resources with your colleagues?
Facilitator 1	:	Firstly, when they ask me for some teaching materials of course we need to share, but most of the time they don't. they use their own. Then I guess they might be different thing.

Interviewer	:	Okay… and you know… do your colleagues share their resources?
Facilitator 1	:	Yeah…
Interviewer	:	They do. Why do you think that's important to share resources with your colleagues?
Facilitator 1	:	Because of the difference in term of material itself. I might have something on them, but it's not very complete. It's not detail, but she would have something that can fill those gaps… so we can actually put two on this together, come out with something better.
Interviewer	:	So, it help… Can you think any of particular incident where you collaborate your colleagues?
Facilitator 1	:	So far with Bel 100… not done yet but last semester yeah…Bel 250 I have tried. When I taught speaking especially… but Bel 100
Interviewer	:	Is none yet. Aah… So, can you tell me something of the thing, you will do to get student to be active in the forum room?
Facilitator 1	:	Emm, so far, I just sort of like ask something. Okay, so the rest of you, when are you going to write to me.. just something like that.
Interviewer	:	You just.. yeahh.. post questions like that. What about during the face to face meeting? How do you make them active?
Facilitator 1	:	I use a lot of the traditional method, more of the drill.. I would call one by one, <u>for repitition</u>, sentences and answers to the exercises and all that, and then towards the end, I would go and ask them to go back and think like sit back and think whatever areas that topics that they still find it in _____. Then, tell them that this is the only time you can see me, you need to ask me now, so I can give immediate response, rather than by the forum.
Interviewer	:	So, you think the <u>drilling</u> method is very effective ways during face to face?
Facilitator 1	:	Some of them…
Interviewer	:	Yaa…
Facilitator 1	:	Some wont like it. I realized that they looked so bored when I do because they are older students.
Interviewer	:	They feel like they are treated like a child..
Facilitator 1	:	Uhummm…
Interviewer	:	Okay, so how do you then try to you know like get the attention from those who think that they are treated like a small child?
Facilitator 1	:	The one time that I did was,make them talk more. As in, okay why don't you tell me what you did yesterday, and then link back to their study, the topic of study of the day. That was when I did the verb tenses and all. So I asked them to name <u>something</u> around the room, just like that, so although child like, childish activities, but they responded better than the dream.
Interviewer	:	Okay, so how do you encourage your students to work on their own?

Facilitator 1	:	Okay… I make them feed, see that they don't have teachers to guide them everyday or maybe twice a week or full time class. So, I just motivate them more.. you have to do this on your own. You have chosen this method of learning, a lot of advises. Ya.
Interviewer	:	I see… So, do you encourage them to interact and make comment about themselves in the forum discussion?
Facilitator 1	:	No…
Interviewer	:	You don't encourage them to make comment?
Facilitator 1	:	Not yet… I don't know wether you're suppose to… are we? so far no…
Interviewer	:	No, okay… can you share some of the positive, and negative experiences that you had dealing either a student or a group of student.
Facilitator 1	:	Okay… with this Bel 100 group, most of them are younger, in the younger each group, younger than some of them. so, the younger one they are eager to learn, so they don't really mind me doing the.. doing your type.. all the question answer, but the older ones, they tend to be a bit, what do you call that… they don't really like the style and they don't like, isn't this suppose to be online like I should be doing it more online. So, seminar it just for a discussing problems, to them. So I said that yeah… seminar is more for discussing your problems and that's what we're doing now. If you have problems with the exercises and uhh.. you should tell me now, isn't it. But they feel that they know a lot more than this young ones, they keep quiet.
Interviewer	:	I see., Okay, the last thing that I asked you… can you share some of the positive and negative experiences you have dealing with either of a student or group of student?
Facilitator 1	:	In class, because of the difference in each. I noticed the older students they don't really like to participate in the kind of activities that I do. Maybe because they feel, they are treated like a student student whereas they feel I should have more sophisticated answers.. but one student also commented on me, why don't you use the technology Puan? like OHP and all that by showing them rather than I writing it on the board. So, they didn't like the idea of me writing on the board, I guess. I said okay, maybe next time I will show more on the OHP rather than on the board.
Interviewer	:	Okay, so you are willing to change your ways because of students' comments, right. Okay. So, do you plan to do something different during seminar, the second seminar?
Facilitator 1	:	Emm… well there's not much of difference because the second seminar is more for the calculation speech, for the speaking exam. I have to teach them how to prepare in that 2 minutes that they have. What are the things to write, but I plan to show the press room. The different speech.
Interviewer	:	I see… Okay, what about online, do you have any positive or negative experiences?

Facilitator 1	:	Emm… not so much from the student, only that the last semester problem actually, but it's something like that also in this semester. My name wasn't actually there as their lecturer. So, the first set of email was more on, Puan, I'd like to know who my lecturer is. Nothing much on the content but we got confused because of another person's name is there. Not me. So they don't know who to send theirs assignments to, things like that
Interviewer	:	That is the technical problem la… That is one of those negative thing. Okay, can you tell me how you fit the Bel 100 e-PJJ teaching into your working life?
Facilitator 1	:	Emmm… I try to go online every Monday and Friday after this. So far, I'm doing it only every Friday. So, that I have the weekend to look through their work and then on Monday, if I have time usually I do. But most of the time I would go back frist. But on Monday, I have done it once, I respond immediately because I feel immediate response is so important. Before that, I waited to the next Friday until I responded.
Interviewer	:	And then, how do you organize yourself during the face to face teaching? I mean you only have two hours and there is so many to cover. So, how do you organize yourself?
Facilitator 1	:	Okay… they guard to the syllabus, the first seminar was, I tried to do as much as possible, of the basic grammar things that are important for them to know. First round like nouns, the verb, the prepositions, so that they could actually form simple sentences. The second time, well I would just.. for the next one coming, more of the speaking actually. I should do more on the speaking, then teach them on the aspect of elaboration on the sentences. The third seminar only is the time I plan to do the whole range, the reading and the writing, it is a bit late for the writing but because I'm doing the writing with them online also.
Interviewer	:	Okay… it's just a little bit of everything you have to. Would you call it, like a touch and go thing. So, the students… how effective would that be for the students?
Facilitator 1	:	Not really that effective I guess. Smart students can follow. But..
Interviewer	:	There are good students right. So that would be an advantage for them right? So, the online not part of it, even for the weaker students you think does it work better if you teach online? Like how you teach during seminar and how you teach online?
Facilitator 1	:	Because I'm not that experienced yet, what I do with my online is I just post questions you see..and when they respond also they don't, one or two would respond immediately because they would be online too. But others would only respond later and that would take me like, few more days to respond to them. so, eventhough we are talking about the subject, but it won't be that effective because the process is slow. Rather slow. I think… but yaa… like I said earlier, partly my fault. I should go online more, often. Then only I think it would be effective.

Interviewer	:	You say that you once you go in, you log in into the forum room, you will spend like about an hour
Facilitator 1	:	Ehemm
Interviewer	:	Okay, so… you have told me how you deal your online messages. Then your timing. So, you gave a lot one to one feedback right, and you feel that one to one feedback is.. why is that. Can you just repeat why do you feel that giving one to one fedback…
Facilitator 1	:	Emm… I guess that..not much to do, what you call that, nothing much to, okay on part of the lecturer. I feel you should do. And then, you don't really have to complain like a lot of work… you know.. I feel individuals need attention, if you give them one to one attention online. Like, the least you can do because like in the seminar, you can't really attend to everybody. So I make it up in the online part.
Interviewer	:	in the online, right. I see… Okay, how do you feel about the demands that online teaching, online teaching makes of you in comparison to your ------…
Facilitator 1	:	Demand, as in time I guess. That's quite difficult for me to adjust yet. But if I have more time I'm sure it won't be a problem
Interviewer	:	Can you elaborate a little bit why you do not have time?
Facilitator 1	:	I'm teaching 18 day time, I also have four hours at night time, part time classes. So, I put my personal life also at par with my work, meaning in the afternoon I think I would do like most mothers do around here, rush back to my house. It is not in the Shah Alam area. I go back and I entertain my daughter. I mean like not entertain as in what, but I pick her up, prepare lunch and rest of the time I just try to do other things, work or personal. So, Friday is like a relaxing day for me. I only have one class and previously there were not many meetings and all that. So, I put each Friday as … Friday is like the only best day to do it. Other times I would have to go back and forth drive around, more of the personal things coming in.
Interviewer	:	So, weekend is just out right?
Facilitator 1	:	Weekend… yeah actually.
Interviewer	:	You spend weekend… yah, because weekends are just weekends for you right…
Facilitator 1	:	Ehemm…
Interviewer	:	So, is there anything you'd like to tell me about your experience teaching the bel 100 e-PJJ course?
Facilitator 1	:	Okay… in comparison to bel 250, I guess it's easier for me to go on teaching this code rather than 250. because this one has one component short of, for the assessment, there's no listening yet, but I stil encourage them to listen to a lot of things, news, music and all that. But, this is more on grammar, it is easier to teach them rather than Bel 250, ask to make them will study, like they, believe in and that they have to be able to function in wherever they are like they should be able to do presentation eventhough the presentation is not in the component, but I

172

		guess people expect them to be able to… Say something in English right… because they have done English. Bel 100 is like the starting. So, its not just to feed them whatever information that they need, everything that you can give them… we call that… the assessment part will come only later. Is that wrong for me to say…
Interviewer	:	Yes, it's fine. So, that's what you feel about Bel 100. You said that it's easier to teach. Okay, if there is one thing about the Bel 100 in e-PJJ course that you would like to change, what would it be?
Facilitator 1	:	I know people will be angry if I say this, but they should have more seminar because this is Bel 100 and they are new and they're not used to anything yet…
Interviewer	:	But this is distance learner. How do you expect… you know how do you make students come to the seminar?
Facilitator 1	:	True. But I think for their code, that they should have more human contact rather than more computer contact and then, they gradually move to once a month seminar for the other goods.
Interviewer	:	That's what you feel.
Facilitator 1	:	Orientation.
Interviewer	:	If there's one thing that you wouldn't want to change in e-PJJ Bel 100 course? What would be it?
Facilitator 1	:	Something what… actually I'm quite happy with the arrengement. Once a month seminar and you must go online as much as possible. I'm quite okay with it. Syllabus wise, I think it fits.
Interviewer	:	Do you think that's it… I mean the students need?
Facilitator 1	:	hmm… the syllabus you mean?
Interviewer	:	Yaa
Facilitator 1	:	Hmm… yeah… because they have stopped their schooling like few years until to many of them, so this is more like to offer refresher course like that, how to say things correctly, how to write correctly grammar.
Interviewer	:	If you compare your full time students, and your e-PJJ students, I mean you have taught Bel 100 full time students and the e-PJJ students. Do you see the difference or not, the need that they, are there, different need of full time Bel 100 e-PJJ student.. ehh, full time Bel 100 students and e-PJJ students?
Facilitator 1	:	Differences come… what I realized is that, to those who are really into it, those who are doing degree, because they did diploma, because they want the degree, because they want promotion on that, they need me to tell them more about how to see in the real world, not just based on the book, text book context, and all that. They know how to use it but they are not sure always. They want me to tell them how to actually to say it once… like they are talking to their bosses, they are talking to their colleagues, use the wrong tense. I said okay, you just think of the situation and you give..or habitual, you use the present, something on that. I still go back to the rules.

Interviewer	:	You go back to rules and do you use things around them… you know because they are these. adult learners.
Facilitator 1	:	Like, lets say they are talking at a kedai mamak and they want to talk about last night's incident, make sure you put all the 'ed' as a verb. Some verb don't have 'ed' I told them based on the verb.So, I showed them and they… but like you say, just things like that, the touch and go thing is more on their part.
Interviewer	:	Anything else you would like to say about the e-PJJ Bel 100? No?
Facilitator 1	:	No, its just that I don't have much experience in the past few weeks, so, hopefully I can contribute more then.
Interviewer	:	Good experience, bad experience so far?
Facilitator 1	:	I enjoy the Bel 100 better than the Bel 250. for the Bel 250, they are bit how should I say, cocky? because they think they are in tge programme long enough?
Interviewer	:	Ah, you're talking about the students?
Facilitator 1	:	Yeah… for this semester.
Interviewer	:	Okay, then thank you very much.
Facilitator 1	:	You're welcome.

Facilitator 2

Interviewer	:	Thank you Facilitator 2, I am just going to put this here, don't be conscious about it.
Facilitator 2	:	(laugh)
Interviewer	:	o.k what I would like to know now, can you tell me something about your experience of being a facilitator of the bel 100 e-pjj course ?
Facilitator 2	:	I've been a facilitator for 3 semesters I guess.
Interviewer	:	3 semesters .How did you start doing this job? How did you get yourself into the e-PJJ?
Facilitator 2	:	because I think I'd like to try out a new way of teaching instead of, you know, change classroom and also umm.. I also need the money because I am doing a part time
Interviewer	:	this is a part time job for you in e-PJJ?
Facilitator 2	:	yes
Interviewer	:	and like have you ever been, have you ever experienced an e-learning program before you taught this course

Facilitator 2	:	No,
Interviewer	:	How were you exposed to it
Facilitator 2	:	we were given trFacilitator 2ng, we were asked to attend a one day course, so during that time we learn how to log on to the website, how to respond to students, how to put in their names and how to put things…
Interviewer	:	Oh, so there is a workshop..
Facilitator 2	:	yes
Interviewer	:	but is that enough for you , do you think so?
Facilitator 2	:	I think that moment is enough because there are a lot of things that you can do, it's just the matter whether you want to do it or not, it's all in you and your own initiative..no big deal.
Interviewer	:	what about the materials? What kind of materials do you use to teach the course? Online and offline?
Facilitator 2	:	I use more of the offline materials. Ooo…Offline, ya because the students are provided with the books, the module, and I refer to that module everytime I log on to the forum and ask them to read the book, ask them to do the exercises in the book and discuss the answers in the forum, and also sometimes I put my own materials..
Interviewer	:	such as
Facilitator 2	:	such as emm.. materials from the website, the internet, sometimes my own material I got from other books.
Interviewer	:	what about the manual, besides the manual, do you have any other resources that you give to students, offline?
Facilitator 2	:	yes, exercises from other reference books, past year questions if they did not find it in the library or forum..
Interviewer	:	why is it that you give some other exercise book, you have the manual don't you?
Facilitator 2	:	ya.. the manual is only for exercises, but it's not directed to the, you know exams that they are going to sit for, so I need to give them, to get them familiarize with the format and how they should go about answering the question
Interviewer	:	so, basically you do exercises that are structured towards the exam.
Facilitator 2	:	ya
Interviewer	:	Why is that?
Facilitator 2	:	because I feel that this course is more, you know is based on their assessment, not reallly on, you know beyond that
Interviewer	:	no, really? Do you feel that the SIM, the self instruction manual, do you think that it is very helpful, up to date for the students?
Facilitator 2	:	helpful in terms of introducing the content, yes, but for further exercises, they should find, you know, other materials
Interviewer	:	and besides you giving them, they should have given them
Facilitator 2	:	yes
Interviewer	:	ok, why do you think they should go out and find their own materials?
Facilitator 2	:	because they should expose themselves to other, you know varieties, you know the not confine themselves to only the facilities that are given to them, they should go out there and look for other materials.

Interviewer	:	So, aa.. what is your opinion on the content, do you think that it is effective, is it good, bad, the SIM itself, I'm talking about the SIM.
Facilitator 2	:	not really effective
Interviewer	:	why is that?
Facilitator 2	:	because I feel the students need more than just, you know the book, they need to interact with the lecturers, they need to know whether what they are doing is right or wrong and they need to be explained why it's wrong, so that they know.
Interviewer	:	so emm.. the book doesn't do that?
Facilitator 2	:	yes
Interviewer	:	do you, I mean if it's online materials, you give them, you say, give them some website links and some exercises of your own, right, so you think the one that you gave ...the students need?
Facilitator 2	:	some exercises ya, because we got some good students also, and the SIM, you know it's sometimes it's too asy for this group of student, so they need to do more difficult materials, and doing that, they need you know guidelines, some guide from the lecturer.
Interviewer	:	so when you gave the exercises or any activities that you gave online, what you were thinking of, you know, why do you give them the activity, what are your purpose intention thinking lies behind it?
Facilitator 2	:	first I have to think of their level, whether the materials are suitable for them you know, and also I want them to think it criticallly, that's what I want because, we don't want them to you know, just answer questions without giving good answers. We don't want them to just answer for the sake of answering, we want quality answer which reflects their critical, the way of thinking of a university student
Interviewer	:	why do they need critical thinking?
Facilitator 2	:	I guess because it's related to their, you know, working environment, because they need to think maturely and be critical towards the issues that's happening around them.
Interviewer	:	so, you feel that the activities that you have given them are successful
Facilitator 2	:	yes,
Interviewer	:	why is that?
Facilitator 2	:	because I can see that some have improved, o.k, from, because I like to give them more than one essay, not really essay, paragraph writing, and I can see that they have improved, from the first time that they wrote, because during the first time, most of them, don't really write what they are supposed to write meaning that they aaa.. write something else, out of topic o.k, and towards the end after 2 or 3 paragraphs, exercises that I gave them, they are now more focused.
Interviewer	:	so the ideas are better
Facilitator 2	:	yes
Interviewer	:	o.k so, now, so most of the activities that you gave them are related to syllabus right
Facilitator 2	:	yes

Interviewer	:	o.k. can you remember any particular experience in which the material you use online and offline, is successful or unsuccessful,
Facilitator 2	:	ehmm
Interviewer	:	lets go to successful first, do you remember any particular experience that is successful, online or offline ?
Facilitator 2	:	Paragraph writing, because we don't have much time so I need, I can see that these students are, they are very weak in writing although they can speak o.k,but they are very weak in writing, that's why I like to give them paragraph writing.
Interviewer	:	offline you gave them, online also you gave them?
Facilitator 2	:	yes, so
Interviewer	:	the unsuccessful ones?
Facilitator 2	:	the unsuccessful during the earlier part of the, you know, of the semester, when I gave them for example, topics on, using computer is beneficial to the students, most of them wrote about the importance of computer, in general and then all the campaigns you know, ideas of using the computer, so some of these ideas are not related to the topic center.
Interviewer	:	they don't know how to arrange, to organize
Facilitator 2	:	and identify good ideas
Interviewer	:	o.k so that is the unsuccessful one for you right,
Facilitator 2	:	ya
Interviewer	:	o.k so, what are your general feeling about the course, the good points, the bad points,
Facilitator 2	:	the good point is that the students, more on to the students la, they can move on their on pace, they don't have to come regularly to the campus, but the bad point is that most of them are not really committed when they enrolled in this course they don't log on the forum, so if they are not logged on they will not, you know they won't know what's going on some they log on but they don't, drop free lines or they don't do the exercises given, so they will be left behind and some, like this bel 100, there's also a speaking skill, but it's difficult to get them to speak you know, online, difficult to them.
Interviewer	:	difficult, why is that?
Facilitator 2	:	because we don't have the opportunity to have a 2 way interaction
Interviewer	:	so the chat section is not used at all?
Facilitator 2	:	no, not effectively
Interviewer	:	why? They have the chat right there isn't it, but they don't use..
Facilitator 2	:	the chat is for the student, among the students, and most of them are malay, they only use, for me I interact with them in the forum, even in the first stage during semester, most of them use malay in the forum, and I have to say that, o.k this is the forum, then this is the only why that you use your English, to use your English here
Interviewer	:	so do you feel that the forum is effective or effectively used or not?
Facilitator 2	:	no, especially for speaking skill, because the speaking we have to see them, face to face, it'll be more effective because you can listen how they pronounce words, how they interact, because it's different when you speak in the forum and face to face with you, I mean in person.

Interviewer	:	so, you think that it is difficult for you to do that, for this bel 100, but do you like the whole structure of the course, you know, the bell 100?
Facilitator 2	:	not really, less opportunity is given on speaking
Interviewer	:	do they have to do a lot of speaking
Facilitator 2	:	I think they need to do lot of speaking you know, exercises practice, it's just that they are only meeting 4 times for the whole semester and not much time given to them to focus on speaking activity
Interviewer	:	so generally the online aspect of the course, your feelings towards it?
Facilitator 2	:	ehmm it's emm..
Interviewer	:	you know from the beginning when you enter the website, is it friendly, user friendly?
Facilitator 2	:	ya, it's user friendly, it's just that we need to allocate, you know, or expand it more, so that you can, aa.. cater to the subjects, which require, you know like speaking activity..
Interviewer	:	I see. They need maybe softwares
Facilitator 2	:	yes
Interviewer	:	or video conferencing..
Facilitator 2	:	yes
Interviewer	:	but the students have problem with that because don't you think that some of your students do not have a computer, do you know that
Facilitator 2	:	yes, I know some of them do not have computers, that they can only access the computer in cyber café, there will be a problem with them
Interviewer	:	so but for what do you think of the face to face in that course, is there enough time for you, you know what do they do during face to face
Facilitator 2	:	I don't think there's enough time because besides speaking, we also have to teach other topics, you know.
Interviewer	:	so you basically do a lot if teaching during the seminar
Facilitator 2	:	yes
Interviewer	:	why is that?
Facilitator 2	:	not really teaching, giving feedback, give them problems and ask them why is this, why is that, because I really need them to understand why, the reasons why this is wrong, why this is right
Interviewer	:	you do more talking than the students during the seminar
Facilitator 2	:	yes
Interviewer	:	reason
Facilitator 2	:	reason. I don't know really, because some of them they don't know what to ask, o.k also maybe because, maybe some of them are not logged on the forum for how many days..
Interviewer	:	so they don't know what's going on
Facilitator 2	:	yes
Interviewer	:	basically you don't have time, that much time during the seminar
Facilitator 2	:	yes

Interviewer	:	because I see, because I know that you carry out, carry the mid semester exam also on quite a number of assessment during seminar right?
Facilitator 2	:	yes, you have in bel 100 we have 2 assessments to do, one is the mid semester, and another one is speaking
Interviewer	:	so,in the forum, basically you teach a lot in the forum
Facilitator 2	:	yes
Interviewer	:	teach in the forum or you just facilitate the students?
Facilitator 2	:	teach, I just give out the information, you know the content of the course, then I give them exercises and then if they have any questions they can ask me
Interviewer	:	o.k so far a lot of questions?
Facilitator 2	:	ya.. depends on the student. If the students are you know, if they like to enter the forum and see what's going on, so you can get a lot of questions from them.
Interviewer	:	can you share your experience dealing with the students online messages, the feedback, any negative, positive experiences?
Facilitator 2	:	Usually positive, but they ask only based on the exercises that I gave them
Interviewer	:	they don't go out of the guideline
Facilitator 2	:	ya
Interviewer	:	from the guideline
Facilitator 2	:	no
Interviewer	:	o.k so is that positive or negative you think?
Facilitator 2	:	negative
Interviewer	:	ngative ya. any positive one at all?
Facilitator 2	:	positive ones, some manage to understand my explanation on the forum because the thing is that, the advantage is that, if you explain it in the forum, they can refer to it you know, every now and then and they can, you know remember
Interviewer	:	they are able to apply
Facilitator 2	:	compared if just you speak to them once and then they forget about that
Interviewer	:	so did you find it difficult to explain things on the forum
Facilitator 2	:	certain topics, yes, certain topics yes
Interviewer	:	such as, what kind of topic
Facilitator 2	:	passive, verbs, because that is for other courses
Interviewer	:	so what aspects of the course do you like most, the whole course, what do you like most?
Facilitator 2	:	in terms of the content or …?
Interviewer	:	anything about the course
Facilitator 2	:	about the course, I like giving feedback to them
Interviewer	:	in the forum you mean, feedback in the forum or?
Facilitator 2	:	during the seminar
Interviewer	:	during the seminar, o.k
Facilitator 2	:	in the forum, it is only based on you know, the rules of the grammatical items, but usually I give my feedback about paragraph writing during the seminar
Interviewer	:	o.k that's what you like about the course
Facilitator 2	:	ya

Interviewer	:	what about the least that you like about the course, what do you like about
Facilitator 2	:	the least
Interviewer	:	the least that you like about the course
Facilitator 2	:	I don't like, sometimes I'm obliged to log on to the forum and check on their comments, sometimes I'm tied up with my work and totally forget about this forum.
Interviewer	:	is that a burden for you
Facilitator 2	:	sometimes
Interviewer	:	o.k, what about the assessment, exercises, quizzes, you know, tests
Facilitator 2	:	tests are also difficult because we have to see them, to give them assessment so I wonder if you know, the university can improvise this program so that we can have the test online as well.
Interviewer	:	you feel that wouldn't be a burden for you there, if it's online?
Facilitator 2	:	yes
Interviewer	:	how often do you assess your students?
Facilitator 2	:	informal or formal
Interviewer	:	aaa..
Facilitator 2	:	throughout the semester? 3 times. 2 times for the formal one, maybe additional
to..		
Interviewer	:	but do the students know that the one that you assess them on your own or the exercises that you gave them, do they know that there's not a weightage for them to pass the..
Facilitator 2	:	yes, they know. I
Interviewer	:	but they still do it, o.k
Facilitator 2	:	yes, because I've already tell them that I need to give them grades for this paragraph writing so they know where they stand and to let them see their progress whether they have improved or not…
Interviewer	:	so you still assess them when you give them paragraph writing..
Facilitator 2	:	ya
Interviewer	:	do you think the exercises are helpful to them? any exercises that you gave them..
Facilitator 2	:	I guess, I hope they are helpful
Interviewer	:	for them to improve their writing, reading
Facilitator 2	:	ya
Interviewer	:	what do you do to check if your students have learned from the activities that you have given?
Facilitator 2	:	based on what they, whether they have applied or not when I give them exercises, when I ask them questions..
Interviewer	:	so that's how you check on your students, do you find it difficult to check on them
Facilitator 2	:	sometimes, because we don't meet them quite often and sometimes it's difficult to keep track on their progress, because sometimes these students, during the seminar they may remember what I taught them and then later on they forget about it.
Interviewer	:	can your share your responsibilities and experience in terms of assessment. Did you do anything, are you involve in setting up the papers…?
Facilitator 2	:	no, definitely not.

Interviewer	:	that is the midterm and final that you're not involved at all, other responsibilities that you are.. in terms of that assessment?
Facilitator 2	:	no
Interviewer	:	no, nothing at all, just marking the papers when it comes, that's it?
Facilitator 2	:	ya
Interviewer	:	so you check……
Facilitator 2	:	yes
Interviewer	:	so what do you do, do you give them pass year questions?
Facilitator 2	:	ya, pass year questions, more exercises
Interviewer	:	basically a lot of past year questions that you gave them?
Facilitator 2	:	ya. past year questions
Interviewer	:	the reason of giving them a lot of pass year questions..
Facilitator 2	:	to get them familiarize with the concept.
Interviewer	:	is that the same every semester?
Facilitator 2	:	Basically
Interviewer	:	o,k what about your collaboration, your colleagues, do they give you any support, you know in teaching the course?
Facilitator 2	:	yeah…because sometimes we talk about things, you know, how we go about doing this, and we discuss, some of them give good suggestion, things like that.
Interviewer	:	so do you change, exchange ideas, resources..
Facilitator 2	:	sometimes
Interviewer	;	you do.. ok is it like, for example, you did say that you went to training, to teach or interact with them online for a 1 day workshop right, so do you think that the training is worth?
Facilitator 2	:	not really, no.
Interviewer	:	why is that ?
Facilitator 2	:	because the training only involves the surface, you know, how do you go about using that website, but it doesn't tell us how, you know, the kind of materials that we can use, what kind of website that we can visit, that are using for...
Interviewer	:	so do you think that the facilitators need more training?
Facilitator 2	:	not really more training, sharing session would be very useful because I think Igain more through my colleagues rather than the workshop.
Interviewer	:	I see, hands on training is not exactly helpful
Facilitator 2	:	helpful in terms of how you use the forum but not the content
Interviewer	:	So you feel that you need to sit with your, it would be worthwhile to sit with your colleagues
Facilitator 2	:	ya,
Interviewer	:	then arrange, organize yourself, how to use the forum with your colleagues
Facilitator 2	:	with friends who are in the same field.
Interviewer	;	and is it because of how to use the forum effectively?
Facilitator 2	:	no, not, how to contribute to the forum, so that the students can use it more
Interviewer	:	I see o.k, is there any particular incident where you, where you collaborate with your colleagues this semester, is there any
Facilitator 2	:	no
Interviewer	:	you had not collaborate, you really talk to your colleagues about …

Facilitator 2	:	no
Interviewer	:	it doesn't happen every semester?
Facilitator 2	:	aaa..a
Interviewer	:	like all of you sit down, and you really discuss about things?
Facilitator 2	:	no, we don't have that kind of discussion
Interviewer	:	why do you think there isn't any?
Facilitator 2	:	because (laugh) really at the administration, we know, doesn't look into this, doesn't think that it's important for us
Interviewer	:	meaning support from administrators, not so great…?
Facilitator 2	:	lack of support I would say.
Interviewer	:	o.k , what about your students, can you tell me some of the things that you do to get your students to be active in the forum room?
Facilitator 2	:	what I usually do is that I grade the, I give them exercises online, and then I ask them to email me the answers, the paragraphs, and then I check, I read and then after that I return to them during the seminar
Interviewer	:	ooo… during the seminar
Facilitator 2	:	so for those who don't participate in the forum they will be left out in the seminar because most of my discussion is based on what they produced, so I think that will be you know kind of motivate them to contribute on online, because I can see that those, during the first exercise, there are not many of them who participated but during the second and third, it improves.
Interviewer	;	what about during the face to face meeting, how do you get them to be active, you know you have only 2 hours,and classes can be like 4 to 6, 2 to 4
Facilitator 2	:	ask questions what they know about the topic, the knowledge about the topic from the level of knowledge, so …
Interviewer	:	to get them to be active? Yup. How do you encourage the students to work on their own, because these students, they are distanced learners they can be like,just be complacent, they just think, you know, how do you encourage them to work on their own ?
Facilitator 2	:	there's nothing much I can do actually, because I can only just encourage them, verbal encouragement, ask them to do this, do that, but actually it's up to them
Interviewer	:	so do you encourage them to interact and make comments among themselves? either online or …
Facilitator 2	:	yes, especially during the seminar, not really comment on themselves, on their friends, but you know I share what their friends gave and ask the others, o.k what's wrong with this sentence, so that they can think on their own they can think what is wrong with it.
Interviewer	:	I see. So can you share some of the positive experiences you had dealing with either one student or a group of student, anything, years of teaching the students.. Uhuh, any positive experience?
Facilitator 2	:	positive experience..umm.. (laugh) this one student, not really one la, quite a number of them, those who are really committed, they are quite hardworking, because everytime I give them assessment, they will do it and they will ask you in forum why is this wrong, can I write like this, this have a positive experience

Interviewer	:	you mean, you.. feel great
Facilitator 2	:	yes, I feel appreciated
Interviewer	:	any negative experiences
Facilitator 2	:	negative experience is when the students, they don't log on and they tell you that, this students they think that they are so good, and they
Interviewer	:	they don't log on and then they come in and then they say that
Facilitator 2	:	they say that I should be teaching like this like this and this
Interviewer	:	aaa, o.k they are telling you what to do is it..
Facilitator 2	:	yes and they ask me when are we going to learn this and this, you know, we are 3 or 4 weeks ahead they said, but you know the earlier parts they haven't mastered it yet.
Interviewer	:	so, what about, can you tell me how you fit the bel 100, e-pjj students you're your working life, how do you organize yourself during the face to face teaching?
Facilitator 2	:	for online… online
Interviewer	:	how often do you log?
Facilitator 2	:	3 times a week and that also is at home
Interviewer	:	how long do you spend, I mean, if it's 3 times a week, how long, for 1 sitting?
Facilitator 2	:	1 sitting takes me about 20 minutes the minimum.
Interviewer	:	and what do you do when you log on
Facilitator 2	:	I check on their responses, you know their emails, and then I reply
Interviewer	:	you answer? Ok. Is it 1 to 1, or 1 to many?
Facilitator 2	:	sometimes 1 to 1, sometimes 1 to many, but I seldom answer 1 to 1 e-mails, I just answer messages on the forum.
Interviewer	:	I see, just messages on the forum. Emails are just assignments that you get from them and then you correct it and you return it to them later? and what about the face to face, you know, you have only 2 hours so how do you organize yourself, do you follow the self instruction manual or do you.. just..
Facilitator 2	:	no I improvise it, I see what is, I give priority to topics which is weak, you know, which needs my attention, so I focus on that first and then there must be, you know, discussions..
Interviewer	:	Ok, I see. So, you have told me how you deal the with online message and times like that, so how do you feel about the demands of the online teaching makes of you, in comparison to your face to face teaching? Is it a burden ….
Facilitator 2	:	demand, not really a demanding job, because I can log on whenever I can, and also there are not so many exercises to mark, so I've got free time.
Interviewer	:	what about preparation?
Facilitator 2	:	Preparation wise, ya I think that takes out more of my time because I need to put all the contents, make a forum..
Interviewer	:	what about giving feedback, is that a burden for you ?
Facilitator 2	:	no, giving feedback, no, it's not a burden
Interviewer	:	so you don't feel that it is a burden for you in e-PJJ course
Facilitator 2	:	no
Interviewer	:	so you feel that the face to face one is more…

Faciliator 2	:	I think more effective, and I think students should, you know, attend, make a point that they attend the seminars.
Interviewer	:	I see, ok. Is there anything else that you would like to tell me about your experience in teaching the course? Anything that you'd like to, you know, share with me …
Faciliator 2	:	(laugh) It's just that, I think that they should, I suggest that they should improve on the website, and try to cater to you know, certain subjects, which I think need to, you know, like English, because English is a compulsory subject, and all the faculties are taking English, so I think that, more, you know, the website should be improved so that it can cater all the skills of English.
Interviewer	:	All the four skills?
Faciliator 2	:	yes all four skills, especially speaking.
Interviewer	:	ooo I see ok. So that means they will have to think of a way to get through the students
Faciliator 2	:	ya, to integrate speaking in the subject
Interviewer	:	I see
Faciliator 2	:	So that the students can fully utilized the website
Interviewer	:	so that is the thing that you'd like it to change. If there's one thing that you don't want to be changed, what would that be then?
Faciliator 2	:	I don't know maybe the forum thing
Interviewer	:	forum? O.k what about the forum that you do not want to..
Faciliator 2	:	Oh, no no no. I think that in speaking thing, ok should be integrated in the forum.
Interviewer	:	anything else that you would like to share with me?
Faciliator 2	:	no
Interviewer	:	o.k thank you very much Facilitator 2,
Faciliator 2	:	You're welcome.

Facilitator 3

Interviewer:	Thanks actually for giving me the time. I'd just to like to know, can you share me something about your experience of being a facilitator for the Bel 100 in e-pjj course?
Facilitator 3:	Bel 100! I just started this semester, but for the full time students I have been teaching for five years.
Interviewer:	So, what … you know how long, so, that means you have just started for this first semester and how did you start to doing this job. In Bel 100, e-pjj... why are you teaching it course? Why do you pick up to teach Bel 100 in pjj course?
Facilitator 3:	Just because I'm teaching 411… Bel 411, and then, since I need to teach four hours, so I have my Bel… I have my Bel 411 at four… so they give me the, 2-4 slot… since that is the available hour is the Bel 100 slot, so I just take that.
Interviewer:	So, because it fits with your time?
Facilitator 3:	Yes, yes…
Interviewer:	Okay, now, what do you think of the materials, what kind of materials do you use to teach the course offline?
Facilitator 3:	I use a lot of… you mean for the full time?
Interviewer:	no, just … we're talking about the e-pjj course. What kind of offline materials do you use?
Facilitator 3:	Usually, I just…
Interviewer:	Do you use the self instructional manual or do you give them any other books?
Facilitator 3:	I just give them the websites address, so that they can go through and then I just give them some exercises based on the previous exam papers.
Interviewer:	Past year papers. Okay, so… so do you think they are helpful and up to date?
Facilitator 3:	well, it helps them but then, if we are talking about the format, then I think the format is still the same, but in terms of question, I think it helps the students.
Interviewer:	What do you think about the self instruction manual… you know… the module that you use. The manual that you are given, ok so what do you think of that? Do you think that one is helpful?
Facilitator 3:	I haven't gone through. I just got the book yesterday, but I did ask them to go through the books and then I'm going to go through the books and then I'll give comments on the books and when I see them, thhis coming… I just got the book.
Interviewer:	so, you haven't seen a little bit of the exercise?
Facilitator 3:	I haven't… I just got it yesterday.
Interviewer:	okay, why is that?
Facilitator 3:	I didn't know that there there was a module for book Bel 100
Interviewer:	You were not told… You were not told by anyone?
Facilitator 3:	No…
Interviewer:	I see… so that's the reason why you're not using the book..
Facilitator 3:	Yes, so I use my own vision book.
Interviewer:	ah… you use that vision book?

Facilitator 3: So, I make copies and give it to my students.

Interviewer: You give them handouts…. Yeah…
What do you think of that one? Those exercises that you are given… from the vision book…

Facilitator 3: The reading component, yes… I think it will help my students. But the grammar part I'm not that happy with that… the verb… just it's too topical… where else when it comes to the real situation exam, then it's like mixed tenses are going to be tested, yet when it comes to the teaching materials, it's like tense by tense… and I don't like that. That is why I prefer to have my own exercises, copies, handouts. So, that they can have more practice on these tenses. Instead of you know, going to just simple past, simple present… I don't like that. I don't think they will learn and they won't use those… tense.. those, how to say… just that one tense, single tense.

Interviewer: that's the reason why you're using the past year questions?

Facilitator 3: Yes… yes!

Interviewer: How do you think that your students access the past year questions. Do you give it to them or do they access it from the web?

Facilitator 3: For the mid sem… for the mid semester I give it to them. For the final, I ask them to browse through the, our library, the online e-pjj.

Interviewer: Okay… never mind, and then, can you, lets see, you said that you gave them some links to the online material that you have right. So, just… when you were giving them, for the students, what were you thinking of.. what lies behind that thinking?

Facilitator 3: I'm thinking of at least they have extra information that they could gather from the website. They will learn something out of it. Hopefully they put into it and then learn something from it and if they have question hopefully they can ask me, and then I might learn something from them also.

Interviewer: Have they asked you a question?

Facilitator 3: Because, I only met them last, only once, but through online, so far nothing.

Interviewer: okay… now, other activities you use, successful you think? Do you think it is successful?

Facilitator 3: You mean using the website?

Interviewer: The website.

Facilitator 3: Giving them mid sem exam papers

Interviewer: All the activities that you use to them

Facilitator 3: In terms of passing, rather the exam that they use, then I think it will

Interviewer: You will…

Facilitator 3: I think it will.

Interviewer: Reason, can you think of a reason?

Facilitator 3: Because the format is the same, the question will be the same. I… I mean the structure will be the same. Content wise may be different. But…yeah… the structure and the format will be the same.

Interviewer: So, they are helpful? Yeah, repeated…

Facilitator 3: Uhum.. When we talked…especially grammar, when we talked about grammar, I think they need training. If they have enough of that then, they will succeed.

Interviewer: Okay…

Facilitator 3:	But I'm not sure about writing…writing I don't think, it might, I think when it comes to writing, I really need to see them quite often… so that I can help them out with a writing.
Interviewer:	What you do to that now, to them about writing?
Facilitator 3:	Writing, I just give them, topic for the paragraph writing, they have to write, they send online, and then when it comes to the seminar, I will mark and then, when they come to the seminar I give comments on the seminar.
Interviewer:	So, they email to you?
Facilitator 3:	Yes, they email.
Interviewer:	So, you correct it, and then you give it back during the second time. And that's when you give the responses.
Facilitator 3:	Because I don't think if I give comments online, then they will understand what I say, I prefer a face to face explanation.
Interviewer:	Okay, so all the things that you have taught now, you feel that it relates to the course syllabus?
Facilitator 3:	Yeah…
Interviewer:	Thank you very much… now, can you remember any particular experience in which the materials you use, either online or offline, emm… is successful or unsuccessful? You told me about the successful part. What about the unsuccessful?
Facilitator 3:	The… not the grammar part again, the writing part I did ask them to do this paragraph writing… We are talking about paragraph, but they came out with an essay instead of paragraph. So, maybe they do not understand a… they came out with several paragraphs of writing. 90% of them. But maybe because I haven't gone into that particular topic. I just ask them to go through the module.
Interviewer:	Okay…
Facilitator 3:	so, but I did mention to them online that I'll explain everything to them when they come to the second seminar.
Interviewer:	I see. So, you don't explain online but you plan to do it in the second seminar? Okay.
Facilitator 3:	Yes…yes… and then they did ask me about the speaking and I think speaking component is the worst when it comes to this online thing…
Interviewer:	How do you handle that?
Facilitator 3:	aaa! That's the problem, they keep asking me… they keep sending me online, asking me how do they go about doing their speaking, and I also told them that we have to wait until we meet during the seminar then only we will have some sort of practice.
Interviewer:	Do you think you have time, two hours to do it, you need to go through the writing and then you need to do the speaking?
Facilitator 3:	I'm not sure, I have to try. But last semester, I did teach 200… Bel 200 that involve speaking. I had to have two extra classes just for speaking, because they told me they needed practice and then some more, the exam… the test…
Interviewer:	So, meaning more than ten seminars..
Facilitator 3:	Aaa..yeah… last semester for my Bel 200 I had six seminars…
Interviewer:	So, you did your own extra meetings?
Facilitator 3:	Yeah… and even listening also, my 200 last semester, I had one extra class for them.

Interviewer:	The reason is because of the speaking?
Facilitator 3:	They need… one is speaking, another one is listening because I think they need practice.
Interviewer:	Okay…
Facilitator 3:	And I had to explain… online I think it is quite difficult for the listening part.
Interviewer:	Listening part of it?
Facilitator 3:	Same goes with speaking, Bel 100, speaking and I am so worried about the speaking component and I'm not sure I can really give them enough, give them before… But still…
Interviewer:	Okay, that is the problem..
Facilitator 3:	But still they need, I think this speaking exposure because they are going into Bel 200… and they need… it's important.
Interviewer:	So, we're talking on that part, meaning, what's.. your general feeling about the course, so…
Facilitator 3:	If you ask me, I think the course is good, but then there are too many components… being taught at, during in this one semester. I prefer if they like, placed it into, maybe grammar and speaking, and then the writing and reading later, I don't know, but there are too many things that we have to teach within this one semester. For the full time I think really it's not that difficult because they have six hours per… but for the online I think, I don't know… I feel that, there are so many things that I need to tell my students face to face. But I cannot do it, and it's difficult to relay all these online. I feel that, before the Bel 100.
Interviewer:	So, what would you suggest? I mean is, for the speaking part, what would you suggest that they do for this Bel 100 e- pjj course.
Facilitator 3:	This is what I feel… maybe for the grammar part. We don't have to do anything during the seminar, for the grammar part, we can deal with the students online, maybe, I don't know, but we have to concentrate on the listening and speaking… during the seminar…
Interviewer:	Okay, okay…
Facilitator 3:	That's how I feel. Reading not that, I think they can cope with reading components. Grammar online, then maybe during seminar, we just concentrate on the writing, and maybe one seminar on listening.
Interviewer:	But they don't have any listening components?
Facilitator 3:	yeah…yeah… sorry… yeah… yeah.. they don't have.
Interviewer:	Only speaking, isn't it?
Facilitator 3:	Speaking I mean… speaking, than we concentrate on the speaking during the seminar. Because speaking you have to speak and online, how do you do that. You can give all the theories but not the practical part. Practical you have to do it face to face, right… and you cannot do it once, and then you expect them to do well in their exam. Whereas grammar I think… you can always
Interviewer:	Go online, isn't it?
Facilitator 3:	Go online but then the problem is we don't have time for that.
Interviewer:	Why don't you have time for that?
Facilitator 3:	you just imagine we have 18 hours… of our 88
Interviewer:	That is for the full time?

Facilitator 3:	that is one. Another one is we don't have a specific place, office, we don't have a laptop or computer for us to use anytime, anywhere, and you just imagine this semester, we are coming out with the teaching portfolio and in our timetable we have to have this specific time mentioned that we can get connected to our students. And it has to be mentioned in the timetable and one of the slot given is at night. And I don't think I have time for that.
Interviewer:	in this case, it's the slot… so time management is very limited… when it comes to time..
Facilitator 3:	Time, yeah… another think again, I think it's very important for us to have the access to the internet.
Interviewer:	You're talking about at work…
Facilitator 3:	At work, at home also if they ask us to access during the night.
Interviewer:	You don't have access at your place, at your home?
Facilitator 3:	I have one. But I think that is maybe for my kids to use it after school but not for me… I don't know… maybe I need to have one more at home, just for me… hahaha
Interviewer:	Okay, so you.. somehow dislike the structure in sense because the students have less hours in terms of speaking, and then the structure of the course?
Facilitator 3:	Not less hours, I mean we don't have… how do we say…
Interviewer:	The opportunity…
Facilitator 3:	To meet them.
Interviewer:	And also because emm… emm… there is just too many things to teach… right?…
Facilitator 3:	hmmm… hmmmm…
Interviewer:	What are your general feelings about this online aspect of the course ? you know… where you have to go into the forum, session…
Facilitator 3:	I like it… if I have time, if I have the access… then I think, I think it's a good way of teaching and learning experience., for both us, the lecturers and the students. I think it's a good way for you to study…
Interviewer:	And that's because you think that the students can improve themselves…
Facilitator 3:	They can. It depends on the component again. In terms of grammar I think it helps, it can help the students.
Interviewer:	You feel that the face to face aspect of the e-pjj course is enough?
Facilitator 3:	No… not enough! Again… it depends on the component. For Bel 100, for the… I'm not worried again about the grammar part… not reading also, but the speaking I think…
Interviewer:	Wouldn't it be a burden?
Facilitator 3:	But reading also maybe we need the time to explain, to practice, and to explain, to give comments on their work. I think we need time.
Interviewer:	But they do have that in the module where they have the study plan for the students to follow?
Facilitator 3:	yeah… yeah… but still they need tightens from the facilitators and sometimes what you type in the forum, they cannot get the meaning… but it'd easier if you see them and then explain, I think… it'll be better.
Interviewer:	So, you have four seminars, first seminar you meet them, you do a lot of…
Facilitator 3:	I explain… aahh.. yes… yes…

Interviewer:	Still have time explaining to them?
Facilitator 3:	I explain, yeah… last time I explain to them all the topics on grammar that they have to cover…
Interviewer:	That's a lot..
Facilitator 3:	Yeah… that's a lot… but I just tell it on the surface you know, for the simple, the present, you need to know all the subject, the verb, you have to know that the verb meet 's', 'es', at the end if the subject is singular. Just that.
Interviewer:	Touch and go thing
Facilitator 3:	Yeah, touch and go thing. The rest also, all the other tenses. So, and then I told them to go through the book and if they have any question, then they ask me online. But, up till now nobody ask me. So, I guess they understand. I think? I don't know. But I did mention to them you just go through the reading. I will explain a little bit on the reading component thing, and then I give them the second assignment. So, after the second seminar, but thinking again of doing speaking, but I did tell them not to touch on the speaking yet in the module because I need to explain.
Interviewer:	Because the third seminar is your written, for the mid semester exam and then you do not have time to teach…
Facilitator 3:	and then fourth seminar…It's already the speaking…..
Interviewer:	I see. Okay! So, you basically, you have very little time to see face to face! Okay…
Facilitator 3:	Yes, yes…
Interviewer:	Okay, now, can you share your experience dealing with students' online messages and feedback… you know… when you look at it, they have any negative or positive experiences?
Facilitator 3:	No, I think no negative experiences. Its just that the way they send, the way they send… I mean the way they type the message . they don't use… I guess because of this SMS thing.
Interviewer:	aaa…
Facilitator 3:	They like to use all this short form…
Interviewer:	Short form…
Facilitator 3:	They like to use, I don't know, maybe this is the style of the office style, like… like 'k'…okay. I guess… ok…k, and then … no third, what? Since it's like that, so it's like… what is this?
Interviewer:	Very simple
Facilitator 3:	Too simple, yes…
Interviewer:	Ahaa…
Facilitator 3:	They like to use that. I think 99% of them…
Interviewer:	Really?
Facilitator 3:	Hmmm…
Interviewer:	Do they use Malay… in their …
Facilitator 3:	A few of them. Yeah… But I did mention to these students again and again in every semester. I said if possible, please use or type the correct complete English language. So that, at least in a way you are learning how to write a correct English. Everytime I will say that to them.
Interviewer:	So you do tell them?
Facilitator 3:	Yeah…Yes.

Interviewer: Okay, so now in terms of the course itself, what do you like most about the course? About the Bel 100?

Facilitator 3: I like the reading component. I think they did cover, quite a complete… How do you say.. topic on that particular component and I believe if the students really follow the reference, contextual clues, series, whatever that they give them, I think they will be… it will be able to help the students to read, to do, how to say.. subtle reading.

Interviewer: It helps them?

Facilitator 3: I guess… and grammar component also for part one students I guess, diploma students it helps.

Interviewer: Only there are too many to teach?

Facilitator 3: Yeah, that is right. That is right… speaking also is a good component, it's just that we don't have that time but I think if we have more time to do, to explain to the students, then I think they will do better, yeah.

Interviewer: What's the least that you like about the course, the e-pjj, the Bel 100 e-pjj course…

Facilitator 3: In terms of…

Interviewer: In terms of the whole course. Well, syllabus..online..anything for that matter…

Facilitator 3: Access… in terms of time to access to the ... that is the only thing I guess. If I have enough time, I have the right place to go to and I think it wouldn't be a problem..

Interviewer: That's the only part

Facilitator 3: That's the part.

Interviewer: Okay… what about the assessment?

Facilitator 3: But I like teaching them. They are very into realistic. Because, to teach them, they are adults and they are willing learn.

Interviewer: Okay… so you discussed a lot about other things...

Facilitator 3: Yeah! Even if you go online, you can see that they are talking about, how they.. they ask me questions on about time management, how do I manage my time, between my family, my studies, my kids, my husband. They did share all those… see what I mean… but I could see that the others also response… you know…

Interviewer: Aaa… okay… I see..

Facilitator 3: So, at least I did mention, at least you are interacting, communicating and maybe it helps them in terms of the language itself. Maybe…

Q: They are actively interacting among themselves..

Facilitator 3: Yeah… but only a group of them. Not the 100% of them, maybe out of 30, maybe 12, 16 of them, they are very actively involved in the online...forum.

Interviewer: That, those are like…

Facilitator 3: I think it helps them, in a way, if they use a correct way of exciting using the language. I think it helps them. It might help them in the writing.
The only thing that I gave and it comes to.. they interact among them, I just maybe once in a while I did maybe try to correct their language. I said okay… this is how you should say it, so at least I guess they learn something and they might use it in their writing and their speaking… maybe, I don't know. This is my First semester.

Interviewer:	That's good isn't it? Huh?… Ok, now, about the assessment, since we were talking about the past year papers, and gave them exercises.
Facilitator 3:	And as their assignment…
Interviewer:	How do you mark them?
Facilitator 3:	I just mark and then, give comments, but, how I wish it can be graded.
Interviewer:	Is it online or the email they do the exercises.
Facilitator 3:	They email me.
Interviewer:	so, when do you give them?
Facilitator 3:	During the seminar. I mark and then when they come to the next seminar, I return to them, give commentd. That's all.
Interviewer:	I see…
Facilitator 3:	But they did ask me again and again.. *Puan*, no marks for this aa *Puan*, no marks?… I said how I wish but they said if there is no mark, if we don't send then its okay right… I said well, if you want to learn more then you have to do it. If not then I wont say anything.
Interviewer:	Then, what's the response? They still send…
Facilitator 3:	They send but not 100%. For my Bel 100 I think out of 30 plus of them, not more than 20 who responded to the assignments that I gave them.
Interviewer:	Okay, how often do you give them...
Facilitator 3:	Usually about, for this, because this is my first, I just met them once, I gave them some grammar sentences for them to complete. And then, one paragraph writing. Thinking of giving them after the second seminar , topic on reading, and some more on grammar.
Interviewer:	Okay… okay… and, how… now… you don't do any checking online?
Facilitator 3:	Checking of what?
Interviewer:	Of your students. How do you check that whatever they have done, about the exercises and activities?
Facilitator 3:	No. I just ask them to email the answers and then, that's it.
Interviewer:	So that means you just check the one that…
Facilitator 3:	Aahh… they email and then I just tick and then tell them, I did tell them every semester… I will tell them these are the students who have submitted the first, second assignment, that's it.
Interviewer:	Would that be okay for you to check whether the students have learned what you have taught …
Facilitator 3:	So far, I didn't do. I haven't done anything on that.
Interviewer:	What would you think? You think you will do it? If you are given, you know if you have time…
Facilitator 3:	Well, I would do…
Interviewer:	Will you do it, to check your students what they have learned from the activities that you have given now.
Facilitator 3:	Maybe, what I should do, I guess maybe, maybe for example once a week maybe, I have to go in and give them some thinking of means , some question on that particular topic, and then, give them time to answer and then after that, see whether they learn something from that particular topic. That particular unit, chapter. Maybe… maybe… I think I should do that. But I, so far I haven't.
Interviewer:	You find it difficult to check your students?
Facilitator 3:	Yeah… yeah…
Interviewer:	Because of that, the time…

Facilitator 3:   In time I guess, and then some more, access to the…

Interviewer: Right, access. Ok, can you share your responsibility and experiences in terms of assessment?

Facilitator 3:   Assessment, we have only the mid term, final exam and then, assignment of course.

Interviewer: Meaning your responsibilities like. do you have to prepare questions for the mid semester exam?

Facilitator 3:   No, no… I don't have to… we just use the papers prepared for the full time student.

Interviewer: Exactly the same question with the full time students?

Facilitator 3:   yeah…

Interviewer: Okay, what about the support given to you in teaching the course. You know from your coordinators, from your colleagues, resource people. So what kind of support…

Facilitator 3:   Support in what sense? So far I don't see. I haven't seen any support except maybe from this people. They did when… for example I need to put in some study material, not the, unlike the Pointflex people, might, maybe they help me in terms of that. Putting in more, maybe study material.

Interviewer: That was… so that's the only thing..

Facilitator 3:   That is the only…

Interviewer: What about the training?

Facilitator 3:   Training…I've gone to several training in fact… but..

Interviewer: What kind of training?

Facilitator 3:   Training, everytime they have, I have to go, but I will do the same thing, again and again… it's like how do you go into forum, what should you do, to get your email, the password, all those thing again and again every semester. And…

Interviewer: So is it worth?

Facilitator 3:   No.

Interviewer: So, how do you think, that you know… what kind of training should be given to the facilitators involved?

Facilitator 3:   I think they should tell us, they should teach us, or they should give us a training on how to really make full use of these online services that we have, maybe on how do we go about tackling each topic maybe, how do you go about sending in your exercises, assignments maybe, topic by topic, and do how you monitor your student maybe, that in terms of course forum, we have course forum, maybe… I don't know. But I would like to know more on how I make all these online thing useful to me and also to my students. Because I'm still lost at, I'm lost at… I don't know how to make this thing work for me and for my students.

Interviewer: You're talking about how to utilize this effect effectively?

Facilitator 3:   Aaa… Yes! Yes! Effectively…

Interviewer: Okay… so,

Facilitator 3:   Because I can't! Especially when it comes in certain component. Maybe for grammar, and then some more for grammar, maybe reading? I can't just simply download, paying from the internet and that's it, and I don't know whether it is effective or not. So how I wish they can teach me how to be more or to be an effective facilitator.

Interviewer:	That's the kind of thing that you want, right? Okay now… but, you see, the thing is that, you're talking that the online part of this course is not effectively used?
Facilitator 3:	Yes, because of the, the time.
Interviewer:	So, it's the time. The time is given…You're talking about less hours in fulltime teaching and then…
R:	That is one… another thing is maybe again as I said just now, how I wish they have this some sort of a place where you can let, say go, you have the access, and okay, Facilitator 3iah from this time to this time this is your slot, you just go there, you don't have class at that time, you just sit there and do your online thing. In a way it'll force us to be there, in a way, as maybe like just our fulltime slot. Right or not? but at the same time, they need to, have to provide a place for us to go and then sit there for few hours and then do our things there. Downloading things, all those things right…
Interviewer:	That would be more effective..
Facilitator 3:	Yes… yes…
Interviewer:	Okay…
Facilitator 3:	And then, they have… i guess they have to reduce our ATA in a way… I guess…
Interviewer:	Okay, is there any particular incident where you collaborate with your colleagues, your teaching?
Facilitator 3:	So far none…
Interviewer:	None… you don't share your resources with your colleagues…
Facilitator 3:	No, I just take whatever that my RP, maybe give me… and the rest I just …. Do it on my own. Because I thought maybe they have their own way of interacting and doing online thing… I don't know. I really don't know…
Interviewer:	So, you don't…
Facilitator 3:	Maybe we should have this… I don't know, where this sharing section for this online code, so that, we learn what to do maybe…
Interviewer:	That would be good, isn't it?
Facilitator 3:	Yeah… that would be good.
Interviewer:	Okay… can you tell me some things that you do to get your students to be active in the forum room?
Facilitator 3:	In terms of interacting with the…
Interviewer:	Yes. How do you make them to be active, you know if you want everybody to be active in the…
Facilitator 3;	Again, one way is by giving them assignments online, so that they go into it. And in a way, even though… I can say anything… it is wrong for me to do this, but I keep doing it, I did tell them, without assignments, I wont help you in your assessment. If you do my assignment, exercises, then… I might help you in a way maybe when it comes to the assessment, I know… oh, actually these students know because in their assignment, their exercises, they did well but not in the assessment. The real test, so at least if you go in and I know your potential… I know that you're supposed to know … you know this thing… but maybe because of your, for example careless mistake, then I might maybe use this assignment that I've given online to help you in your…

Interviewer:	So that's how you make them…
Facilitator 3:	Yeah yeah. Yes, that's the only way so far, I don't know whether, how I wish we have this training on how do you make your students become interactive online with you. Maybe if it's there, it should help.
Interviewer:	So, what about during the face to face seminar. How do they, how do you help them, make them more active you know… because you know, your class can be like, 2 to 4, 2 to 3…
Facilitator 3:	Yes… mine is afternoon, evening.
Interviewer:	So, you know your students are, very tired…
Facilitator 3:	But, again as a true experience, I think, they are very active. I don't know why, but maybe, because maybe one thing they want to learn, they are willing to learn, they are adults, usually I think adults, I think adult learners, they come for this e-pjj, because they want to learn. So, they have all kinds of questions for me…
Interviewer:	Aah. So, you don't have to make them speak?
Facilitator 3:	No, no… I don't have to…! I don't have to…
Interviewer:	Okay…
Facilitator 3:	They are good.
Interviewer:	But how do you encourage them to work on their own… Because you know when they go back, and then they'll be on their own...
Facilitator 3:	The only thing that I mentioned to them is you just follow the recommended study plan that we gave in the module, that is one, and then go topic by topic, if you have any problems, then you go online with me, that's the only thing that I asked them to do. And I did mention to them, if I don't see any of you online, I just make my own conclusion. Then, they are good already, and you don't have to go through this, and you manage to pass the test. That's all.
Interviewer:	Do you encourage them to interact with each other? Give comments on all about each other?
Facilitator 3:	Yeah... I did, through about their course forum. Group and course forum. I did.
Interviewer:	How do you do that?
Facilitator 3:	I just check if I don't see any of this interaction, and then I just file, check in and then… that you have to interact in order for you to be good at this language. At least it will help you in your speaking. I did mention that. That's the only way, I guess.
Interviewer:	So far do you have any experience with, you know… like dealing with one student or a group of student? Any positive experience or negative experience?
Facilitator 3:	I've only maybe once, negative, and the rest are all, positive I guess. But there was once, last semester but not BEL 100… where I had this one student who was quite vocal, she wasn't happy with the whole course. Because she said, one of the things she did mention I did remember, talking about the module. The module they say, you prepare the module but you did not prepare the answer. She mentioned that. Then when I checked with the RP, they say the answer key for the particular module, you can get it from thewebsite. So I ask that student to check and she said, *Puan* the problem is it was very difficult for us to go into… the website, to access to this website it's very difficult. We don't have time, she said. That is one thing. Another thing, they did

	mention, this particular student did mention about this, wanting us to go to this online forum again and again. Maybe everyday or every alternate day. And again I did mention to her, we don't have time for that because of our full time load. I did mention that. I wasn't that happy with her comments and she did mention about again going into the web, she tried again. And for that particular incident, I think all of them… I think ninety percent of the students in the class agreed with her saying that it was very difficult for them to go online. To get access to our UiTM web is very difficult. So, I don't know how far is this true.
Interviewer:	Ok. Now, how do you fit the BEL 100 e-pjj teaching into your working life, fulltime yaa? How do you organize yourself?
Facilitator 3:	That is why I said, how I wish I have more time to go into the… I don't have enough time to go into the forum. Instead of.. by right I have to go in maybe aaa… once every two days. Now it's like once a week, but then, when, I make sure… lets say when, Thursday I go into it, I make sure I spend like three or four hours on that forum, putting, downloading and whatever that I'd like to do, and then putting in all the questions, exercises, interacting with my studentd on that particular one day. After that, I don't think I have time to go.
Interviewer:	So, it's very difficult.
Facilitator 3:	Because, it's like this you know. Not difficult, but to get access to the system is very difficult. You just imagine we have class at… lets say 10.30 to 12.30, or lets say 8.30 to 10.30. Then you have another class 12.30, lets say. In between, I think it's not enough for you to just sit for one hour because to open the web is one thing, to log-in is one thing, and then to answer, to go through all the messages, takes times. So you really need that, at least one hour to just go through first… all the messages. And then to respond, to download, so you really need that time and I don't think I have that time. And then, it's like after one hour you have a class to go to.
Interviewer:	So you think that it's a burden teaching e-pjj?
Facilitator 3:	Yeah.
Interviewer:	So teaching e-PJJ and face to face right. The fulltime students and the e-pjj students, which one do you feel that is more a burden for you?
Facilitator 3:	Burden in what sense? Burden in…
Interviewer:	Burden in teaching.
Facilitator 3:	Teaching in terms of a… making sure that my students understand I think on-line is a burden. Because I don't think they have enough from me. Of course in terms of 'ATA', I think having 6 hours of fulltime, too many… I don't know. Because I can do it, I guess, within maybe 4 hours per week, I can finish off all the topics for one semester. But in terms of responsibilities I think… Online I think..
Interviewer:	Is the burden.
Facilitator 3:	Yeah. Because for the face to face fulltime, you have all the materials, the modules. It's just that, ok if you don't understand all this you can explain, and then they just go back and do it and if they have any question, they come back and ask you, that's it. But for this on-line students, you don't know whether they understand it or not.

Interviewer:	So how do you deal with the online questions? You deal with them like… one-to-one or one-to-many?
Facilitator 3:	One-to-many… oh, it depends. If they are sending me the same topic, then one-to-many. But if its one-to-one topic, and then I have to answer one-to-one.
Interviewer:	That's the reason why you…..
Facilitator 3:	But when it comes to exercises, I prefer one to one. That's what I'm doing. It's like I will go one by one, lets say I send them five… I did last few weeks, I sent them five sentences on grammar. So I asked them to submit to me the answer svia forum an then I commented. Yes… so I will say for example this particular set, ok student A, you didn't get all correct, that you made three mistakes. Retry. So they retried and then I had to go again and say, ok you still have one question wrong. I said, then which one. You have to do it, I won't straight away tell them which question is wrong, I won't. I just want them to try and try. And I did tell them I'll give them the answers during the seminar.
Interviewer:	I see.
Facilitator 3:	So at least that, it's again another way of making sure that they go into forum. But still, it takes time for me to deal one by one, right.
Interviewer:	So the demands on on-line teaching makes.. you think that the demand is very high, teaching online?
Facilitator 3:	If you want the students to understand, I think you must demand yourself. But if it's just like… it can be touch 'n' go thing. You can simply say, ok you just do it and any question you ask me, no question then I assume you understand everything, that's it. We can do that also.
Interviewer:	Why do you think people can do that?
Facilitator 3:	Do what?
Interviewer:	That, touch 'n' go thing.
Facilitator 3:	And then again, maybe they feel that the students understand the topic. They know the subject well. Maybe, usually when we talk about adult learners, I think adult is active. They have lots of experience, usually when it comes to, lets say BEL 100. This is just a simple basic English. And usually adults, they know all this thing. Especially writing, speaking, they have enough of this in the real situation. So it's like, well if you have question you ask me, if no question I assume that you have already mastered all this skill. So maybe in a away, we as facilitators won't feel guilty for not teach them because of that, like I say… I don't know.
Interviewer:	If there's one thing that you would like to change about the BEL 100 e-pjj course, what would you like to change?
Facilitator 3:	For the online…
Interviewer:	For the whole course itself?
Facilitator 3:	For the e-pjj? Again, I would like to mention again, we shouldn't teach all the components. Maybe, online. Maybe for the particular speaking, I think it's very difficult for… maybe that one we can separate it, and make into face-to-face interaction.
Interviewer:	Is there one thing you do not want to change in BEL 100?
Facilitator 3:	That is in terms of content?
Interviewer:	Yes.

Facilitator 3:	But in terms of me as a facilitator, how I wish I have again, more time, to go into the web, the system and students find that I'm useful to them. How I wish, ok. But what I don't want to change…
Interviewer:	Yes?
Facilitator 3:	I think the system is good. Ok, we on-line. You don't have to change anything… except for the time.
Interviewer:	Time yaa…is it user friendly, the website?
Facilitator 3:	No problem. It's just that maybe, the only thing maybe from what I got from all the students, they say it's quite difficult to get access to the system.
Interviewer:	Why do you think they've to do that? Maybe because they don't have a computer at home or do they have to access it like at the cyber café or at the office?
Facilitator 3:	At their office, I guess. Because usually when they come to… most of them I believe they use the office computers to go online. That's why they couldn't do it at home. Because they usually… I could see from their address, they use Petronas, their address. So they get access from their work place. Unless they use Yahoo, than maybe at home, I don't know. I think they use at their office.
Interviewer:	Is there anything else that you'd like to share with me about the course?
Facilitator 3:	Because this my first semester teaching 100 and I've just met my students once. There's nothing much to say but again how I wish I can do something for my students, for my online students as what I've been doing to my fulltime. How I wish I have something that can help me to make them…
Interviewer:	More effective? That means you feel that you are not as effective as towards your fulltime students?
Facilitator 3:	Yes. Not because, I guess I don't know how to teach. It's just that I don't know how to do it, how to deliver what I have for my students.
Interviewer:	I see, ok.
Facilitator 3:	Maybe because of the time maybe, I don't know. Or maybe the system. Maybe they can create a system where we just go once there and the students will get everything, I don't know.
Interviewer:	So if you are given a chance to teach the course, the BEL 100 e-pjj course next semester… do you want to teach it again?
Facilitator 3:	I don't mind teaching. It's ok for me.
Interviewer:	Because?
Facilitator 3:	I like the code. I like the components. I like the speaking part, I like the speaking part. But again, I need to see the students face to face. I like… the most interesting to me, even other codes also, the most interesting component is the speaking. When it comes to speaking, I'm able to express myself and my students, teaching my students how to express ourselves, I feel that.
Interviewer:	Ok, anything else you would like to share with me? Anything you would like to say about the course?
Facilitator 3:	Well, again as you mention. I think that it's good also if other facilitators can share the experience, in terms of how they deal with their online. I think that would be nice. They should also, sharing passion with all. Maybe that would be good.

Interviewer: Ok, that's all?
Facilitator 3: That's all.
Interviewer: Thanks a lot, Facilitator 3.

Facilitator 4

Interviewer : My first question, ya. Can you tell me something about your experience of being a facilitator of the BEL 100 e-PJJ course? How long have you been teaching the e-PJJ course?

Facilitator 4 : Ok. This is actually my eleventh semester teaching the e-PJJ course. And for that eleven semesters, I've taught aa…several codes like BEL 100, 200 and BEL 250. They are basically proficiency courses and that'll be my business for all the eleven semesters. I've not done any degree codes. They are just diploma codes.

Interviewer : So, how did you start doing this job?

Facilitator 4 : Actually when I was a student, I was already interested in e-learning, as well as, CALL, C.A.L.L (spell). So, I actually had done a research on CALL when I was in my matrix years. So, from there I thought that I wanted to try something on e-learning because it's the current and that's what people are going for. Especially the adult learners this day. So, that's why I decided to try emm…to try to teach e-learning, ya, this e-PJJ course.

Interviewer : So when you involved yourself in the e-PJJ course, what did you find out?

Facilitator 4 : Frustrating (laugh).

Interviewer : (Laugh).

Facilitator 4 : I find it frustrating because I suppose the motivation level of the students were very low. And on top of that, my first question when I enter any classrooms is, "do you know what is e-learning?" and unfortunately most of the students has very big idea of what e-learning is. And to make it even worst, they don't even have computers, no internet access at home or at work. So, when I emm…progressively ask them, "so how do you communicate online?" they say they will try to spend at least one or two hours at cyber cafes. But, at the end of the day.. very poor respond, especially in the forums and also the chat. I have tried once. This is a very bad experience. The students promise to appear aa…for a chat session. So, I waited for them, I waited for them for almost two hours, I said 'hi' to myself and I said 'bye' to myself (laugh).

Interviewer : (Laugh).

Facilitator 4 : Because nobody appeared. And the next seminar when I met them, they say because of some being emm…responsibility…

Facilitator 4 : Ya, family commitment, work responsibilities and then because of time constraint. So, they were unable to actually sit down and commit themselves to get involve in the online session.

Interviewer : I see. So, the online session is just not working right?

Facilitator 4 : Ya, I don't think it's effective. Probably because there's no marks allocated when the students go online, the students don't get marks for it, and they don't see the value why they have to actually go online and on top of that they already have the self-instruction module and they think it's adequate for them.

Interviewer : Why do you think there's no marks for them going online?

Facilitator 4 : I suppose because they try to have the same assessment for fulltime as well as e-PJJ and I think it involves a lot of policy or probably management.

Interviewer : Ya?

Facilitator 4 : Ya, I suppose so.

Interviewer : So, let's talk about the materials now.

Facilitator 4 : Ok.

Interviewer : What kind of materials do you use to teach the course, online and offline materials?

Facilitator 4 : Ok, emm…the SIM I really have to fully utilize that because I think in all education system, they are very much exam oriented. And at the end of the day, actually the learners, they just want to pass the paper. But on top of that, I am very specific to the aa…to the nature of the course or the programme that they are doing. So, if I do BEL 100 with accountancy students, I fully utilize the SP materials. So, they see the relevance of learning the language. At the same time in connection to the all in Malaysian to their workplace purposes. So, they will be more interested to get involve in the online discussion. So, I usually focus a lot on ESP materials.

Interviewer : I see.

Facilitator 4 : So, I have to do a little bit of extra work la. But I think it's worth it rather than using the general entrain English in which they are not interested to actually communicate. They say like, oh, it's just another way of communication. Too simple for them probably.

Interviewer : so where do you get your online materials? I mean, do you just provide the activity Learning or..

Facilitator 4 : Ya, I do lot of open source materials, so I tell the students that they can, you know, get materials in the open source or anything. I think the students are quite aware that there are a lot of sufficient online materials but I will usually select some very good English links, websites and I tell them that these are some of the links that you can actually benefit for ESP purposes, as well as general purposes, so I would usually provide 1 or 2 very useful links for them, in which I think they will enjoy when they enter the websites.

Interviewer : o.k…what about, o.k you.. do you think that they aa.. links. Ok, you say that they may enjoy themselves, have you try it on the students or not?

Facilitator 4 : ya

Interviewer : are they very helpful?

Facilitator 4 : yes they enjoy this one, very long link, I can't remember Kak Anis but it's something on grammar in depth, so they find it useful because it is teached at different level, like the beginners, intermediates as well as advanced. So I tell the students you may start with beginners, if you think that you are at the beginners' level or you can jump straight into the intermediate if you feel that you want to be in the intermediate. So I tried and I did that as part of my assessment as a task, as say, task 1 is compulsory for everybody to do it because they have to give me feedback about the website, so I think majority did respond to the task and generally they did like a review, saying things like, Miss Facilitator 4 you should suggest more links like this because it's very

		helpful and I think from the comments that they gave me I suppose they either enjoy it or find it very useful for them to learn the language.
Interviewer	:	ya.. what you think of the self instructional manual
Facilitator 4	:	aaaaa
Interviewer	:	is it helpful to them?
Facilitator 4	:	o.k I think for the SIM, it is too simple because we have basic sentences like, this is a blue car. I don't think adult learners want that anymore, allright. I think they should have a separate SIM or the self instruction module that teach at adult need rather than putting them at the same level as a full time diploma student. I think that they get very frustrated because when they open the SIM, examples of words, sentences will be like, a book, an apple, the country, in which I think that they don't want this vocabulary anymore, they want something either more specific to their work place or something that is of a higher level, something that they did not do when the were in primary and secondary, they want more than that.
Interviewer	:	content and SIM
Facilitator 4	:	ya, too simple and I think we should teach at least one level higher like the adult learners, there should be some form of framework what these adult learners want and I don't know my suggestion I would feel it should be more to ESP so it'd be relevant to them for workplace as well as for the language purposes.
Interviewer	:	you think you have a say in it.. for the content of the SIM to be changed?
Facilitator 4	:	I don't think so because again I feel this very much involves the policy so what we can do is just, as facilitators we provide these means of material to them but again and again we have to remind that at the end of the day this won't be tested and you know it's just for their language development purposes for them to understand the concept of language, when they do the general English hopefully they are able make a link or something.
Interviewer	:	o.k, so you do a lot of activities with your students right.
Facilitator 4	:	ya quite
Interviewer	:	the online materials and activities that you use with your student,
Facilitator 4	:	a…a
Interviewer	:	o.k can you say something about what thinking lies behind the activities that you gave them.
Facilitator 4	:	what thinking lies, meaning
Interviewer	:	like you know when you give them you must have the purpose for giving them right,
Facilitator 4	:	em hem…
Interviewer	:	so what's your purpose ..
Facilitator 4	:	o.k my purpose definitely number 1 to motivate them because I wanted them to really respond and appear in the forum because for the first 2 semesters when I did this, they only appeared they said hi, thank you, nothing else. There wasn't any other response, they just said that. If I put any messages online they will just say thank you Miss Facilitator 4 and nothing else, you know they didn't practise other uses of the language to show that o.k you have understood the task that I gave you online, so what I thought when I changed my system when I started

using ESP is because I wanted to get more respond from the students. Ok, number 1 to get them motivated and number 2, I wanted the learning to be meaningful for them that they will know that this is something relevant to my work so let me get involved in it, alright? and then it has proven to be effective, again because I feel that the responses were better when I started using ESP materials rather than the general materials. So, others will be like number 3, I really, because I wanted them to understand the concept of e-learning whereby we only provide minimal information and the rest is supposed to be your duty so that's what, that's what I intended to achieve when I started using the ESP materials.

Interviewer : Basically you're facilitating them, explaining to them what it's for.

Facilitator 4 : ya, because I don't intend to provide them 100% of what they're suppose to know because they are adult learners I thought, if we give them too much of information online, they may not be able to digest because not many people can stand sitting in front of the computer for many hours, and on top of that we have to also consider as facilitators that they have to also go online for other subjects o.k so, and they have very limited resources and very limited time to do it so we have to provide minimal but effective, ya materials.

Interviewer : so how do your students relate to the course syllabus, like you say, some of them respond like you know this is too simple..

Facilitator 4 : actually some of my students, they actually asked, so are we still learning is, are, was, were, you know? because they see the word simple tenses and you know these are the basic tenses they have to do, so at the end of the day I had to answer yes because of exam orientation because you need to pass the exam like this way but it's doesn't necessarily have to be like I am a boy, you are a student, so that's why I say you have to try to use high level material so that you don't feel depress having to learn and, is, are, was , were. So, generally I think the students don't have a clear direction of what the English course is all about

Interviewer : ehem…hem

Facilitator 4 : I think they are not very sure what they are suppose to achieve at the end of the day, are they just suppose to be able to write, read, listen, speak.

Interviewer : why do the reason that they don't understand?

Facilitator 4 : because of our material, probably.

Interviewer : and you think that they should have been aa.. Sort of a given some explanation at the beginning..?

Facilitator 4 : yes..ya , they should by the course coordinator I suppose, to give them a clear direction, now this is bel 100 what are you suppose to achieve at the end of the day, actually usually facilitators do that in the first meeting ya?

Interviewer : yes..you do that?

Facilitator 4 : yes I do that, I tell them okay, this would be the adjectives that you are suppose to achieve at the end of the semester you're suppose to be able to do this, this, this and so again the students will still ask, so are we going to do tenses, is, are, was, were, and of course the answer will be yes because that's what they are tested at the end of the day for the

exam purposes and then I think whatever it is it comes back to the way we assess them and also the relevance of the materials we used.

Interviewer : but you don't. Do you have a choice of choosing things that should be tested and should not be tested?

Facilitator 4 : of course not. That's why we are restricted to follow and go by the syllabus, so I suppose we don't have a choice.

Interviewer : o.k can you remember any particular experience in which the material you used online or offline to be successful or unsuccessful?

Facilitator 4 : o.k talking about unsuccessful materials, I think I have many, to talk about successful ones very minimal. Unsuccessful will be when it is very much following the syllabus you know, like you try to explain to the students topic sentences, you know, that kind of thing and then at the end of the day like reading skills, contextual close and it's not easy to tell them that they have to know this skill because we only get to see them once a month so when I use very much syllabus based activity online the students don't respond. If I say o.k, task 1 title of the forum will be topic sentence, so I tell them that o.k based on the SIM they need to find out what is actually the topic sentence to make it clearer I usually will provide at least 1 or 2 examples to see whether they would be able to respond and say that yes we understand you. So when I give task like this they usually kak Interviewer do not respond or they will just give responses like o.k thank you, will try, or they will say, thanks message me, will check it out, you know, that kind of thing, but they won't show anything in terms of academic wise. That means there won't be respond like may I try Miss Facilitator 4, what is the topics sentence, unless I provide them with activities after that, like I tell them they have to write 5 topic sentences based on the given topic and at the end of the day again they will ask, is this evaluated. You know, it is quite frustrating because students kept asking that question, aa is there any relevance with our on-going assessment, they don't understand that, that is how we communicate online with them.

Interviewer : ehem.. so you still have to spoon feed them, online ?

Facilitator 4 : yes, it is actually very tiring for the facilitators because we have to explain everything online and try to make things simple. So it's actually at the end of the day it becomes longer and read it again and we wonder o.k will they be reading it or not, because we need to provide explanation and all and it's actually not easy.

Interviewer : successful?

Facilitator 4 : O.k successful would be activities whereby it is very outcome based whether online or offline. If online what I do is I tell them, that allright, you are supposed to give a simple report that you write at work. O.k and identify to me some verbs that you use in the reports, o.k why do you actually use these verbs, and I ask them to find other verbs that may be similar to the verbs that they use, so in cases like these they will be very much interested because they know that's what they need at work and report is probably a part of their duties at work so they don't mind doing extra work like looking up for words in the thesaurus and things like that, and then they will respond and say can we have more of these activities so I was moved from report and I will go into probably bulletins at their workplace and find one article review share

with your friend online and comment why do we write in such way, why is it written in simple present, why it is written a simple past, so they see, o.k now I understand why I need to do this because I use this at workplace when I write I need to understand simple present tense, simple past tense so it's not so bad in teaching them o.k "is' is for this, are is for that you see. I think it's basically, whether online or offline they want something that is, occupational purposes

Interviewer : to meet the need right?

Facilitator 4 : ya..to meet the need.

Interviewer : so what are your general feeling about the course? What are the good points? Bad points? Do you like the whole structure of the course, or you don't like it..

Facilitator 4 : Well I like it because I only get to see them once a month and 4 times in a semester so it's not that stressful. The thing that I don't like or probably I think, needs to be improved, I wouldn't say that I don't like but I think, areas need to be improved will be the assessment, there should be a change of assessment in terms of evaluating the fulltime as well as the adult learners who are doing the e-PJJ because these people have vast experience in working so we don't want to fallback in that forty sixty or seventy thirty assessment and these adult learners at the end of the day they want something that is or be outcome based education, they want to know the outcome of that particular course, so there has to be some form of projects probably or assessments for participation online. Then only they know, oh this is important for them. Right? In terms of structure, I think generally it's quite o.k, the structure, the running of the program is quite o.k. That one thing that I would like to suggest is that especially the first semester students, when they come in they have no idea of how to access and at the end of the day your first seminar is full of actually is planning to them this is how you get into my forum and things like that. And I think it is not the duty of the facilitator, they should already have this exposure before they come in for the first seminar.

Interviewer : Just like training, isn't it?

Facilitator 4 : Ya.. Just like training, I think, I might have training for facilitators like how you go online, I think they should also have one session like that for the first semester students.

Interviewer : ehem…

Facilitator 4 : so that when they come into the first seminar, they already have a clear picture, oh this is what I'm supposed to do when I go online.

Interviewer : do you think that it should be hands on or just you know explanation like putting it on…

Facilitator 4 : I think it should be hands on

Interviewer : hands on

Facilitator 4 : because I think I like usually have this initiative of having this orientation day or a day where they actually call all the new students to meet up with their lecturers so I think that is a good time to actually give them hands on experience meaning not have the facilities, but we can actually put them in one big room or one lecturer room ke? and have one very effective facilitator of people from the point flat whom I met to actually show them now this is what you do and some of the

		troubleshooting that may occur during the ya, during the communication online.
Interviewer	:	so what are your general feelings about the online aspect of the course?
Facilitator 4	:	ehem I think
Interviewer	:	is it user friendly..
Facilitator 4	:	ya.. It's quite straight forward actually I think anybody who is illliterate can eventually learn how to use it because it gives very clear direction of,when they enter to class maya and it gives you the breakdown of the icons and you just need to click but then again the students need to understand what is collaboration, what is classroom management so I think the we call it LMS the learning management system should be put clear to the students and say to them that, o.k if you need to enter to the forum and you need to click the collaboration, it may sound like doing kindy work you know telling them 1 by 1, step by step but we have to understand, that these people are adult learners and some of them may not even be computer literate.
Interviewer	:	yes.
Facilitator 4	:	so I think the basic knowledge of the LMS should also be exposed to the students. So I think, again this should happen during their orientation week.
Interviewer	:	ya…what about the face to face part of course?
Facilitator 4	:	face to face I think, very stressful because we only see them 2 hours and they bombard you with all kinds of question and it's like teaching 14 semesters into 4 sessions, you see, and you will feel sorry for them because if you don't do it, you know that at the end of the day when they sit for the mid semester exam or the final semester exam, the reflection is on you as the facilitator whether you have done your work or not and one thing about us is that we fear if have too many failures. So when we go into all the seminars, I suppose we teach, so we teach like what we do with the fulltime students, so to me it's very stressful because we try to cover everything in 4 seminars in which we know that whether you get it or not, I'm so sorry you just have to listen to me, you know that kind of thing and then at the end of the day you'll be doing an 8 hour lecture of one semester's work, you see. So it's quiet stressful.
Interviewer	:	there's also 1 seminar where you basically do your test right?
Facilitator 4	:	ya. mid semester, ya coming back to that, that means we are down with what, 2 seminars? because the first seminar students will ask like, o.k what's the course syllabus how is it on-going?
Interviewer	:	ya
Facilitator 4	:	ya, although, they can actually get that online but we can see there's no effort from them to do it. So they come back to seminar and they still ask us, o.k what is the breakdown of this assessment, what other things we need to cover, in actual fact, facilitators are not supposed to do that, they're suppose to facilitate them if they have any problems with the content matters, so these are the some areas that I think we over look because we have the third, like the mid-semester in the third seminar and we probably if the schedule is good the fourth seminar will be for

	speaking assessment? So that is like what 1 seminar for just content matters?
Interviewer :	that's a lot right?
Facilitator 4 :	ya
Interviewer :	so what about your experience dealing with the student's online messages and feedbacks, negatives, positives?
Facilitator 4 :	negative, positive, I wouldn't take anything as negative but I would say that some are really humorous and really I wouldn't say it's negative but you know, some people might say like o.k, did you actually use that kind of short forms in class, you know like once, I had this one, aa.. remark online that says thank you for your 's' which is 'ass', allright. I suppose the student thought that is a standard abbreviation for the word assignment and it appears online and I believe even my resource person probably might have read that, allright, and then another candidate actually on that same forum says, ya we enjoy the 'ass' very much, can you give us some more? So I wouldn't take that as negative but I would take that as very funny and humours experience and that actually has open up some language ideas to me. that means o.k, I have to tell them that abbreviations are commonly used but certain abbreviations may not be suitable and you have to check it out before you use it. So in a way when I encounter those kind of messages, I actually don't know how to react because number 1, I'm young, and I'm afraid because people who are watching me, people who are reading my forums will be very senior lectures so, I seriously don't know how to react to cases like that but I simply assume it's a genuine case that means that the students really don't know that 'ass'.
Interviewer :	but did you correct them?
Facilitator 4 :	ya, I would say that the 'ass' is not the correct abbreviation for assignment so you may want to try and use a different abbreviation so I suggest some, so they know that after that they don't use, but some things are already fossilised, the students will keep on using it, it's actually quite scary.. aaa.. so if anything that's negative, I don't think I have experienced any in terms of messages, but the positive side of it is I think now as I have given more experience in e-PJJ I feel it's easier to tackle them and to get them to communicate in the forum and I tell them that use a forum as a platform for you to communicate not only with me but with your other friends, probably you have a promotion in your bank if you're working in a bank and you want to promote that to your friend so you may use it in my forum because I don't think they can use that kind of communication in any other subjects you see, like if it's accounting, it is really very much about accounting so I thought language is something that they need to have a platform and they need to understand that o.k they don't only communicate with me, they also communicate with their friends, and because of that they become more open, and you'll get all kinds of sweet messages like o.k my company is having this annual dinner and I'm supposed to be in charge of it, do you have any suggestions, you know, where I can have the dinner, so I thought when they come out with questions like that, it opens up to their speaking practice

Interviewer : so do most of your students, you know when they go into the forum, domost of them use English or Malay?

Facilitator 4 : yes, they use English and a lot of broken English but they try, that means, you can see that there is effort on their side to use the language. I don't think I have any experience having students communicating with me in Malay unless they really don't know the word but then again they will put in inverted commas, because I told them it has to be 100% English, it's o.k if it's broken, when you use broken that means I know you don't know the structure well, right. But at least there have to be some effort on your side. So for the past eleven semesters, I don't think I have received anything in Malay, I mean 100% Malay language.

Interviewer : So when you respond to their feedback, do you respond 1 to 1 or 1 to many, how often do you respond back?

Facilitator 4 : now I am a little bit more diligent, those days I think I was lazy because the responses were very poor but know of late I get like messages everyday on the forum so I make sure that I respond to them within 24 hours, so it's extra work but it's entertaining because now you see that the students are more initiated aaa.. they become more motivated and they have initiative to actually get into the forum, so as facilitators we don't want them to be deprive of our feedback. So what I do is usually within 24 hours we'll provide information, provide feedback, and it will depend whether 1 to 1 or general, kalau 1 to 1 tu is usually in the case where they really ask a very personal question, like message me I really need your feedback about my writing, right otherwise, I will usually have general feedback, because I don't think I want to give feedback to 50 students online. This semester I have about 53 bel 100 students, and surprisingly for the past, ever since the first seminar right until today, we have discussed almost 18 topics online, and the responses are like very overwhelming, the students come in at least more than half of them.

Interviewer : they are very active..?

Facilitator 4 : ya.. They are very active. I don't know because probably they are accountancy students or what, but I think of late, the system is getting better, I suppose aa.. they just want to get involved in the online thing, but now the response is really good.

Interviewer : do you think there's a different between accountancy students and the public administration students and the business students?

Facilitator 4 : ehem

Interviewer : I mean you had them all, right?

Facilitator 4 : ya.. I had them. Yes I had all this three groups kak Interviewer, and I think generally accountancy students, they are more interested because they have a good command of the language compared to the public admin and business students and when I did with the public admin and business students, those for the responses are thank you - message me - no third, right o.k, nice to see you that's it, you know that kind of responses but accountancy students, they had more to say, right and I have, I think I had accountancy students 2 semesters ago and this semester, so 3 semesters of the accountancy students and generally

		they fall in the same category, very responsive, very active and they really want to get involved in the learning.
Interviewer	:	so what aspect of the course do you like most and the least?
Facilitator 4	:	o.k the most ya…what I like most about the course, I honestly say will be the forum, I like it very much and I think forum should be one of the areas highlighted for e-learning and the least that I like, will be definitely the SIM. I think it really has to change, because sometimes I feel sorry for them when I have to do any exercise in the book and open, and it will give very basic sentences, allright, like flowers - hibiscus is our national flower, you know? I don't think they want that you know kak Interviewer, the SIM has to be changed and I think that they should conduct some form of meet analysis and should we focus on ESP or should we just use general English..
Interviewer	:	do you use any other resources like any other books that you would suggest to the students?
Facilitator 4	:	ya, there is actually, because I know at the end of the day, it's very much MUET punya format, so I did suggest to them this good book by.. I can't remember but she used to be a UiTM lecturer, it's very much MUET based, but the good thing about it is that it provides very good notes on topic sentence, it is very clear, topic sentence – so what is a topic sentence, so 2 pages usually, about just what is the topic sentence and the rest will be really high level exercises. It was published by federal publication if I'm not mistaken but I can't remember the title of the book.
Interviewer	:	so you suggest it for them
Facilitator 4	:	ya..yes..
Interviewer	:	and the students use it?
Facilitator 4	:	ya..and they find the book more helpful actually compared to our SIM and our vision books.
Interviewer	:	so the forum part of the course, did you think that it should be effectively use by all facilitators or..
Facilitator 4	:	Ya.. I personally feel that the best mode of communication because I don't think we can use chat because we cannot find a common time to sit down and communicate with everyone and it's very frustrating if you have fifty students and if you do chat, only one or two appear, so I don't think chat is a good idea in the LMS. Forum I think is the best because they get to access it any time they want allright, and the notes won't be deleted until the end of the semester. Sometimes the notes are still there even in the following semester, so I suppose forum should be fully utilized by the facilitators.
Interviewer	:	o.k aspect of assessment o.k? can you tell me about the assessment such as exercises, quizzes, the tests, when u give it to your students?
Facilitator 4	:	o.k assessment is very much departmental based, that means that in the mid semester as well as the final exam, allright, so that is very fixed, but other assessment will be purely exercises from magazines o.k, I will usually take one article and then I will try to test everything there, grammar, reading, and then writing, so what I usually do, back again to ESP, I will choose one article, relevant to them, and then will delete some words, do it as a close passage, and then on top of that - vocabulary development and then the 'wh' questions, so I will use only

one article for the whole semester, and try to develop all the language skills that they need.. ya, that's the only one la.

Interviewer : do the students know that there is no weight age?

Facilitator 4 : Yes they know. I just say that it's just for practice to prepare them for the semester, mid semester and also the final exam, so they're quite o.k with it, and it's just that I think they are quite frustrated because sometimes we asked them to do so many task online kan? Like ok, this is your first project, this is your second project but at the end of the day it doesn't carry any marks, so they get frustrated actually and they ask, o.k do we have to do anymore? Sometimes that question sounds like, it can be positive but it can be negative, so when we gave them more, and then they will follow up with a question, are you giving us marks for this? you see..

Interviewer : so do you feel that there should be weight age..

Facilitator 4 : I mean for major projects,like I mean, for simple activities, for practice purposes we don't need to, but there should be some marks for online participation, because when they see that at the end of the day it's o.k, you don't evaluate us, you don't award us any marks for participation, so why do we have to go online and do your activities, we can survive by just going through SIM you see, so I think there should be some weight age for participation, online participations.

Interviewer : so the exercises that you gave them, do you think they were very helpful?

Facilitator 4 : If it's ESP. Kalau general English, you can see immediate demotivation level, they will immediately look at it and find it quite stressful to do it, and especially if it's grammar exercises and they will look at you with a blank face and you know there's a big question mark in their minds asking you like, o.k what is this exercise for, you see, so if it's general purpose, the students wouldn't want, I don't understand why..

Interviewer : so are you talking on the basis of just accountancy students or

Facilitator 4 : general

Interviewer : in general

Facilitator 4 : ya in general

Interviewer : but how do you check if your students have learnt from the activities that you have given them?

Facilitator 4 : there will be a short quiz online so I will label that o.k, I will label it as quiz 1, allright quiz 1 and the subject will be tenses, but I give them a close passage online and they have to provide respond, so that's the only way I measure the understanding

Interviewer : and it's not difficult for you to do that?

Facilitator 4 : It is not difficult, but it takes a lot of time because I've to check all the answers online

Interviewer : so your response should be, you check every single answer online and then you just or you just put your answers there.

Facilitator 4 : I put my answers there and then explain to them, o.k now it's self-check and see how, what's your score for that particular task and then if you have any major question you can forward it in the forum for the benefit of everyone, so usually they will ask 1 or 2 very important

		question and they don't really understand why that is the answer and quite interestingly usually they will fall in the same question form.
Interviewer	:	so can you share some of your responsibilities and experiences in terms of assessment in the bel 100 e-PJJ
Facilitator 4	:	meaning?
Interviewer	:	do you have any, you know responsibilities in setting up the question papers..
Facilitator 4	:	o.k, no because it is, it is very much controlled by the department so there is a standard paper for the whole of UiTM. So I am not in any of the core papers - bel 100 or 200 or 250, so I do not have that responsibility of setting up the question paper, but in terms of speaking assessment yes, meaning, I have to conduct the speaking assessments with the students and what I can say
Interviewer	:	the situation given to the students, do you come out with your own?
Facilitator 4	:	no. it is all standard by, given by the department, so we just conduct, we just administer the assessment what, but I do not get involved in any of the preparation.
Interviewer	:	so that's your responsibility, to carry out, to conduct..
Facilitator 4	:	yes to carry out the assessment, ya
Interviewer	:	so, what is the support given to you in the teaching of the course from administrators, resource person, coordinators or your colleagues?
Facilitator 4	:	ehem.. I think from administrators, they provide sufficient information online, that I'm glad, because I don't have to cut and paste the information about the course so I only need to facilitate my students, the course coordinator, so far I've not seen any crucial role or important role or function of the course coordinator except coordinating whether facilitators actually go online or otherwise, colleagues I think we share a lot of teaching materials and usually sometimes when you sit next to a colleague who is communicating online and you peek into his or her questions, and you find it aa.. I think I should do this with my students and you get a permission from the friend and I think in terms of teaching material colleague wise is very very important because there need to be a sharing session whereby we need to put down some effective task that we think students will get involved in
Interviewer	:	do you do that? I mean do you share your resources with you colleagues?
Facilitator 4	:	ya.. sometimes, because aa.. sometimes, colleagues who are blank, ok what am I supposed to do on forum, I will say these are some of the suggestions, you may want to try and I thought that they may have their own, so usually it happens impromptu, it is not something that is planned, it just happened because somebody voices out, I don't know what to do in the forum, o.k this is what you need to do, in terms of formal discussion, no..
Interviewer	:	none?
Facilitator 4	:	Ya, there'snone.
Interviewer	:	Ok, so do you go into any training to teach or interact online?
Facilitator 4	:	ya…one
Interviewer	:	one?

Facilitator 4 : ya I think that was like nine semesters ago and for me the LMS have changed and the expectations have changed, so I think there should be frequent training

Interviewer : hands on ?

Facilitator 4 : hands on, ya..

Interviewer : ya, what…aaaa… Can you be a little bit more specific for, what kind of training do you think that..

Facilitator 4 : needed? Yea.. that will be like, how to actually manage the LMS, I think I have checked OUM's LMS. I think they have a very systematic way of keeping records of students' progress in which in UiTM LMS we do not have that. We only have, mode of communication ,channel of communication, that's it. Some LMS have.. recording system of the students' progress, like task 1- how did they fair, task 2 - how did they fair, but then again these universities they are run with 10 to 15 students per lecturer, so its o.k to keep track of the recording of their performances, but in our case because we take charge of like, 50 students, so if we were to record their marks for all the task, it's a real headache la, so I don't think everybody will like this suggestion, but I think as a facilitator ourselves, we need to know whether the students are progressing, you know, or whether they are going upwards or downwards, so I think in the LMS they should come out with some form of recording system for their grades or something like that.

Interviewer : o.k can you tell me some of the things that you do to get your students to be active in the forum discussion. I think you have told me a little bit but is there anymore…

Facilitator 4 : anymore, number 1 I think they will enjoy if you go into something that is personal allright or something that is current like what is on this semester - is that 'Akademi Fantasia' although I am not a diehard fan of the 'Akademi Fantasia' but I think they like it

Interviewer : and you have be knowledgable

Facilitator 4 : yes, and I have to know that, and I actually wrote it in one of my forum if you want to check, I did say that I am not the diehard fan of 'Akademi Fantasia' but I just do it for the benefit of my students, not just for you also for my fulltime students and since everybody is talking about it, so I don't want to go around not knowing anything. So what I do is I had this one activity who will win, because it was nearing the final, so I threw one question for speaking practice, so I ask them o.k who do you think will win, give your reasons why you think this candidate will win and it was really immediate kak Interviewer and the next day when I check the forum it was like 28 respondents for that particular thing. I think yes, I think they want something that is current and personal to them, and definitely something that is not academic based.

Interviewer : but that also doesn't, that helped them?

Facilitator 4 : yes, actually that really helps them because they use the language, rather than the academic one that means, you'll see very very structured topic sentence is, a full sentence as compared to non-academic topics you see they really fully utilized the knowledge of the language. It will be really aa.. I would say bad, the language, because it's full of broken English and some words which are irrelevant and

unsuitable, but at least you can see that there is an effort, at least they try.

Interviewer : so during the face to face meeting you told me that you are left with only one seminar?

Facilitator 4 : ya, one full seminar for content

Interviewer : you basically do a lot of teaching in there..

Facilitator 4 : yes, a lot of lecturing, because if you ask them, I remember one Dr. … who is that guys kak Interviewer…Dr. Kamil who is

Interviewer : ooo Dr Rashidi

Facilitator 4 : Yaa, Dr Rashidi, so difficult for to me remember his name. Ok I remember once Dr Rashidi mentioned to us that we are not suppose to teach when we go into class, we are suppose to just facilitate them, so you sit down and wait for the students to throw questions to you. So if they don't throw questions to you, then you just look at them, you smile and you hope they will smile at you. So I really remember he said this and I thought that is what it's supposed to be the online thing and that is the expectation of this whole program, but at the end of the day you feel that because we are so exam oriented, if you don't do the teaching part, the reflection is back on you and at the end of the day why do you have too many failures and things like that. So what Dr. Rashidi said he has a point there. We're supposed to sit down and wait for them to throw us questions but ……

it doesn't happen. I will ask them many times, do you have any problems in SIM? They will just look at you, do you have any critical questions that you want to ask me and they will just look at you and then when you lecture they just happy aa…that kind of thing

Interviewer : that's the only thing that makes them active in those 2 hours

Facilitator 4 : ya

Interviewer : so how do you encourage your students to work on their own

Facilitator 4 : aa.. that's a very tough question huh, how do I encourage them..

Interviewer : do you motivate them in such, you know, do you have a way to motivate your students?

Facilitator 4 : do I do that, not really. I will just say that you people are adult learners and you decide on your own learning, how much you want, right, I cannot be the one deciding for you, and by saying that I think they know that they are on their own.

Interviewer : but do you encourage them to interact and make comments among themselves

Facilitator 4 : yes that's why I say the forum is a platform for communication not to communicate just with me but to your other friends. Sometimes you may want to ask about accounting subjects in that forum, you may do so, you know, you probably want your friend to explain or want to express something that I don't really understand that the theory of bla bla , so you can actually use that in my forum because in other forums, I don't think you can do that because it's very content based , so I see in terms of my language forum is for you to communicate across board, so that means you don't have direct the question to me but I have to monitor your communication, that's all.

Interviewer : and as long as they use the language, English language.

Facilitator 4 : yes as long as it's in English.

Interviewer : o.k

Facilitator 4 : so that's the only way I motivate them. I see that I will penalize them,it's whatever you see, you can communicate and give any topics online, it's o.k, so in that sense they get motivated to do it

Interviewer : allright, okay. So can you share some of the positive experiences you had dealing with either a student or a group of student?

Facilitator 4 : positive experience online, offline?

Interviewer : it doesn't matter

Facilitator 4 : doesn't matter. Well a positive one I would say when I get response, really good response and I think that who will win activity, that's the positive, the most positive experience I've ever had because in a day I actually had like 28 responses.

Interviewer : online

Facilitator 4 : online, ya.. so I suppose we just need to know what their interest is and get involved in it, although it may not be your cup of tea, but you just have to do it for the sake of the learners, yes

Interviewer : negative?

Facilitator 4 : negative? I don't think so, like I said I don't see any negative aspects except for

Interviewer : that one is hilarious la..

Facilitator 4 : yes that one. I don't think that as negative, I just simply put that as a very genuine case where the students really don't know that 'ass' really means what it means..

Interviewer : but I have to ask you about the technical part, you know the technical part of the online, any aspect.. would you consider that as something negative, do you encounter any problems fwith the technical?

Facilitator 4 : technical like getting access to the.. so far no, except for the chatting, yes, that is the only, aa, if you were asking about the negative part actually that will be the one whereby I waited and I think it was really a waste of time to be there and to say hello and to say bye to myself and to wait for them 2 hours because I fear that if I leave the chat at 8.15 suddenly somebody else will appear you see. So that will be the negative part of it because I have to do unnecessary work, I sit in front of the chat, the students promised to appear but they didn't, not even a single soul, so I thought it's either that they may have forget or they just couldn't care less or probably they don't have computers at home, they don't want to do extra or they don't want to have extra effort to go to cyber café just to communicate for a bel lecturer so I suppose that is the negative aspect of it.

Interviewer : how do you think you can encourage them to have a chat session, I mean, we have a chat session right?

Facilitator 4 : ya, we have it there in the LMS it's just that.. you know, I don't know if anybody uses it. I don't think it is.. I don't think it's effective and when it's there in the LMS, you as a facilitator you don't use the same duty so I think they should take that, ya take that away for something else you know like rp probably sometimes they want direct to rp, the rp or ooo…this is the rp session so you can just go into the rp rather than putting it there and we're not using it because at the end of the day students also do ask you know "chat tu apa puan" you know that kind of thing and some students they want to chat but we as facilitators we

		don't want to.. I would say we don't want to waste a time sitting there because only 1 or 2 will appear it, that's it.
Interviewer	:	can you tell me how you fit the bel 100 e-PJJ into your working life. You know how do you organize yourself doing the face to face, I mean you have only 2 hours?
Facilitator 4	:	everything very much on transparency so I depend a lot of my transparency and I tell and I give them and I make sure before they come for any seminar they have to be prepared, whoever comes in not prepared that means this are the people who do not check the forum, so what I do is I depend a lot of my transparency and like I say it's really a lot of teaching. This is what you need to know, this is what you need to know, I use a lot of teaching aids
Interviewer	:	what if your students do not come in prepared?
Facilitator 4	:	they will just sit in the class and give me a blank face and I cannot afford to entertain on an individual basis because sometimes we do have serious learners and you just need to proceed, we cannot hold back because of this few who did not check the forum so they just have to go with it, we cannot afford to say like, well I sympathize you, you don't have computer it's o.k, allright people let's go back to whatever, so I don't think we have time because we have very limited session to them, so we really have to fully utilized it, so I don't think we can entertain on an individual basis.
Interviewer	:	and when do you tend to log on the discussion forum?
Facilitator 4	:	usually
Interviewer	:	how often do you do it?
Facilitator 4	:	off late ni, almost every day, almost everyday and it would be at night because at night I'm a little bit more relax I have nothing much to do so that's the time when I actually read I may not respond immediately I may just read and see whether this people are really appearing on forum and sometimes they really are humorous you know when they go on forum and they come out with sentences yang really funny structures yang really really ridiculous and you find it really entertaining so I take it as an entertainment so it's my daily entertainment now.
Interviewer	:	on average how long do you sit and really you know..
Facilitator 4	:	45 to 1 hour, 45 minutes to 1 hour.. ya.. wouldn't be anything more than that because I cannot stand the computer screen. I'm one of those yang cannot take it so that's why I make it a point 45 to 1 hour, 45 minutes to 1 hour rather than having to sit 2, 3 hours 3 times, 3 days once, you know things like that, so I would rather do it on a daily basis but minimal, minimal hours ya.
Interviewer	:	your feedback would be like first you just read through
Facilitator 4	:	ya…I will read through
Interviewer	:	and then you get back to it?
Facilitator 4	:	yes. If I find anything yang really major and I really have to say it there and then I will respond or sometimes the students just want to see whether you are really following what they are doing, so when I see that, like one topic I have probably more than 10 respondents already, what I do is I just compliment them and I'll say, thank you very much for your responses and I'm happy to know that all of you are appearing

	in the forum, so they get encouraged when you actually show that yes, you yourself communicate as a facilitator, ya.
Interviewer :	so how do you feel about the demands that online teaching makes of you in comparison to face to face?
Facilitator 4 :	of course a lot more because, we have a different set of learners every semester, so definitely material wise, preparation is quite hectic and you don't want to use something that is outdated, so you have to keep, you have to maintain some form of teaching materials in which it will inculcate interest among the learners so I think it requires more effort on my part, ya, online things. The face to face is even worse because you know you have two hours per seminar and this is all that the students need to know and what they need to know is a lot, so the distribution of work for the 4 seminars, I think is more stressful than the online actually. If you ask me between online and face to face, I think the face to face is more stressful, because, number 1 you kena appear in front of the students, and you don't know what the expectations are, so you simply deliver what you have prepared and when it's.. online is quite o.k because it's quiet frequent, so like today I click and I think like o… I'm supposed to tell them about contextual clues, so I can just go into the forum and say, ok, contextual clues, and they can do their own research on that, ok, so face to face is really stressful.
Interviewer :	the burden here, do you feel that the burden would be more on the e-PJJ students or your full time students?
Facilitator 4 :	the burden will definitely, talking about burden, it will be e-PJJ
Interviewer :	why is that?
Facilitator 4 :	why? Because number 1, you know you have limited time with them, but you have to cover a lot, o.k and number 2 it requires more teaching materials as compared to the full time, because the full time they are quite adamant with the textbooks that we have, so we are quite laidback. One day you walk into the class, you do not have any photocopy materials, well kids, you can just go buy the textbook you know, but for the e-PJJ, we understand they are adult learners, we cannot afford to do that and they come once a month or rather they see us 4 times in a semester, they are people who have got judgment, so they will evaluate you very critically, so it's quite scary if you do it wrongly, so I suppose the e-PJJ give me a lot of burden more than the full time, although it's minimal weightage in terms of meeting session and then it's what that makes it worse because you have very limited time but a lot to cover.
Interviewer :	o.k what do you think of the syllabus of you know, because we are actually using the same syllabus as the full time students and the e-pjj. Is that, you know available for the students? Do you think so?
Facilitator 4 :	Will I be stepping on someone else's …
Interviewer :	yes
Facilitator 4 :	. But I think in terms of language assessment there's nothing much that we can, nothing much that we can do about, or we can not say whether its relevant or irrelevant because if you look at IELTS or TOEFL, we don't get ESP, ESP question is very much general English, so I should think, I think I kind of like the mid semester and the final exam, it's

just that I don't quite like is the SIM. I think the assessment is quite o.k because in terms of language assessment there's nothing much that we can say, no we have to have a special paper for accountancy students, you have to, the person or the committee of the core people is suppose to set the question throw shoes at me, so we gonna have different question paper so at the end of the day people might argue why is the accountancy paper easier than business paper and things like that so in terms of test papers I think the one that will have the standard one is already good enough because if you compare a course board any other international test we won't be able to fight anything that, we meet the needs of the learners. I'm think is quite o.k I'm quite satisfied with the assessment, except for the speaking assessment. I think the speaking assessment question should be pitched at what adult learners can talk about rather than talking about holiday or a story book that you have read or you heard that your friend is quitting from UiTM, what do you want to suggest ,so I think for speaking practice there should be a different set of situation for adult learners so you don't feel sorry for them, when you administer the test for them, oh my god, you're sitting in front of a man who is probably 45 years old and talking about

Interviewer : how to advise

Facilitator 4 : ya.. how to advise the friend who wants to quit smoking or a friend who wants to quit from UiTM so I think the speaking practices they should have a different set and I don't think the speaking questions are difficult to set, I don't know whether it's true or not but I think they should be able to come out with more I mean more challenging questions for the adult learners

Interviewer : and weightage

Facilitator 4 : weightage,10% if you're doing by, I think if you want to increase then you have to change the whole system yes, I think probably, 10 is quite sufficient because we don't need any preparation unless it is a major preparation where they have to do reading and project and things like that and sit down to make in the group then probably the weighted to change because it still individual and it's only about 2 or 3 minutes assessment kind of the thing so I think it's a quite o.k ya 10%

Interviewer : so is there anything else you'd like to tell me about your experiences

Facilitator 4 : o.k well generally I enjoy teaching it, number 1 because I have a different set as student as compared to the full time. I have adult learners and this people are very experienced, they may not have the knowledge but they have many other means of sharing information with you, so I feel that for the pass eleven semesters I have been in e-PJJ, that is what I really enjoy most, listening to the stories about their work, listening to the stories about their grievances, their bosses you know and that is something that we can share in common because we are in the working, working line, so I am usually use that as our teaching points whereby we talk about management we talk about leadership skills and it's something that I can relate, unlike doing it with the full time students, they may not have any idea about what nonsense you're talking about, so what are the management, its o.k you know that kind of thing, but with the adult learner what is really entertaining is you get, you gain more than what you expect ya, like

their job experience, their personal life, sometimes they do share advise, sometimes they really made witty statements, like they know that I'm not married so they give suggestions like o.k who do you think is the most available bachelor for Miss Facilitator 4, they had once this in the forum, so it was really entertaining, and I never take anything too personal, so I suppose, as facilitators we have to be really open and sometimes we have to allow ourselves as being the subject of discussion, because at the end of the day we just want them to use that online channel, to show that them that this is what e-learning is.

Interviewer : if there's one thing about the e-PJJ bel 100 course that you would like to change.. what would that be?

Facilitator 4 : definitely that chat thing I want to take out from the LMS, and then definitely the SIM, ya.. the self instructional module. I think like, sometimes I feel like I want to sit down and produce my own material but I don't feel emmmm apt, I don't think I'm the suitable person to do it, so if you really ask me what I really want to take out from that is the SIM, ya. I really don't want the students to be carrying around the SIM and at the end of the day they I don't use it and then, I feel sorry because they have to use it.

Interviewer : and if I ask you 1 more question if you don't mind, if there's one thing about the forum that you would, like you know, to be more fully utilized, how would you suggest it?

Facilitator 4 : I would suggest number 1, based on my experience, based on the ways that I find, was very effective for me, of course number 1 is to put current affairs, they want to know that because they are adult learners, number 2 do something that is very personal but some people may not want to get involved in personal matterd but I think this is one area that you will get a lot of responses and number 3 you definitely have to label the forum clearly, that means you have to give a very clear indication of what the forum is subjected to, like if it's the task, make sure you put it as a task. You don't just say, try it out, you know, I tried this when I started in the first 2 semesters and I noticed that they don't check, unless you reall say task 1, task 2 or you label them, reading note, writing assessment, so the labels for the forum must also be clearly indicated so that the learners know what is expected out of that particular forum, ya..

Interviewer : ok, anything else that you'd like to add

Facilitator 4 : not really, I think I have said more than that I'm required

Interviewer : o.k thank you very much

Facilitator 4 : o.k

Facilitator 5

Interviewer: Thanks a lot Facilitator 5, for giving me the time. I would just like to ask you if you can share with me something about your experiences of being a facilitator for the BEL 100 e-PJJ course

Facilitator 5:   meaning?

Interviewer: any experiences that you can share. Like, you know, how long have you been teaching the course?

Facilitator 5:   I can't remember actually, but it was quite sometime, say that this semester, I guess so, because I do it on and off, on and off. Okay… this semester, so about BEL 100 it's more on grammar, actually there are 4 skills but the stress is on grammar, so most of the time when I told them during the seminar, right, seminar right.

Interviewer: Yes

Facilitator 5:   Seminar, so we stress a lot, we stress a lot on grammar like the simple present tense, simple past tense, and above and in the second seminar normally it was about writing and reading. But in terms of writing I stress a lot during in the web because they can hand in the assignment via the web, so I put there as a assignment one for paragraph one, assignment two for paragraph two, assignment three for paragraph three. And so for assignment four for essay 1, Assignment five for essay 2, so most of them , they will join in and they hand in their work and I will have to print and check their work then I comment.

Interviewer: Now, how did you start doing this job, you know why did you take up to teach the e-PJJ course?

Facilitator 5:   Personally it is because of monetary problems right, of course because of that, right. But…As a part time, since we are still allowed to do that as our part time, so we do that. That is the main drive actually.

Interviewer: okay. other than that?

Facilitator 5:   other than that, I kind of want to know what is actually e-PJJ, and while using, by using the computer it sounds very interesting

Interviewer: So, when you got into it, what do you think of the course material?

Facilitator 5:   Actually, I don't really rely on the course material

Interviewer: Why is that?

Facilitator 5:   because, I must say that the module is not quite satisfying…yes…because I taught BEL 100 to my fulltime students, so I rely on my own materials.. so at that time the module was very long, and then, the fonts of the material was very small, let say, I cannot, I don't really like to use that module.

Interviewer: Ok, that is just because of the font or ………?

Facilitator 5:   The content also, the content as well, to say that I don't really use it, actually because I don't really like the book actually, the content

Interviewer: The reason, can you be a little bit more specific about why you don't like the manual.

Facilitator 5:   The content… to tell you about the content, because like the simple present tense, simple past tense, they jump from one chapter to another chapter that, but in kind of, I don't really like the way ..the structure of…The structure of the books, and also the sentences, the examples are very simple

Interviewer:	Ah… okay..
Facilitator 5:	And…what to say, I don't really like it, I mean, I can't recall the book now but I know I don't... all I know I really don't like it. Too simple that is one of it, but and not… nothing is it. Is there anything on reading I can't recall.
Interviewer:	There are some reading?
Facilitator 5:	I can't remember because I don't really use it.
Interviewer:	You don't use it?
Facilitator 5:	but I ask the student to go via the weeks, according to the seminar based on the seminar, that is seminar one unit one, two, three, the students are asked to do it but I didn't, I didn't really follow that.
Interviewer:	So what did you do then, what kind of materials do you give them?
Facilitator 5:	Actually, through the web I ask them to…I mean I taught simple present tense, so what do they understand from the simple present tense, so then I give some samples of the usage of simple present tense and they come out with their own sentences of simple present tense…and I rectify whenever there's a mistake.
Interviewer:	So you feel that, that is very helpful to them?
Facilitator 5:	I think that is the simplest way to get to them on simple present tense… that means to say the grammar.
Interviewer:	Either offline, either you do it face to face or you do it online, you do it that way?
Facilitator 5:	ya…ya… and face to face I am more on,..when I see them I am more on…I stress more on grammar, but I stress on…. I stress on the writing part where still I have to stress on grammar. That is face to face.
Interviewer:	So ….when you give them all the activities…ok, what were you thinking of…you know when you gave them the exercises ..there must be a thinking that lies behind these…
Facilitator 5:	More on… for the mid semester paper and also final paper because due to the time constrain, so we don't really have time actually, so we stress more on the past year papers..
Interviewer:	So you teach them towards the exam?
Facilitator 5:	What are the things that they need to know pertaining to the papers. So meaning that the stress is actually on the question papers.
Interviewer:	Why is it that you are just doing that?
Facilitator 5:	Because I may say that the purpose is for them to get whatever they want to score or even to pass, so the stress is for them to get that good marks.
Interviewer:	How do you know the student just want to pass the course?
Facilitator 5:	No…not only to just pass but also to get good marks. So the stress is on the question papers. How the questions look like and how to tackle the questions.
Interviewer:	so, you…do you give them past year papers?
Facilitator 5:	yeah… I do… I provide them with the question papers and also they can get it from the library of the internet.
Interviewer:	So, when you do those the past… when the students do the past papers……
Facilitator 5:	They do ask me questions because from the library of their website, they can get the question papers and also the answer keys. So, when I

	discuss the answers in class, they know, they would like to know why the answer is so. So, than I stress on the ….
Interviewer:	that is done during the seminar…do you do it online or face-to-face?
Facilitator 5:	Yeah… they did ask me the questions. So, for those who ask me the questions then I focus on that. When they said why is that the … 'the' answer instead of 'a'. so, then we discuss about that. That is more on personal communication. For those who ask the questions.
Interviewer:	So, can you remember any particular incident where you give them an exercise, an activity, any material that you used…. that is very successful?
Facilitator 5:	The past year papers…I guess
Interviewer:	Really…
Facilitator 5:	yeah, it helps a lot. The past year papers… because mostly they would like to score even for those who are poor, they would like to, at least pass. So, they rely a lot on the structure of the question papers.
Interviewer:	These students… they want to pass the course
Facilitator 5:	Some of them …
Interviewer:	Because they want to go to the next level…
Facilitator 5:	Yeah, for the next batch.
Interviewer:	That is the proficiency course… so the requirement is to go to the next level. Do they ever tell you that they need language? They need English language to improve?
Facilitator 5:	No…none! Most of them to get higher marks for their paper in the course.
Interviewer:	Okay…now… any incident, any material that you have used with them and it was unsuccessful?
Facilitator 5:	Emm…I can't recall
Interviewer:	Anything that you try online ... anything that you try in class?
Facilitator 5:	I did post some questions like what…like on prepositions. I ask about prepositions and none came out with the responses. I may say that they are not interested.
Interviewer:	Do you know why they are not interested in prepositions?
Facilitator 5:	that's why when I ask them "don't you have any problems pertaining to this matter?" no response from them at all….so I figured they just don't know or not interested…or they understand..
Interviewer:	So you assumed
Facilitator 5:	Ya I assumed
Interviewer:	So you left it as that…did you pursue on the matter?
Facilitator 5:	Yes I assume…I left it as is…
Interviewer:	Why is that?
Facilitator 5:	Because… well I quite the number people assume right… because there is no response, they understand.. right. Because I have posted several questions, so they did not ask me, did not give me any response, so I assume that there is no problem.
Interviewer:	So you don't provoke them with another exercise?
Facilitator 5:	Don't you have any, yaa! Just to ask them whether, "don't you have any other questions to ask" or something like that. Is everything okay with this, just like that. I ask those kind of questions…
Interviewer:	Was there any reason to that?
Facilitator 5:	None!

Interviewer:	None!.... okay… Now what about the course, what are your general feelings about the course?
Facilitator 5:	BEL 100?
Interviewer:	Yes, if you like it? Dislike it?
Facilitator 5:	It's okay with me.
Interviewer:	Which part is okay?
Facilitator 5:	In general, the BEL 100 is mainly pertaining to grammar. So, the grammar side well…. The grammar side is okay! But I don't really like the paragraph thing! I mean BEL 100 still writes a paragraph and then I don't really like it…. to write a paragraph for this… no, no! I'm talking about! Then I can recall…. Mid semester exam is writing a paragraph, and in the final also they have to come up with an essay. Aaa..aa So, it is very simple I guess to write just a paragraph.
Interviewer:	But it is a proficiency course….
Facilitator 5:	Ya…ya… it is a proficiency course…
Interviewer:	So do you think it matches with the students' skills. I mean they are adult students, so, what do you think, what else do you think should be given to the adult students?
Facilitator 5:	I may say that why don't we just straight away with the mid-term exam with the essay… I mean we taught them paragraph, but also mid semester exam also we started with essay. Writing an essay and also in the final also writing an essay.
Interviewer:	Isn't it too much burden for the students… would it be a burden to the students to write an essay. Like you know… to write an essay and then, filling in the blanks with the parts of speech, tenses, reading comprehension and essay for the mid- semester exam. Do you think in a way it is a little bit heavy for them.
Facilitator 5:	Hmmm….Paragraph writing, because for some good students they found it very easy and they got quite high marks to score and so… but for the poor students of course they find it difficult but for the good students they find it very easy. So, to make it average so I would say that an essay…A short essay, yaa! 150 words.
Interviewer:	Okay, so , basically you are talking about the assessment, and exercises…. about the course, in general…like you know, the online, and the offline, part of this course, do you like it or do you dislike it?
Facilitator 5:	The offline you mean?
Interviewer:	Like the face to face seminar, and then also the online part of the course, do you like it? Which part do you prefer most?
Facilitator 5:	I prefer most is the online thing because I don't have to see the students. I don't really like to come on Sunday for the seminar because they only pay us still RM100 per hour.
Interviewer:	So money matters ha?
Facilitator 5:	(Laughing)ooo.. definitely!
Interviewer:	But, when you go online… you say you like the online part of the course, what about the online part that you like?
Facilitator 5:	Because we can only access them whenever we like. And also the students they told me…that they always access the internet mostly whenever they go to work, they check the internet.
Interviewer:	Do you think the site, the forum room, is being utilized effectively?
Facilitator 5:	They said they access it everyday, mean whenever they go to work.

Interviewer:	What about you? Do you feel that the online part is very effective ?
Facilitator 5:	Hmmm…..I only can spend sometime… like the most is three times a week.
Interviewer:	Three times a week?
Facilitator 5:	The most. That is the most three times a week.
Interviewer:	And how long! Three times a week but for one sitting how long?
Facilitator 5:	Around half an hour or depend on the question they post to me. Then I will answer the question if there are none. Then I have to post a question. But, I kind of enjoy answering the questions and doing the stuff.
Interviewer:	You like the online aspect?
Facilitator 5:	I don't like online. Not really
Interviewer:	Do you feel that it's effective?
Facilitator 5:	I do so for those who like to join in but not who those who came with problems like no computers, problems with network…
Interviewer:	The face to face, besides being on Sunday, and people dragging about going to class, what do you like about the face to face?
Facilitator 5:	I can meet the student there.
Interviewer:	That's about it?
Facilitator 5:	so we get to know, means we have to see their work, and also to see them and also to discuss things that they would like to know. But normally seminar is not on teaching. Actually it is more on facilitating them, so they have to come out with the questions or I will just stress on those important thing that they need to know for their final papers or mid term paper.
Interviewer:	So, but do your student you know… come out with like when they come for the seminar, were they active, do they ask you a lot of question?
Facilitator 5:	Some of them. The same students that are active in the web.
Interviewer:	Oh… I see
Facilitator 5:	So I message that those who are actively participate in the web they are the ones who actively participate in the class as well, and those who are just keep silence, if they really mean I don't really… I can't really… I mean I don't really remember their names, but those who are active I can remember their names.
Interviewer:	But, how do you handle that problem?
Facilitator 5:	I just, whenever questions they ask me, I just let them know… I mean I answer the question, so…
Interviewer:	Those who do not ask you, you just leave it as is?
Facilitator 5:	that is it, yaa… we have only two hours.
Interviewer:	You know, you think that is sufficient?
Facilitator 5:	Actually it is not sufficient but what can be done actually
Interviewer:	with the four meetings, yaa! Okay…
Facilitator 5:	Because we have to be very fast, we have to really structure, we have to plan our schedule, I mean we have to plan. That's it.
Interviewer:	So can you share with me your experience dealing with online messages and feedback? You know some of the negative experiences, positive experiences, especially when you are online and there are messages from the students, were there anything that you recall…

Facilitator 5:	For positive, I must say that whenever they ask me the question, and slightly I delay in answering the question, some of the student will answer that question.
Interviewer:	Oh… they help each other.
Facilitator 5:	They help each other . So, that because the question is not only to, I mean I would like to know about this thing, it's not only that I have to answer it. I mean those who know how to answer it, they will answer it. So that is the good thing. Sometime I slightly delay in answering, then after I check the student responses of the question posted, then I will comment on that.
Interviewer:	So that could be something that you like?
Facilitator 5:	Yeah... that is something that I like it.
Interviewer:	Any negative form?
Facilitator 5:	Negative… what else… I cant recall something negative thing. There are some negative things, it's just that I cant recall. For example what… I can't recall. I'll tell you when I remember it.
Interviewer:	Its like maybe when you put something on and there was not any response?
Facilitator 5:	Oh yaa… that's what I told you just now right…
Interviewer:	That to you the negative view. Do you have any problem accessing, going into the website?
Facilitator 5:	The negative thing is whenever they send me via email, so I will have to print out. Some they have this virus, you know… yaaa! It's affecting virus. So that is the problem.
Interviewer:	Oh… it didn't come out the way that you want?
Facilitator 5:	So…so! This is via the email. So, that is the one of the problem because we have to print out the student's work. Because it is quite difficult to access via the web, you know… the best thing is to print it out and see their work and comment it.
Interviewer:	And when do you give back the assessment?
Facilitator 5:	I give back during the class seminar.
Interviewer:	I see… with your comment?
Facilitator 5:	With my comment. I commented earlier but I saw, I mean whenever I saw them in the class, then I give, I see them for sometime, then I give back the work, but I commented earlier.
Interviewer:	I see…
Facilitator 5:	I will not have time to mark their work in class.
Interviewer:	So, how often do you assess that?
Facilitator 5;	Say that… three assignments
Interviewer:	For one week?
Facilitator 5:	No, no, no… three assignments for the entire seminar, for each student. But, well not all students participate. Not all students. So, so some students who actively participate they will get the more attention there.
Interviewer:	Here you talking about the online assessment
Facilitator 5:	Yeah… the online work, but I printed it out, I commented and I give them when I saw them. Also sometimes I just thick their names in the web. Let say that Zuhana, your work is this, this, this….
Interviewer:	Ah… your comment one to one or one to many?
Facilitator 5:	Normally is one to many. Actually, but I jotted down the name, let say Zuhana… Zuhana there.

Interviewer: Okay… so, can you tell me, now you told how you assess your student, that means you assess them, their writing first, and then during seminar, and give it back to them with the comment, and there is any question, that's the time for them to ask you right. So what kind of exercises do you….?

Facilitator 5: So more on those who participate, for those who did not, meaning…no!

Interviewer: There, they are at the lose end. Okay, I see. So, do you think the exercises that you give are very helpful?

Facilitator 5: I guess so, because like I based everything on the past years paper. So, like the assignment, for mid term more on paragraph writing and for the final more on essay writing and then, the grammar, the close passage is in class. They answer it in class then I go through the answer in class and also the reading section. But, on speaking I post the question earlier, so whenever time in class if I have extra timetable have some exercises, just to show them some samples of how we conduct the speaking.

Interviewer: So, this exercises are pertinent to your…to guide them toward their test?

Facilitator 5: Yeah… more on toward the final paper, said mid semester paper.

Interviewer: You feel that's very helpful?

Facilitator 5: Yeah…

Interviewer: Okay! Now what do you do to check if your students have learn what they… you know from the activities, and exercises that you have given! Is it just when they are having the test or how do you check it before?

Facilitator 5: Emm… say that I stress a lot on the things that they covered in the past years paper, so then I jotted down on the board the things that normally, like for example… the adjective 't' and 'ce' for nouns, so I will show the differences. So those are normally tested in the paper.

Interviewer: So that's how you check your students, whether they have learned or not.

Facilitator 5: Yeah I have to stress that. Only that. Not all the exercises I gave them.

Interviewer: You check them during the seminar?

Facilitator 5: Hmm..hmm.

Interviewer: I see.

Facilitator 5: Also in the web. I will say that I mean the importance, or the importance ..

Interviewer: Hmm…I see, ok. You find it difficult to check on your students?

Facilitator 5: Not..not.. I mean my part is only to let them know. So, whether they understand.

Interviewer: Can you share your responsibilities and experiences in terms of assessment. Do you…. You're asked to prepare any question papers?

Facilitator 5: BEL 100?

Interviewer: Only BEL 100?

Facilitator 5: No, I'm not …I'm not involved.

Interviewer: So, where do you get the test papers then?

Facilitator 5: Meaning?

Interviewer: The test papers…where do you get them?

Facilitator 5:	From the…here then
Interviewer:	There's the _____.
Facilitator 5:	Yeah. From the folders of BEL 100. So, normally I'll get the question papers along with the answer keys.
Interviewer:	Oh I see, ok. Now what about the support given to you, in teaching the course. From your course tutor? From your coordinator?
Facilitator 5:	Support… I mean the material, only based on material. If I asses the web, there are materials, that meaning the support.. Yeah. This is…self-centered type of learning. So its more on …
Interviewer:	You do on your own. You don't collaborate with your friends while teaching?
Facilitator 5:	Ohhh, you mean about the question papers or what?
Interviewer:	No,no.. In terms of, you know, discussing with your friends.
Facilitator 5:	Yeah… when to carry out, how to carry out the test. What to teach, what are the material do you have, to share. Some interesting materials.
Interviewer:	Do you share?
Facilitator 5:	Yeah, we do.
Interviewer:	You do, ok. Meaning your teaching resources, you share with the other lecturers too…?
Facilitator 5:	Yeah, yeah. We always ask question, whether do we have the question papers or not. But also, we check from the resource person's file.
Interviewer:	So, that's the kind of support that you get, in terms of exercises?
Facilitator 5:	We do have support idea, we share a lot of material, what is the better book to be use, like but as of now, I would prefer to use Vision. But we don't use with our PJJ student then.
Interviewer:	Why is that? Why don't you use the book?
Facilitator 5:	Aah..just… Some samples from the Vision. Because Vision is very thick. So…
Interviewer:	Too detail?
Facilitator 5:	Yeah, too detail.
Interviewer:	Did you go through any training, to teach or interact on-line with your student?
Facilitator 5:	Meaning…BEL 100?
Interviewer:	Yes, BEL 100.
Facilitator 5:	No.
Q:	No. So, how do you then start teaching BEL 100?
Facilitator 5:	No, nothing. No exercise or training.
Interviewer:	You just go into it without training?
Facilitator 5:	Yeah, we were given the scheme of work, we were given with the syllabus. We just go about doing it.
Interviewer:	Do you feel there should be a training given to the facilitator?
Facilitator 5:	Indeed, I would prefer there is a training. How to standardize thing. Yeah, like a… if I'm not mistaken, like Seminar 4 we carry out mid-term exam, not all student can.. .don't really carry out exams at the same time. We should standardize, carry out the exams at the same time because it is a test. It is required.
Interviewer:	Any other things that you should go through training, besides standardizing, what should be thought?

Facilitator 5:	Yeah.. what other things that we suppose to do. With seminar 1, what are we… meaning a training what are the things that we're suppose to do. Seminars 2, what are the things suppose to do. A briefing.
Interviewer:	You feel that one is very important. Why is that?
Facilitator 5:	So that we can standardize.
Interviewer:	And so that other people won't be teaching other things?
Facilitator 5:	Yeah.
Interviewer:	Ok. Can you think of any incident where collaborate with your friends, your colleagues?
Facilitator 5:	Emm…emmmm
Interviewer:	is there any particular incident that you can think of? Very effective.
Facilitator 5:	Ahh…very effective? How is it yaa…
Interviewer:	Is there anything, any incident?
Facilitator 5:	I don't think so…
Interviewer:	None at all, okay… Can you tell me something that you do to get your student… you did tell me you get your student active in websites, giving them like topics, is it?
Facilitator 5:	Hmm… hmmmm
Interviewer:	Any other things, how you get them to be very active online?
Facilitator 5:	Hmm… how is it yaa… Can't recall actually.
Interviewer:	Like what you usually do when you want to be interact with each other.
Facilitator 5:	can't recall actually.
Interviewer:	Any topics?
Facilitator 5:	Like for example, adverb… I post the topic adverb. So what do you understand from this adverb. So, there are various responses pertaining to the topic post.
Interviewer:	So meaning you throw in a topic to them, and then you think, then you give various answer?
Facilitator 5:	I mean, there are various answer from the students.
Interviewer:	So that how you get them to be more active?
Facilitator 5:	Yeah, in case, you look at the pace of the forum, so it is base on topics like adverb, adjectives, preposition, but I can recall preposition, no taker.
Interviewer:	Oh.. and then, what about face to face. How do you get them to be very active too in class?
Facilitator 5:	Ermm… questions. Past year questions, if they don't understand, then want to know why the answer is so.. the answer is so…
Interviewer:	So you do a lot of past year questions.
Facilitator 5:	I do a lot of past year questions?
Interviewer:	Do you encourage your students to work on their own? These students are adults. When they go back, they work on their own…Do you give them encouragement?
Facilitator 5:	Yeah…they have to. This is a self-learning system. So, they need to do it on their own.
Interviewer:	But, how do you encourage them?
Facilitator 5:	Because I asked them to send in their work. And say that it is graded, but it is not graded actually.
Interviewer:	Oh…they don't know that?

Facilitator 5:	They don't know that, but they asked me whether it will affect their mark or not. I say yes, it is. No, I say that it will help to… if they say that they got a lower mark during their final, so the assignment will help them to… I will help them based on their assignment.
Interviewer:	So you told them that. But do you really help them?
Facilitator 5:	Some of them. They really hand in their work on time.
Interviewer:	Do you encourage your student to make comment... among themselves and then to interact among themselves, do you encourage them?
Facilitator 5:	Yes, of course. Because as I said, if I delay answering a question so other students will help to answer it.
Interviewer:	Can you share some of the profiting experiences that you had dealing with one student or a group of students?
Facilitator 5;	I had this good student, who is really efficient because I told you every morning she will access the web, and whatever question that I said. I mean I post, she will the one who answer it very lengthy, very lengthy, where I check the responses it was amazing. And mostly, even time I post a question she will be the first one to answer that.
Interviewer:	a very diligence student you have?
Facilitator 5:	And also other student will go to her to ask question… as well.
Interviewer:	Even on the online?
Facilitator 5:	Yeah… for example, if I'm not… if they tried to call me via phone, but I can't be reached, they, the student will contact this person.
Interviewer:	So, she's like your tutor?
Facilitator 5:	Actually, she is very diligent.
Interviewer:	Very diligent. What about any negative?
Facilitator 5:	Negative… those did not access the web and don't know what is going on. And so, when they did not hand in their assignment, so they come in with several excuses. That would be negative, isn't it?
Interviewer:	Yeah, but how do you keep your BEL 100 teaching into your working life. For example, you tell me that you log-in three times a week.
Facilitator 5:	Maximum.
Interviewer:	Maximum, right? So do you feel that it's a burden for you to teach this course?
Facilitator 5:	Before it was, but now its not, because I was given the computer. Now I have a computer, on-line in my room. So it's not a problem. Because is just a matter of you asses it or not. After so many years, we are given a computer.
Interviewer:	Finally. What about, you know… when you go for your face to face teaching. How do you organize yourself? You only have two hours of seminar and then… there's so many things to teach them. So, basically how do you organize this?
Facilitator 5:	Based on grammar, reading, writing. Some portion will be on grammar, some portion will be on reading and some will be on writing.
Interviewer:	So this will be like Touch'n'go?
Facilitator 5:	If I have some extra time, it will be on speaking.
Interviewer:	So this will be like Touch'n'go?
Facilitator 5:	Touch 'n'go.
Interviewer:	I think it will be like going through into it. Let see now. You told me about one to one, one to many, what do you feel about the demand of this on-line teaching?

Facilitator 5:	I guess, we do receive a good response because, more and more students joining doing their diploma, so it's a good response.
Interviewer:	What about the demand on you?
Facilitator 5:	Meaning?
Interviewer:	As a teacher, as a facilitator? Do you feel the demand is just too much?
Facilitator 5:	If I have a very diligent student who always call me, to ask me about anything, that is a very… it requires me a lot of my time. But, the students who really couldn't care less, you just couldn't care less.
Interviewer:	Do you like to teach the e-pjj Bel 100, if you're given a choice, okay, the Bel 100 fulltime students or Bel 100 e-pjj student?
Facilitator 5:	Given choice? I would be better to choose e-pjj student because we only meet them, face to face once a month but in the web three times a week. So that would be better.
Interviewer:	that's not burden?
Facilitator 5:	That's not a burden to me. Because we only see the student once a month. If like yesterday, we had this briefing, that if the e-pjj team team will be put inside our time table, so that would be better rather than seeing the students.
Interviewer:	You prefer that?
Facilitator 5:	I prefer that.
Interviewer:	If there's one thing about this course that you would like to change, what would you like to change?
Facilitator 5:	For example?
Interviewer:	If there's one thing that you want to change about the Bel 100 e-pjj what would you like to change?
Facilitator 5:	As I said earlier, paragraphing becomes an essay.
Interviewer:	Haaa… that what you want to change. What is this one thing that you would not want to change?
Facilitator 5:	We say that this Bel 100, the level is like the PMR level, so it would be better that we upgrade it a little bit, though it's proficiency like paper. I would be better if we upgrade just a little bit.
Interviewer:Interviewer:	That is what you want to change.
Facilitator 5:	Slightly make it difficult a little bit.
Interviewer:	Anything you don't want to change?
Facilitator 5:	I like the speaking component.
Interviewer:	Why is that?
Facilitator 5:	Because I get to know more about the students.
Interviewer:	But you don't have the time to do that?
Facilitator 5:	Yeah… but talking about Bel 100, I like because the question is very simple, so for example tell me about a movie that you watch recently. So then I know the student, I know more about the student.
Interviewer:	How do you it online?
Facilitator 5:	That's why, online I post the question, but they have to practice it. I mean I will jot down some points that you can use to answer the question. So, they must practice on their own. But in class, if I had some extra time, they will go about doing the …
Interviewer:	Meaning, explanation on speaking theory, you explain it online?
Facilitator 5:	The points…
Interviewer:	The theory part, right? Practical part, you don't get to?

Facilitator 5:   Still the practical part becomes problem, because, say that there four times in a course, four seminars, for the speaking we have to come during the fifth meeting, because of the speaking. Yes, it is something that I don't like it.

Interviewer: And the students have to come too and that's a burden. Is there anything else that you would like to share with me about the course, you like to tell me?

Facilitator 5:   that we must come during the extra hour, but they did not pay us…

Interviewer: It's the money that comes into it…

Facilitator 5:   In terms of the fifth seminar, it's the money and time as well because it's not paid and also extra time. Its not doing the… that suppose be in fourth seminar but this speaking will be on the fifth. So, fifth meeting.

Interviewer: That's before the final?

Facilitator 5:   Before the final.

Interviewer: Anything else you like to share?

Facilitator 5:   That's about it.

Interviewer: Thanks to you Facilitator 5.

Facilitator 6

Interviewer: Thank you very much for giving me your time. Can tell me something about your experience of being facilitator for BEL 100

Facilitator 6:   I have been a facilitator for four semesters now

Interviewer: How did you start doing this job?

Facilitator 6:   I was encouraged by my friend, my colleague because initially I was a bit uncomfortable doing PJJ because I am not, I wasn't IT savvy but after getting involve in it, to me, I find quite enjoyable.

Interviewer: Enjoyable in what sense.

Facilitator 6:   Enjoyable because I learn more, now I'm more computer savvy and it's easier to me to interact with students.

Interviewer: Are you talking about online is it?

Facilitator 6;   Online, online interaction with my students.

Interviewer: Ok, let's talk about aspect of the material…what material do you use to teach the course offline…you know, when you are in a…during a seminar what kind of materials do you use?

Facilitator 6:   Normally during seminar, like for BEL 100 we do have a speaking component. For the first seminar I will inform them about the expectation of the course and all that but usually most of my teaching will be done in the forum.

Interviewer: So what kind of materials do you use?

Facilitator 6:   Online, I will use the text book which is prescribed, also I will get materials from other sources such as internet, I will give them the websites and also past years papers and any articles that I can find perhaps in the newspapers or magazine. But sometimes….no, no, no…every week I'll have a discussion session with them, I'll give them a topic, they will give their comments and feedback.

Interviewer: So do you think they are very helpful, the exercises, the materials that you use?

Facilitator 6;   Well it depends on the students, if a student is hardworking and is on the forum on a regular basis I would say that, the articles and discussions given are helpful for them.

Interviewer: Do you usually use up-to-date materials and activities with them?

Facilitator 6:   I try my best to updated materials but it depends on what component that I'm teaching but so far I've no problem give them updated materials.

Interviewer: When you talk about the book that is given to the student, that is the self instruction manual isn't it, what do you think about the content of the self instruction manual?

Facilitator 6:   So far, I have no problem with it, but as long as I supplement it with different material also, because I feel that if you only base on one book, teaching on one book, then students will get bored.

Interviewer: So….but are they up-to-date? I mean the materials in the SIM…

Facilitator 6:   I would say so because when grammar is concern, you did not…I mean you do not have to get….the grammar rules, to me it's the same...if you were to teach the grammar rules in 1990 or if you were to teach it now …that was the reason I told you just now…some of the exercises, I would look through…of course some of the materials in the SIM are

	outdated but I will go for more recent materials when I give them supplementary exercises, not all my exercises will come from the SIM.
Interviewer:	Can you describe a little bit in detail one of the online activities that you use with your students?
Facilitator 6:	I would say one of the materials that I used is discussion. To me it's very interesting because I…because at first I didn't think that it will go on….students will enjoy it. After listening what my colleagues have to say…I tried it out, I was surprised some of the response I get from the students. They are really into it, they will response to them…to the discussion, and they will also response to what their friends discuss earlier in the forum. Sometimes they will make comments with regards to grammar and the way….
Interviewer:	That will be one of the activities?
Facilitator 6:	Ya…
Interviewer:	Are they any other activities that you give them and you feel that it is very successful.
Facilitator 6:	So far o.k. If I were to just say that past years papers, then I will get more response from the students but if I just say exercise...the response that I get….I have a strong feeling that they did not do the exercises. However if I were to say that, you have to hand in to me, I tell them that they have to email me and I will download it, I will get more responses, more questions regarding the assignment given.
Interviewer:	Why do you think that is happening?
Facilitator 6;	I think that is the typical students. That is the typical students' attitude. If you say something is going to be tested or marks will be given or the lecturer will have to look and mark it, mark their assignment, then they will be more concern about it…knowing that they are being supervised and will be graded.
Interviewer:	Meaning…some of the exercises that you gave them, they knew that it's not going to be graded.
Facilitator 6:	They do not know. But after a while they learn the trick fast you know, then they will keep asking me why aren't they supposed to E-mail the responses to me. So I will reply saying that not all exercise should be handed in to me because then there will be a lot of time spent on marking and grading their exercise, so after a while not that many responded…
Interviewer:	But most of the activities and materials that you use would relate to the course syllabus, isn't it?
Facilitator 6:	Yes, it has to.
Interviewer:	Like the discussion topic, where does it relate to the course syllabus?
Facilitator 6;	Before I give them any topic, I would have to look at the past years papers and also the test pad and the discussion topic that I give them will revolve around that.
Interviewer:	Can you remember any particular experience in which the material you used either online or offline which is unsuccessful?
Facilitator 6:	Unsuccessful meaning what?
Interviewer:	It doesn't work…
Facilitator 6:	Doesn't work meaning… they do not respond or what…
Interviewer:	Either…with regard to forum, that's online.

Facilitator 6:	They will response but it's very difficult for me to say because some of the the exercises that I gave them, I didn't mark. I just tell them I will give them the answers the following week. So I do not know whether they do it or not.
Interviewer:	So that would be like unsuccessful….
Facilitator 6:	But it all depends on the students. The same students will go on the forum. Those students who didn't enter the forum on regular basis, no matter what kind of exercises you give to them, the response will be the same.
Interviewer:	There is no weightage for them to come online?
Facilitator 6:	That's the problem with our PJJ. Since they are no weightage at all given for students to go on the forum, after a while they just stop doing it because to them they are just wasting their time because it's not graded or marks are not given, because students will only go in or they will do anything if you tell them that they will be graded or there will marks attach to it.
Interviewer:	Why do you think they are very concern about their grades?
Facilitator 6;	I would say, they want to pass their exam and make sure they can go to the next level.
Interviewer:	So this is the proficiency requirement
Facilitator 6:	Yes it is a prereq, because if they fail BEL 100 they have to reseat the paper all over again and to me it will be a waste of time for them.
Interviewer:	Ok now…offline materials during the seminar, you just have one seminar but your previous experience, when you're teaching BEL 100, you gave them some offline materials like during the seminar.
Facilitator 6:	Ya…I give them past year's papers and I will tell them, usually we will have the second or third seminar before the test. So I will let them know about the format of the exam …and then some techniques on how to answer questions in the exam paper and also questions and answers…if they have any question that they want to ask me regarding BEL 100, seminar is the best place for me to explain it more clearly.
Interviewer:	Why do you explain more clearly during the seminar rather than the forum?
Facilitator 6;	Because of the verbal responses that I get from them…because usually if I answer question from students in the forum, I don't know whether they understand or not because once I have given the response, they will say 'okay, thank you, now I understand better' but when the same question is asked during the seminar, then I'll get more students asking the same question.
Interviewer:	I see…
Facilitator 6:	I think they are shy because to them is like they know they very limited English so what ever they want to tell me will not get across in the forum.
Interviewer:	So they will do better in class?
Facilitator 6:	Yes. Because they will use their gestures and their friends will help them up and I can figure it out.
Interviewer:	I see, eventhough their English is bad. What are your general feelings about the course, you know some of good points, bad points…
Facilitator 6;	Ok I'll start with good points because even though they are working and they do not have to come to regular classes but they still have the

	virtual classes through the forum so a lot of time is not wasted on the road and the bad point is that I'm not really happy with the module, with this mode of learning. Because it does not cover…because teaching full time students whereby you meet them six times a week is definitely not the same teaching the same code with e-learning method.
Interviewer:	So here you're talking about the whole structure of the course
Facilitator 6:	Because you cannot have the same set with the same format for full time students and you implement it to ePJJ students, it just doesn't work.
Interviewer:	So it's the syllabus and the scheme of work…
Facilitator 6;	and weightage, marks, we cannot have the same set of test pack, syllabus ok but not the test pack.
Interviewer:	Why?
Facilitator 6:	Because this is just not the same because full time students, they come to class and we know that if they are absent, we know, but with the PJJ students we do not know how often they go into the forum, because no marks are given for them to go into the forum. Since we do not know how often they come into the forum then we are not able to say whether our online teaching has been successful or not, it's only base on the students' results.
Interviewer;	hhmm ok..
Facilitator 6:	I hope you understand what I'm trying to say…
Interviewer:	Ya… that 's true and then also… do you think that the online part of the course is fully utilized?
Facilitator 6:	By students or…..
Interviewer:	By students and by the facilitators
Facilitator 6:	No, I do not think so.
Interviewer:	Why?
Facilitator 6:	The way the….I can't say…, the method of PJJ learning itself does not benefit the students, because it is the different type of learning, so I really do not agree we use the same structure into the ePJJ
Interviewer:	Now we can get into the assessment here… because the assessment that you give to the full time students, are they the same as the one to ePJJ students?
Facilitator 6:	Yes, definitely the same.
Interviewer:	So is that all rite with you?
Facilitator 6:	Ok, we can have the same set of questions, but the way that we go about doing it should be different, maybe the weightage should be different, because as I mentioned before, we should give some weightage for students entering the forum, but for full time students we do not give them…
Interviewer:	I do know they have the speaking test, so how do you do that online?
Facilitator 6:	That one to me is the most difficult thing to do. Maybe there should be some changes too done to that, to the speaking component. The only time I get to practice with them is during the seminar. I will explain to them, what is the requirement, how do they go about doing it, then I will start giving them speaking situations in my forum.
Interviewer:	So meaning, it's all theory, no practical……
Facilitator 6:	I don't have enough time, maybe two groups doing it, I'll show them, but that's it, I do not enough time because I have only two hours.

Interviewer:	That is done during the face to face
Facilitator 6:	I have to do it because it is very difficult to explain it in the forum because I start doing it before but then the response that I get is they do not understand because they just can't figure out what I trying to say.
Interviewer:	What do you think of the face to face aspect of the course, I mean you have four seminars, 2 hours per seminar.
Facilitator 6:	I think because the structure of BEL 100 is not really suitable for the ePJJ, so I will say that not enough time, face to face, I don't have enough time with them.
Interviewer:	What will be a suitable structure for this BEL 100 if you…you know, if you are to suggest.
Facilitator 6:	Very difficult…..The grammar part is fine but I would say that instead of having it…having the students to come and sit for the exam, we have a program whereby students would key in, whatever they call it log in and they will answer the questions and we will mark it online. To me that is the better way to test them and we don't test them like the way we are testing the full time students, maybe we can have…after a few weeks we give one quiz or one test then we accumulate the marks. Rather than giving it exactly like the full time student.
Interviewer:	So how often do you asses the students then, now?
Facilitator 6:	Asses meaning giving marks and all that.
Interviewer:	Like you're giving them exercises…
Facilitator 6:	Because the problem is that whatever exercises that I give to my PJJ students, no marks are given. That's the problem. Once students know that no marks are allocated for exercises, they will stop doing it. Only the hardworking ones will continue but what I do in my forum is I will encourage them, I said even though you are aware, because they will ask me, if it's not graded, then can I not do it, so I said it's better for you to enter the forum every two days or as often as possible so that you will improve your English, with the exercises given.
Interviewer:	So what do you do to check if your students have learned?
Facilitator 6:	That's the problem, sorry to say that I'm not able to check, except as I mention earlier the exam result.
Interviewer:	Fine…
Facilitator 6:	The only thing that I can to see do whether my students enter the forum is just every time they enter the forum, they have their names there, so I'll just jot their names, that's all. But some students enter the forum but they do not do the exercises. How do I know because we are not grading them unless the assignments are graded, then they will give us the assignment then we know.
Interviewer:	Your responsibilities in the BEL 100 ePJJ course… like are there in terms of assessment, do you have to set the test questions?
Facilitator 6:	Oh no…because PJJ learning facilitators do not set any examination papers because the exam paper are _____ UiTM, all students who are doing the same code will sit for one common test.
Interviewer:	So full time and part time.
Facilitator 6:	Same…either you are part time, KLK, off campus students, or PJJ, or full time students they will sit for common paper.

Interviewer:	Meaning your responsibility is basically to facilitate them online and offline.
Facilitator 6;	Yes…
Interviewer:	So what about support given to you in teaching the courses from the coordinators, administrators, colleagues, do you get any support from them?
Facilitator 6:	Support in terms of…….
Interviewer:	Support for example…in terms of teaching, like you know, do they give any training to teach or interact online.
Facilitator 6:	Normally every semester the people who are in charge of the e-PJJ, they will conduct a one day seminar, but to me that is not enough especially for those who are teaching it for the first time. They don't really show us, like we do not get access during the seminar we are only looking at one PC.
Interviewer:	There's no hands on
Facilitator 6:	Ya..there's no hands on, but mostly I learn from my friends when I first started up teaching e-PJJ, I learn trough myself
Interviewer:	So what do you think? What kind of training should be given to?
Facilitator 6:	There should be more hands on training for the facilitators and they should be supervised us.
Interviewer:	What kind of hands on training do you think that they should get, the facilitators? You see, you said they need training, what kind of training they should have.
Facilitator 6:	When I say training this is usually meant for learning facilitators who are doing it for the first time because they need to familiarize themselves with the mode of teaching because then they will be able to get online, because sometimes the lecturers are so use to face to face teaching, when they have to do it online they feel very uncomfortable especially if there's no training, but some form of training given, at least they will be more familiar with them
Interviewer:	So when you have the colleagues, I know there's quite a number of you who are teaching ePJJ, do you share your teaching resources with your colleagues, exchange ideas...
Facilitator 6:	We do not share formally no, but normally we will contact one another. We will find out, depending on who the LS, …some facilitators they will share if they're asked, but if another facilitator doesn't ask, then they just keep quiet.
Interviewer:	Do you think then that it will be better to have a training, you know, hands on training in such a way that everybody sit together and try to come out with something, so that it will be the same…
Facilitator 6:	Actually it was done before, for every code there is the RP, RP is the resource person, Resource Person is supposed to come up with the items to be taught, they do not give the actual items but they just give you a rough idea of what to do with them, I mean for online teaching
Interviewer:	Weekly?
Facilitator 6:	No, they will have the, they have sort of a calendar, okay after the first seminar and before the following seminar there will be a three weeks lapse, and the RP will list down, first week what are the items to be taught second week and also the third week
Interviewer:	So what happened to that, I mean nobody followup…?

Facilitator 6:	Because initially it was difficult for the RP to check whether the facilitators have done it because if there's something wrong, they're not able to access it
Interviewer:	Access to the ….
Facilitator 6:	All the facilitators… some technical problem. And then after two semesters they just stop doing it
Interviewer:	and nobody bothered to…
Facilitator 6:	bothered to find out why.
Interviewer:	Is there any particular incident where you collaborate with your colleagues so far, this semester have you collaborated with any of your colleagues, and exchange…really serious exchange of ideas and resources.
Facilitator 6:	Informal discussions, yes, but not formal because sometimes some of my colleagues teach the same…when we meet, we will discuss about it. We just find out what they are doing….
Interviewer:	So most of the time, these are all informal, like by chance
Interviewer:	What do you think that they're not putting it on papers?
Facilitator 6:	I really do not have any idea
Interviewer:	So what about the things that you do to get your students to be active, you know in the forum discussion room?
Facilitator 6:	I will motivate them from time to time, saying that it is important even though marks are not given and people would know if you enter the forum or not, you're learning English not only to pass this exam but more importantly for your future.
Interviewer:	Why do you think you motivate them, you know you keep on motivating them and encourage them…
Facilitator 6:	Because most of the students are very weak and if you just leave them alone, they'll be even weaker.
Interviewer:	Even they are adults isn't it?
Facilitator 6:	Yes, yes because they need to be motivated, the first few weeks will be fine, all of them area all motivated. But after a while when they got a lot of work and assignments given by other lecturers they will stop going to forum especially English forum. To them it is not important, every time when I say that the response is not that good, if I post the questions on the forum then I will remind them, because in Malaysia today English is very important, to find a job, you need to be able to speak the language well and to write well, to be understood in the language.
Interviewer:	Then why do you think students feel that English is not important?
Facilitator 6:	I think students are aware that English is important. The only problem is that they are not fully motivated, they are turned off by the language, maybe because of the experience they had in school, maybe on how English was taught to them.
Interviewer:	Oh I see. During the face to face meetings do you have any problem getting them to be very active?
Facilitator 6:	So far no, but I have to call on them. Of course they will not, they will be very few volunteers or the same volunteers everytime when I post a question, sowhat I do is I call on them and they have no problem actually responding to my questions.

Interviewer:	So how do you encourage your students to work on their own because they are adult students, you see them like two hours for each seminar so how do you encourage them to work on their own, and they are working people?
Facilitator 6:	I will motivate them like I said before so that they have more confidence of using the language, like one of the things that I did was writing the discussion topic ….and I notice that more people are responding to it.
Interviewer:	So you also encourage them to interact with one another…..
Facilitator 6:	Yes, yes. They are free to make comments and once in a while I'll get students who will motivate the other students
Interviewer:	They do that? Ok. Now is there any positive experiences that you have either with one student or a group of students...through your experience.
Facilitator 6:	Ok I once went to a bank, because I have a lot of students, every semester I have 90 over students and I don't really remember their faces because I only see them four times every semester but this particular student when she saw me she said, eh… and she mentioned my name and she said I was your student and I enjoy coming to your class and I got an A plus. To me it really made my day, you know.
Interviewer:	So that's very positive for you… any negative ones?
Facilitator 6:	Negative ones, once I have this call from this student I don't know from where she got my number, she called me around 2 am in the morning on the same day of the exam, asking me about the syllabus, meaning this person has not gone to the forum at all. To me that is very negative.
Interviewer:	So he uses the phone instead of…
Facilitator 6:	Yes, and I wonder where she got my number.
Interviewer:	How do you fit your BEL 100 e-PJJ teaching into your working life, because you're also teaching full time, doing some other administrative work… so how do you fit it with your work?
Facilitator 6:	I will make sure that I will go to the forum at a minimum every other day, it doesn't matter if I enter the forum in the morning, afternoon or at night, I will make sure.
Interviewer:	And how long do you spend
Facilitator 6:	It depends, every Monday, what I do is , Monday is the day that I spend giving them assignments, and Tuesday, Wednesday and Thursday or Friday I will spend time responding for their questions. I will make sure that I do it
Interviewer:	You response one to one or one to many?
Facilitator 6::	It depends, if this particular students ask me then I will response by giving him/her the answer, if it is more general, I will address it to all the students.
Interviewer:	How do you organize yourself during the face-to-face seminar, you have 2 hours and there is so much that you have to cover, how do you organize yourself?
Facilitator 6:	Ok I will look at the syllabus of the things that have to be covered and usually I have already covered whatever needed to be covered before the next seminar, so in that seminar I will ask them, first of all I have question and answer session, after that I will give them mixed…some

	positive comments about them going online and if they have done it the wrong way then I will tell them, then after that I will give them…….
Interviewer:	The assignments given back?
Facilitator 6:	That will be the day that I pass back the assignments, I will response to the assignments given and sometimes…..usually a week before the next seminar when I get to see them I will give them an assignment, so all of them will have to come to the seminar with the assignment which they should have done earlier, then we will discuss.
Interviewer:	So that will not be a teaching session?
Facilitator 6:	Oh no, definitely, but sometimes I end up teaching also, if they don't understand, there will many cases I feel quite frustrated because what should have been done in forum they did not do, so they will ask me the same questions which I have done in the forum, then you end up teaching.
Interviewer:	But students do ask a lot of questions then...
Facilitator 6:	Yes, that's the reason, they are quite shy, either they don't have the confidence, they don't have their confidence in their English to write the questions, they don't have time or they don't want to find the time but during the face to face lectures, they have a lot of questions to ask.
Interviewer:	So how do you feel about the demands that online teaching makes of you, in comparison with face to face?
Facilitator 6:	To me online is more difficult than face to face teaching , because face to face teaching you see them and you get the response from them verbally, so you will response to them there and then, but online they have one question for you, you answer and then you have two wait maybe a day before they response to it again…whether they understand or not.
Interviewer:	So you feel the demand is greater…
Facilitator 6:	And you have to work harder and you have to create opportunities for students to interact with you…. or maybe they will just enter the forum and read, that's all, they will not respond. And I make sure that I'm online on regular basis, so that they know they can depend on me
Interviewer:	So do you find many students are online or the same people..
Facilitator 6:	The same people
Interviewer:	Say you're teaching about 20 students, how many would come in?
Facilitator 6:	Out of 20 maybe seven maybe ten, and when I meet them during the seminar I will give tell them, I will give them the list and say ok, it's sort of a threat, actually I should not threaten my students, I sort of do it. I said well even tough no marks are allocated if you go online or not, I will definitely look at the list to see how often you go into the forum. Let's say you if you get a C minus or C and I will check whether to upgrade or downgrade you, I will look at the number of times you enter the forum, if you enter the forum on a regular basis then I know you're hardworking and it worth it to upgrade you but if you do not enter the forum maybe your name only appears once or twice doing the whole semester then instead of upgrading I will downgrade you, I will say that even though it's not true, I didn't do it but it's just to make them enter the forum more often.

Interviewer: So to fully utilize the online part of the learning is by grading, giving them grade?

Facilitator 6: Yes…I feel that….with the students I had so far for the past 4 semesters, every time when I said ok I will grade this, I just say it out, then I will get more response and they will also ask me to about how to go about doing assignments and all that. But if I don't say that there'll be a grade given to it, I mean they will not be graded, then no response.

Interviewer: So don't you think the course should be structured in such a way that everything that's given online should be graded?

Facilitator 6: I totally agree with it and there should….. I feel that there should be like ……….hours should be allocated, a minimum number of hours should be allocated for the students meaning that they have to go into the forum at least 2 hours or 4 hours per week maybe 2 hours, then marks will be given. If they do not enter the forum the minimum hours required then no marks will be given, then in that way I feel all students will go into the forum because they want the marks because these are adults, working adults, they are doing it for the betterment of themselves because they want to be promoted in their job, they will do anything to get good marks.

Interviewer: What about the communication part of it?

Facilitator 6: That is very difficult because when you speak verbally and when you type it out, to me it's two different things.

Interviewer: Do you feel that the adult students need the communication part of the learning?

Facilitator 6: Yes, with the BEL 100 students, I feel that they need it more. Some of them are able to write but when I give them speaking exam, they are not able to do it, they are just nervous, they don't have the confidence to speak the language. Even tough they know all the grammatical errors, I mean the structure well.

Interviewer: So it's difficult for them

Facilitator 6: It's just difficult.

Interviewer: If there's one thing that you would like to change in the BEL 100 e-PJJ, what would you like to change?

Facilitator 6: As I mention before, the whole structure should be changed and it should adapt to the online learning and there should not be one common test, should be a different form of test. Even tough the syllabus is the same but type of test shouldn't be the same.

Interviewer: So syllabus can keep?

Facilitator 6: To me the syllabus is fine because it helps to rectify students problems in grammar

Interviewer: So it's just the way…

Facilitator 6: Ah… it's just the structure, the way the allocation of mark and how the tests are conducted because the student are getting much from the online learning .

Interviewer: Ok the one thing you don't want to change about the course, what will it be?.

Facilitator 6: I would say the syllabus because it is fine. Only the way it is conducted is not right

Interviewer: So, the syllabus is the replica of the full time BEL 100 students, so we are just taking it, a wholesome, that means the scheme of work, the testing, the assignment…

Facilitator 6: You mean now...yes, yes, but to me, I have no problem with the syllabus, but the structure. There should be a different structure for full time students and also for online students because they have the same type of problems with the language, the proficiency.

Interviewer: Is there anything else that you would like to tell me about this course?

Facilitator 6: No.

Interviewer: Ok, thank you very much.

Facilitator 7

Interviewer: Ok thank you Facilitator 7 I would like to know if you could share your experience of being a facilitator of BEL 100 in PJJ course.

Facilitator 7:   Good experience?

Interviewer: Anything for that matter

Facilitator 7:   BEL 100 that was sometime ago. Was 2 or 3 years ago, and it is significant because things are still the same, now and then. Number one we still have the same component in the syllabus. Number two we still do not have a proper chain of work. Number three the students still do not know how to be online students or then the learning students. Number 4 evaluation we have a speaking components but there is nothing that prepares them for this evaluation, that's what I can remember so far.

Interviewer: You taught this particular course for how many semesters?

Facilitator 7:   I think 1 or 2

Interviewer: How did you start doing this job and getting yourself involved in the e-PJJ program.

Facilitator 7:   Someone asked me whether I Facilitator 7t to teach, and I said yes and when I got there I was told that we will be using almost the same thing as the full timers and the first thing that sharp me was, people were doing this program but nobody seem to have gone on a course for the program.

Interviewer: So what do you think about the course itself? I mean the program itself, the e-PJJ program itself? What do you think of it?

Facilitator 7:   I think it's not really pedagogically branded learning, because we are using the same thing and the same approach as the full timers.

Interviewer: What do you expect, aa. The difference? What do you expect to have in the program?

Facilitator 7:   Ok number one the facilitators should be trained to handle adult learners. Number two they should be trained to apply pedagogical approaches to teaching online for example there is what we call narrative pedagogy where the facilitators write comments that are supportive, encouraging on the whole motivating the learners to learn more about the subject. So generally speaking there are people who do this but they do it out of just instinct, so they have not had exposure to this kind of training.

Interviewer: What do you mean by instinct?

Facilitator 7:   They just do it because they feel like they should motivate the students.

Interviewer: You feel that it is very important to have a training for the facilitators who are involved within the course and you mention what kind of training just now but…..

Facilitator 7:   How to be an online facilitator…

Interviewer: I see. Did you go trough the training?

Facilitator 7:   No, what I had I got from books and conferences.

Interviewer: But do you share your resources or your knowledge that you have. That you got from the seminars?

Facilitator 7:   Well I tried having a workshop once, but I don't think the staff were very interested in it….Because I think for one thing, the facilitators,

	they are doing this as a part time job, so the commitment is different as far as spending time where it goes.
Interviewer:	What do you think should be done to rectify this problem then?
Facilitator 7:	Before I left, I was talking to the Head of e-PJJ, Encik Rahman about having a 'bengkel', one for the learners because my experience is, the learners do not know how to be online learners and do not know how to be blended learning students because for example they don't start work from the first week, they only start work from the first seminar which is not the idea and then although they are given scenes they don't open it and facilitators also, I feel that there must be a monitoring system so that people know that this is a proper blended learning course and well, partly because we were all dragged into it, you know, without anyone being trained for it, but having being there, I realized that there should be training given on both side.
Interviewer:	Were there support from the administrators and colleagues and coordinators and resource persons…..
Facilitator 7:	When we Facilitator 7ted to do the bengkel there was support, but after that nothing came of it and because the facilitators are part-timers it was difficult to get their time.
Interviewer:	You think….have you ever thought of a, you know, doing something different for the course when you were the coordinator.
Facilitator 7:	Yes,I suggested having full time instructor to the admin there.
Interviewer:	And what happened then?
Facilitator 7:	So, well they said it was worth considering, but then after that I left.
Interviewer:	Why did you suggest the fulltime?
Facilitator 7:	The idea of commitment and the idea of specialization because this approach needs someone who's interested to do this kind of teaching not everyone Facilitator 7ts to.
Interviewer:	They can't…Why did that we can't have that full commitment from the…why do you think that there is no full commitment from the facilitators?
Facilitator 7:	I guess because they are part timers, so, whatever they do does not count towards their contribution to the department, unlike, you know if you belong to the department. So you are steady, everything will be look at, whereas in e-PJJ you know, they don't look to see how you conduct your part time work. So it doesn't count. So, it's very easy to just forget about it.
Interviewer:	What about the materials now? What do you think of the cost materials itself?
Facilitator 7:	Materials also are outdate. Content wise, it's not directed towards adult students on textually. In some parts simplistic mean other parts…ooo…because it's half seminar well not half, four seminar and the rest online, so there should be actually some work provided for the online task, which is not given.
Interviewer:	So there's none at all.
Facilitator 7:	Not indicated at all that there is any online stuff.
Interviewer:	So that is the self instruction manual right, so do you feel that it is effective or helpful. You said that it is not updated right? Why you still using it, I mean, isn't it helpful at all for the students?

Facilitator 7:	Well what they tell me is that all the language papers come from here, so they cannot change the papers, according to the modality, unless the main source affects it.
Interviewer:	It is not the free hand train for facilitators to do whatever they Facilitator 7t with their students.
Facilitator 7:	Ya…..
Interviewer:	Do you feel that they should be given the free hand to facilitate these students the way that they would Facilitator 7t the students to..
Facilitator 7:	Not really because they are not trained, so they might make the wrong choices.
Interviewer:	If they are trained?
Facilitator 7:	If they are trained, yes.
Interviewer:	When you have given your students, some of the online materials and activities, right, when you were teaching the BEL 100 e-PJJ course, can you describe some of the materials and online activities that you can remember?
Facilitator 7:	I think I concentrated on preparation for exam, for instance, speaking topics for BEL 100, since we did not have any time to practice in class, so we had some topics there that we discuss, and then some grammar exercises. So…. What else…some links to websites.
Interviewer:	When you gave them all these exercises, what thinking lies behind it?
Facilitator 7:	I felt that there wasn't enough learning happening for them, because we only met them four times. So the rest of the time if we don't ask them to do anything they are just hanging.
Interviewer:	Do you think it's effective, I mean giving them online and then, do you get a lot of responses from your student?
Facilitator 7:	Some. Usually the same people would come in, that is the common feature but even if you get some, that is better than nothing
Interviewer:	So the activities that you give are basically related to the course syllabus.
Facilitator 7:	Yes.
Interviewer:	And you do train your students to restructure them towards, to the exam. Why is that you have to structure them and guide them towards examination?
Facilitator 7:	Number one they did not have enough preparation, especially the speaking. Number two is, adult learners, because they have not been trained to be online learners or blended program learners. Some don't come in. So if you put things that prepare them for the exam, I thought that more people would be more interested. If like we tell them, you know, we are going….is one of the thing that might come out in the exam. So we're going to practice this, so they might tell their friends. So we will have more people coming in.
Interviewer:	Can you remember any particular experience in which the materials you used, either online or off-line, which was successful?
Facilitator 7:	Successful? What is the measure of success? I can only measure it according to whether more people came in or less people came in, because I cannot remember their results and I don't have access to their results anymore, and I don't have a pre-test post-tests. So I think that more people would come in if there was topic they were interested in.
Interviewer:	Any unsuccessful ones?

Facilitator 7:   Unsuccessful ones? Maybe, reading. I believe it is a general complaint of the country that people don't like to read. So it may be that, I don't know.

Interviewer: What about your general feelings about the whole course you know, some of the good points, the bad points?

Facilitator 7:   Well the objective are I think, practical objectives, we are going to lay down the foundation for them or proficiency, but, the enabling steps to get to that level, I think, not organized as they should be. They should be, number one, they should be tailored according to blended learning principles, they should be components to prepare for the seminar, components that are to be talked online, facilitators must understand what is required of them and when I was there, there were still people who did not come in for a long time, and they got annoyed when we ask them to come in which is not the point at all. So I feel that there are still people who regard this as a, easy, just an easy job.

Interviewer: And what do you think of the face to face aspect of the course?

Facilitator 7;   Face to face also could be better. If the students were to know what they are expected to do before the seminar and actually do it, then I think the seminars will be more effective.

Interviewer: But as is, students are not doing it? So..

Facilitator 7:   They just wait. So it's very traditional, because when you see how they are conducted the seminar, you can tell that people have not been trained. Because it's not enough, for example, I think really, every semester or so we will get, the head will say you know, this is what he expects and people will sit politely and listen. But, do they carry them out? No. So as far as it goes, that doesn't work, it doesn't work just to tell people, so I think it should be, maybe we should apply some constructivism here.

Interviewer: Can you share your experience during the students online messages and feedback? Any negative or positive experiences?

Facilitator 7:   Well positive in the sense that they always thank you when you respond to them quickly. Negative they don't understand what to use it for so sometimes they check in the same forum. So you know, there are some messages that are not really about learning.

Interviewer: Social messages?

Facilitator 7:   Ya… social messages, so what I think is that, there should be a separate forum for chatting.

Interviewer: They do have a chat..

Facilitator 7:   Yes, but they don't have the facility, they cannot all go in at the same time and all that for chatting . So, maybe we should have an, a synchronized forum for them to socialize.

Interviewer: I see.

Facilitator 7:   What I feel is when they start, they should all come into this forum, this social forum and introduce themselves, so they know all their classmates because in the seminar there is no time. Because I think we have to establish learning communities among these people. So when they start getting to know each other then they can decide, they can form study groups and so on, if they don't know maybe the facilitator can help with this grouping.

Interviewer:	Your suggestion is that it's best that the students have their own group discussion, online group discussion and also have their own networking.
Facilitator 7;	Because that is the online learning, because as far as I know, online learners sometimes feel isolated because they don't need their friends a lot, so it is one way to keep them going. Because they know it's a click away to their classmate. They can socialize, they can talk about other things you know, because it's quite stressful to be talking about academic things. So maybe if we have another forum, so they can socialize there.
Interviewer:	Do you encourage your students to interact and make comments among themselves?
Facilitator 7:	Well because we don't have another forum, I don't really tell them that they should talk, because I realize that you know sometimes learning can be stressful and we need to be able to say a few friendly words.
Interviewer:	So you do encourage them?
Facilitator 7:	I don't encourage or discourage.
Interviewer:	But how do you encourage students to work on their own?
Facilitator 7:	What on their own?
Interviewer:	Yes.
Facilitator 7:	Well, through the forum and through the seminar, of course we have to remind them to work on their own.
Interviewer:	So you just, remind, reminding them.
Facilitator 7:	And of course giving them a task
Interviewer:	By giving them a task, then that's the one way of encouraging them to work on their own. But, do you think that the students interact and do some discussion with their friends outside? Besides online?
Facilitator 7:	Oh...yes.
Interviewer:	They do?
Facilitator 7:	They do tell me that.
Interviewer:	So you allow them, that will be ok with you?
Facilitator 7;	Ya….
Interviewer:	Why is that?
Facilitator 7:	It depends on the task, if they, for example, if the topic is for discussion, then they can do it together, but if it is an individual work, then they can send in maybe by e-mail. I am against giving them grammar work in the forum and answering in the forum because they can see each other's. So, that doesn't help very much.
Interviewer:	Talking about all the exercises and stuff, can you tell me about the assessment such as exercises, quizzes and tests. What do you think of that, you know. How often do you asses the students?
Facilitator 7:	Oh, just follow the syllabus.
Interviewer:	Meaning that it will be a, just a mid-term, final and a speaking test?….
Facilitator 7:	Ya…..
Interviewer:	Besides that?
Facilitator 7:	Besides that no. Just exercises
Interviewer:	Do you give your students exercises. How often?
Facilitator 7:	I don't know what you call often.
Interviewer:	Like every week?
Facilitator 7:	Maybe…depends….sometimes, like two weeks, once.

Interviewer:	Do you think that's very helpful?
Facilitator 7:	Like I said, I don't know, I don't have a standard to measure.
Interviewer:	So these students, you see, when they do that, the exercises they extract exercises beside the one.. that aa.. The mid-term exam, and speaking and final exam, do they know that they are not being graded?
Facilitator 7:	Ya.
Interviewer:	Do you think the students will still do?
Facilitator 7:	Ya, the… again the same people will do them and the same people who don't come in will not do them. There are other issues like e-learners have to have access and I think there was this study by Shereen that said most of them, I think maybe 60 percent they don't have access, computers, and yet they are e-learners, they are in the program.
Interviewer:	If you teach your students a certain topic or they are suppose to cover few chapters of the manual or the syllabus themselves an then how do you check whether your students has learnt what, you know, the activities and the materials that you given?
Facilitator 7:	Normally if they had to hand in.
Interviewer:	That's the only way you check?
Facilitator 7:	Yes.
Interviewer:	Do you find it difficult to check it?
Facilitator 7:	Yes, because some people don't hand in.
Interviewer:	You can't keep track on them. Can you share your responsibilities and experience in term of assessment?
Facilitator 7:	In term of assessments? Ok, we conduct our own speaking in mid-semester and I have something to say about this as well. The mid-semester is conducted in the class where everybody sits close together. This is against testing condition, environment, because some people may look over the shoulders.
Interviewer:	Besides, what other experiences do you go through?
Facilitator 7:	Speaking. I guess we're not advanced enough. They have to come here to do 5 minutes of speaking. So you know, they have to take a long trip from way over the country, sometimes, to just be here five minutes for 10 percent. So there should be…. If there is the headquarters here, there should be a sub stations where they can do this test actually.
Interviewer:	Ok, that's how you would rectify the problem right.
Facilitator 7:	Or else, have it online but I don't know much about speaking test online yet.
Interviewer:	Do you think there should be a different way of testing the students, online for these adult learners' e-PJJ students, because I know they sit for the same exam like full time students, so ….
Facilitator 7:	Maybe content.
Interviewer:	What do you mean by content?
Facilitator 7:	There should be more work related content.
Interviewer:	And how do they go about doing it?
Facilitator 7:	For example some topics that are given for BEL 100 are maybe ok for the students but not really suitable for adult learners
Interviewer:	So is it ok for them to come at a certain seminar and do the exam or should the exam be conducted online?

Facilitator 7:	Either or. Or maybe we just come on the seminar day to do the exam if that is possible.
Interviewer:	How do you fit BEL 100 in your e-PJJ teaching into your working life, I mean you know, there are full time students to consider, your admin works to consider and then there you have these e-PJJ students to consider.
Facilitator 7:	Well, admin works you have.. For teaching wise, when you do admin you get 8 hours of teaching. So you should be able to get into the forum in the morning before the meetings or anything starts. So otherwise at night, so I don't find that is a problem. Even if I have, I don't do admin now, if I were to teach them, I will go in at night.
Interviewer:	So how long do you spend in the discussion forum?
Facilitator 7:	Depends on the answers, depends on the posting.
Interviewer:	There are more posting, you spend longer. So how do you deal with the postings, do you deal one to one or one to many?
Facilitator 7:	I try to personalized and respond to them by name so that they have honorship and it's also I think encouraging to them. So, the other thing is, I try to end on motivating note like you know, keep it up.
Interviewer:	I see. So you give a lot of motivation. How do you feel about the demands of online teaching makes to you, in comparison with face to face?
Facilitator 7:	Well I think in the present state, because it is not conducted according to online principles, it is not as demanding as it would be I think, if it is properly conducted, because the task have not really been designed. So everybody does it's own thing, the facilitators.
Interviewer:	So do the facilitators sit down and collaborate with each other and exchange ideas and resources..?
Facilitator 7:	No, this comes again, you know. They look at it as a part time venture, so they don't make time for it very much.
Interviewer:	So there is no such thing as having the same guide of what to teach this week..
Facilitator 7:	Other than what's written in the scene.
Interviewer:	So do you feel that the forum room is not utilized well then?
Facilitator 7:	Ya, not optimal.
Interviewer:	But. They do they use it?
Facilitator 7:	Ya, if there is from class to class, forum to forum
Interviewer:	It can be practice easily?
Facilitator 7:	It can be quite well used. It can be not used, because the facilitators will be absent. There will be questions. Maybe in the beginning there will be questions from students and then because the facilitators take so long to respond, they are de-motivate. So after a while there won't be people coming in.
Interviewer:	What do you think about the webpage itself, do you think it's friendly, user friendly?
Facilitator 7:	The webpage is a little bit old-fashioned. It has not changed ever since… don't know when. For example, I think we should have the papers on the homepage, you know, all the courses that are offered, for easy access.
Interviewer:	Do you have any problem with accessing to the rest of the website?

Facilitator 7:	Oh yes. Sometimes it takes a long time, sometimes if you get them to send your e-mail, it takes a long time to recover and then I think somebody did mention that the space is too small.
Interviewer:	Too small in the forum?
Facilitator 7:	In the e-mail. They are not able to send certain number of assignment. It's full so it cannot come in.
Interviewer:	So what aspect in the course do you like most?
Facilitator 7:	What aspect? I like to teach online
Interviewer:	That inspires you to….
Facilitator 7:	Yes
Interviewer:	So what aspect of the course you would like to be likely?
Facilitator 7:	The fact that it hasn't be tailored for blended learning.
Interviewer:	So if there's one thing you would like to change in the course, what would it be?
Facilitator 7:	I think everyone should be trained.
Interviewer:	The one thing that you don't Facilitator 7t to change?
Facilitator 7:	The modality. Blended learning is fun. It can work.
Interviewer:	And is there anything else that you would like to share with me, your experiences?
Facilitator 7;	Again I would like to repeat that, there must be full time staff facilitating or else part time staff who understand the pedagogy and are commited because for the students there must be learning community, for the facilitators there must be communities of practice.
Interviewer:	So that would work well even with our students?
Facilitator 7:	Ya.
Interviewer:	Even with our students, their mentality..
Facilitator 7:	Oh, ya, that's because they have not had any training, they haven't had any workshops.
Interviewer:	Students and staff need hands on and also a workshop to train them to be..
Facilitator 7:	To think and to be given study skills, how to get references online, what are your school website.
Interviewer:	Anything else?
Facilitator 7:	They should have computer access. Basic. They must not register without that.
Interviewer:	What about the facilitators? I think they need the computers themselves.
Facilitator 7:	Ya,
Interviewer:	Not all facilitators have access from office isn't it?
Facilitator 7:	Like when they start. They must sign something to the effect that, they will not have a problem on access.
Interviewer:	So is there anything else you would like to share with me?
Facilitator 7:	I would like to share lunch with you.(Both laughing)

Appendix 11: Sample of forum messages downloaded from BEL 100 e-PJJ asynchronous forum discussions.

<table>
<tr><td colspan="3" align="center">Forum</td></tr>
<tr><td colspan="3">Forum Name: BEL 100 - Ismie Roha bt Mohamed Jais (lf5b1_bel100)</td></tr>
<tr><td colspan="3">Topic Name: New Student</td></tr>
<tr><td>Subject</td><td>From</td><td>Date Posted</td></tr>
<tr><td>AC 110</td><td>MUHAMMAD IDZHAM KAMARUDDIN</td><td>13-Jul-2005</td></tr>
<tr><td>RE: AC 110</td><td>RAFAIDAH BT GHAZALI</td><td>13-Jul-2005</td></tr>
<tr><td>RE: AC 110</td><td>HASLIZA BT KADIR</td><td>13-Jul-2005</td></tr>
<tr><td>RE: AC 110</td><td>SHAEFUL REEZAL BIN MUZAKER</td><td>20-Jul-2005</td></tr>
<tr><td>RE: AC 110</td><td>SHAEFUL REEZAL BIN MUZAKER</td><td>20-Jul-2005</td></tr>
<tr><td>Seminar 1</td><td>JAMALIAH HARUN</td><td>20-Jul-2005</td></tr>
<tr><td>RE: AC 110</td><td>NUR AIDILAH BT MOHD SALLEH</td><td>26-Jul-2005</td></tr>
<tr><td>RE: AC 110</td><td>AZIMAH BT ABD AZIZ</td><td>26-Jul-2005</td></tr>
<tr><td>RE: AC 110</td><td>RAFAIDAH BT GHAZALI</td><td>29-Jul-2005</td></tr>
<tr><td>RE: AC 110</td><td>ROSLIZA BT MUHAMMAD</td><td>29-Jul-2005</td></tr>
<tr><td>RE: AC 110</td><td>SUZANA BINTI ABD HAMID</td><td>31-Jul-2005</td></tr>
<tr><td>RE: AC 110</td><td>HASMAH HASHIM</td><td>01-Aug-2005</td></tr>
<tr><td>RE: AC 110</td><td>HASMAH HASHIM</td><td>01-Aug-2005</td></tr>
<tr><td>RE: AC 110</td><td>MUHAMMAD IDZHAM KAMARUDDIN</td><td>02-Aug-2005</td></tr>
<tr><td>RE: AC 110</td><td>HASMAH HASHIM</td><td>02-Aug-2005</td></tr>
<tr><td>RE: AC 110</td><td>Ismie Roha bt Mohamed Jais (lf5b1_bel100)</td><td>02-Aug-2005</td></tr>
<tr><td>RE: AC 110</td><td>ESHLINA BT ABDUL GHANI</td><td>02-Aug-2005</td></tr>
<tr><td>RE: AC 110</td><td>HASMAH HASHIM</td><td>04-Aug-2005</td></tr>
<tr><td>RE: AC 110</td><td>CHAH ROZAIDAH BINTI IBRAHIM</td><td>04-Aug-2005</td></tr>
<tr><td>RE: AC 110</td><td>NUR HAFIZA BT MOHD ROSLI</td><td>04-Aug-2005</td></tr>
<tr><td>RE: AC 110</td><td>JAMALIAH BINTI KADIR</td><td>05-Aug-2005</td></tr>
</table>

Subject: AC 110   Top

From: MUHAMMAD IDZHAM KAMARUDDIN

Date: 13-Jul-2005 12:14 PM

Aslm,.

there is 1 question.

1. What the thing that i need to prepare b4 class/seminar?

Thq

Subject: RE: AC 110   Top

From: RAFAIDAH BT GHAZALI

Date: 13-Jul-2005 01:36 PM

Assalamualaikum,
I also need to know what should i do/prepare b4 attending the 1st seminar? Is that enough if i just read the text book?

Subject: RE: AC 110   Top

From: HASLIZA BT KADIR

Date: 13-Jul-2005 01:55 PM

Assalamualaikum..
what should i prepare 4 my 1st seminar on 24th July 2005.Any assignment?

250

Subject: RE: AC 110

From: SHAEFUL REEZAL BIN MUZAKER

Date: 20-Jul-2005 01:56 PM

Assalamualaikum..
how do i prepare my first seminar.. because i didn't get the module for BEL 100... this cause by out of stock..

Subject: RE: AC 110

From: SHAEFUL REEZAL BIN MUZAKER

Date: 20-Jul-2005 01:56 PM

Assalamualaikum..
how do i prepare my first seminar..? because i didn't get the module for BEL 100... this cause by out of stock..

Subject: Seminar 1

From: JAMALIAH HARUN

Date: 20-Jul-2005 02:50 PM

assalaamualaikum Cik Ismie Roha

i won't be attending the seminar this sunday, july 24 but would like to know what would i miss.
i'll be out travelling. pls do let me know in advance. thank u.

h/p: 012-2982862

Subject: RE: AC 110

From: NUR AIDILAH BT MOHD SALLEH

Date: 26-Jul-2005 11:21 AM

what i need to prepare b4 seminar on 14/8/05?

Subject: RE: AC 110

From: AZIMAH BT ABD AZIZ

Date: 26-Jul-2005 11:58 AM

Akum miss mie.can you tell me how to improve myself in english because i can understand what u say but i can't give u respon.ok tq.

Subject: RE: AC 110

From: RAFAIDAH BT GHAZALI

Date: 29-Jul-2005 01:16 PM

A'kum ms ismie. i also had same problem like azimah, what should i do to improve my english. i'm worry about the oral communication test that u have told us in seminar 1. help me, thank you

Subject: RE: AC 110

From: ROSLIZA BT MUHAMMAD

Date: 29-Jul-2005 04:24 PM

Ms Ismie..I face the same problem..with idah and zimah. I have no confident to speak in english, I'm worry that the words/pronounciation/ grammar and etc will be wrong.In my workplace, English is very important due to communicate with higher level people or vendors. Miss Ismie would you like to share some tips with us?

Subject: RE: AC 110

From: SUZANA BINTI ABD HAMID

Date: 31-Jul-2005 06:17 PM

assalamualaikum.....
hai miss Ismie, I like learning English. but big problem is I have not confident to speak even to written. I'm also don't know to use my grammar verry well.
need help

Subject: RE: AC 110

From: HASMAH HASHIM

Date: 01-Aug-2005 01:19 PM

HI,MISS ISMIE,I LIKE SPEAKING ENGLISH BUT I'M NOT CONFIDENT,ALWAYS BAD IN GRAMMAR....TAK DINAFIKAN BANYAK PERKATAAN YG TAK TAHU DLM ENGLISH,SEBUTAN TAK BETUL,PERNAH SEMBANG DI OFFICE TAPI MEMBER SUKA GELAK,SEBAB TAK KENA SEBUTANNYA..MACAM MANER YER MISS?MISS BOLEH PANGGIL SAYA " AS ",SHORT NAME...

Subject: RE: AC 110

From: HASMAH HASHIM

Date: 01-Aug-2005 01:20 PM

AGAKNYA MISS KENA AJAR PATAH PATAH PERKATAAN....

Subject: RE: AC 110

From: MUHAMMAD IDZHAM KAMARUDDIN

Date: 02-Aug-2005 12:06 AM

for me , how we speak + writting reflect to what we r,..i guess to improve we have to sacrifice our native language and start learn english day and night....dont bother about other people said to u ,..as long u have will+desire to change u will succeed...

Subject: RE: AC 110

From: HASMAH HASHIM

Date: 02-Aug-2005 12:39 PM

betul cakap muhammad idzham tu..

Subject: RE: AC 110

From: Ismie Roha bt Mohamed Jais (lf5b1_bel100)

Date: 02-Aug-2005 02:22 PM

hi everyone...

sorry. i just read your mails today so i was unable to provide answers for you before the first seminar.

in terms of preparation...it is ongoing. so, as the learning process takes place, i will assign you some work.

imporving in english is vital these days. i believe in learning any language and to master it, you must use it whether written, spoken or reading. there has to be some effort on your side to do the extra work in order to improve.

let's try to help one another so if you have any interesting tips, forward to all your other freinds on the forum.

take care

Subject: RE: AC 110   Top

From: ESHLINA BT ABDUL GHANI

Date: 02-Aug-2005 07:38 PM

Assalamualaikum.
Hi Ms Isme and classsmates.
1.I agree with Ms Isme. I think for a start, any communication in the BEL100 forum we do it in English even if it has to be broken English.

2. Is the "WHO WILL WIN" topic is an assignment or just a discussion topic.

Subject: RE: AC 110   Top

From: HASMAH HASHIM

Date: 04-Aug-2005 12:03 PM

miss ismie,ada new assignment ke?

Subject: RE: AC 110   Top

From: CHAH ROZAIDAH BINTI IBRAHIM

Date: 04-Aug-2005 02:22 PM

Assalamualaikum...
Hi Ms Mie and all friends...
As all friend said, they no confidence to speak or wrote in english. I have the same problem....Let me share the tips how to improved our english. Since i'm working at KLIA which is the main entrance for our country and of course the english language is imprortant, right? to make myself confidence and improved my english language, i try to spoke and wrote and it must followed by confidence, so that's you can improved yourself. Is it right Ms Mie? "BELASAH" aje...

Subject: RE: AC 110   Top

From: NUR HAFIZA BT MOHD ROSLI

Date: 04-Aug-2005 06:57 PM

askum miss mie..
actually i'm facing the same problem..
a can understand anything that other people try to say..but i donk know how to give feedback..sometimes i lost my confident..help me please..

Forum - Reply to Topic

Forum Name: **BEL 100 - Ismie Roha bt Mohamed Jais (lf5b1_bel100)**

Topic Name: New Student

Subject: RE: AC 110

From: Noor Ahnis Othman (Researcher)

Message:

Appendix 12: Samples of forum transcripts from the BEL 100 e-PJJ classes

==
Forum Name : BEL 100 - Aida Ahmad Saipuddin (lf1b1_bel100)
Topic Name : 3rd Seminar - Sept 25 2005

Subject   : Please come
From   : Aida Ahmad Saipuddin (lf1b1_bel100)
Date: : 23-Sep-2005 03:58 PM

Topic:
Function:
Mode:
Language Focus:

Dear all,

We'll be having the Mid Semester Exam in this 3rd seminar. Please prepare yourselves by trying out the PYQs that are available in the library. You are also advised to go over the grammar notes in your Preparatory English textbook.

After the exam (IF we have time), you could engage in some oral presentation PRACTICE. So please be ready just in case.

DON"T BE LATE...........

Subject   : RE: Please come
From   : AZRIN BIN ADNAN
Date: : 23-Sep-2005 06:05 PM

Topic:
Function:
Mode:
Language Focus:

Ok Puan. Aida but at the section c, is it the same like the exercise u give us last class (60 - 80 paragraph in one sentence) ? at the pyp there is no question for that section and last the last pyp for dec 04 - may 05 it has no answer for me to check after finish answer the paper.
== ===========

== ===========
Forum Name : BEL 100 - Aida Ahmad Saipuddin (lf1b1_bel100)
Topic Name : ACROBATE READER

Subject   : PAST YEAR PAPER 2004
From   : NOR FAZILAH BINTI ABAS
Date: : 30-Jul-2005 12:07 AM

Topic:
Function:
Mode:
Language Focus:

i've seen most of you confuse on how to print this PYP...

Guys....pdf file can only be open if you have ACROBATE READER IN YOUR COMPUTER. in other words.. please load this software b4 you open this file. its easy.. UiTM has given us free download at our HOMEPAGE. u

just have to scroll down and from there u just click the signed.they
will guide you from there.

Subject   : RE: PAST YEAR PAPER 2004
From   : AHMAD NIZAM B. MOHAMED SHAFFI
Date: : 30-Jul-2005 12:12 AM

Topic:
Function:
Mode:
Language Focus:

How long it will take to download the acrobate reader into PC?

Subject   : RE: PAST YEAR PAPER 2004
From   : AHMAD NIZAM B. MOHAMED SHAFFI
Date: : 30-Jul-2005 12:21 AM

Topic:
Function:
Mode:
Language Focus:

what do you mean "if i have" the copy of the software? If my PC already
equip with the AR, why should I download it again? can you explain
further.

Subject   : RE: PAST YEAR PAPER 2004
From   : NOR FAZILAH BINTI ABAS
Date: : 30-Jul-2005 12:31 AM

Topic:
Function:
Mode:
Language Focus:

don't make other people confuse men...forgot to write .. if you have
the AR there no need to load .. but defernately if you can't load the
PYP .. you don't have the AR and one more thing (5 min) is for those
who has the copy software..just save if to the computer..

Subject   : Download
From   : AHMAD NIZAM B. MOHAMED SHAFFI
Date: : 30-Jul-2005 12:41 AM

Topic:
Function:
Mode:

Language Focus:

O...Ok...thank you so much for your explaination. I just not good enough in handling the PC :)

Subject   : RE: PAST YEAR PAPER 2004
From   : NOR FAZILAH BINTI ABAS
Date: : 30-Jul-2005 12:43 AM

Topic:
Function:
Mode:
Language Focus:

ok

--end--
===

**Appendix 13: Letter of granting approval from the InED Director
to collect data for PhD project.**

**UNIVERSITY OF
STIRLING**

INSTITUTE OF
EDUCATION

Dr Daniel Robertson
MSc TESOL Programme Director
Institute of Education
Airthrey Castle
University of Stirling
Stirling FK9 4LA Scotland

Telephone: +44 (0) 1786 467936
Facsimile: +44 (0) 1786 466131
Email: Dan.Robertson@stir.ac.uk

28th June, 2005

*For whom it is
concern:*

*Approved and
please provide
her with any
assistance needed*

PROF. MADYA DR. MO/D RASHIDEE ALWI
13/7/05
Institut Perkembangan Pendidikan (InED)
DW 11, Intekma Resort & Convention Centre
UiTM, 40000 Shah Alam
Selangor Darul Ehsan.

The Director,
InED,
Universiti Teknologi MARA,
Shah Alam 40450,
Selangor.

Dear Sir,

re: PhD Research on BEL 100 course

My student Noor Ahnis Othman is conducting an evaluation of the BEL 100 course as part of the research for her doctorate at the University of Stirling. She is currently conducting field work at the Shah Alam campus of University Teknologi MARA.

I would be very grateful if you would grant Mrs Othman permission to interview some of the e-PJJ students as part of her research. Mrs Othman would also like to be able to make use of transcripts of the BEL 100 on-line discussion forums and I'd be grateful if you would grant her permission to access the forums and make use of the data for her research as well.

I'm very grateful for your assistance in this matter.

Yours sincerely,

Dr Daniel Robertson
Lecturer in Education

Appendix 14: From codes to themes (10 codes discovered from learners' interview transcripts)

Codes (Step 1)	Issues discussed (listed in clusters)	Themes identified (Step2) (Total= 91 themes)
Drives **Needs**	▪ learners' experiences ▪ why learners are into distance learning ▪ factors leading learners to take up the course	1. to gain knowledge in language skills 2. to upgrade oneself 3. to seek knowledge 4. to improve language skills 5. to improve communication skills 6. self-satisfaction 7. to be competitive 8. some thing better for future 9. career enhancement 10. promotion 11. personal development 12. personal reasons
Attitude	▪ learners' attitude towards course ▪ learners' habits and reactions in course	13. positive about everything 14. follow instructions 15. being respectful 16. being polite 17. a passive participant online 18. lack confidence 19. anxious to communicate either online or face-to-face 20. self-conscious 21. lack of confidence for course mates to provide help 22. seek help from office mates 23. seek help frequently from facilitator 24. seek help from course mates 25. seek help from nobody

Positives		
a. course in general	▪ all the good qualities about the course	26. basic tenses sharpen language skills 27. course helpful in improving language skills 28. course very convenient & flexible 29. course save time
b. Online/forum room	▪ all the good qualities of the online part of the course	30. online activities helpful 31. online participation improve communication
c. Module/References/Text	▪ all the good qualities of the module/ references/text used in course	32. exercises in module helpful 33. past year papers for references helpful
d. Activities/Assignments/ Tasks	▪ all the good qualities about activities/ assignments/tasks given online or offline	34. web links for references helpful 35. online topic discussions helpful/interesting
e. Facilitators	▪ all the good qualities regarding the facilitators	36. helpful & supportive 37. active online 38. provide good feedback 39. prompt responses 40. motivating 41. provide clear explanation; verbally or online
f. Peers	▪ all the good qualities regarding peers/fellow learners	42. supportive 43. helpful 44. active in discussion 45. participative online
g. Technology	▪ all the good qualities regarding technology provided to execute the course	- Non mentioned -

Negatives a. course in general	▪ all the undesirable qualities about the course	46. too much work, too little time 47. very taxing 48. lack of personal guidance 49. inefficient learning 50. minimal two way communication 51. course structure too simple 52. insufficient information provided on course site
b. Online/forum room	▪ all the undesirable qualities of the online part of the course	53. delayed feedback 54. minimal two way transactions 55. lost of interest online due to too many people 56. no personal attention 57. minimal encouragement to use forum room for academic discussion 58. forum room use for social interaction 59. forum room used for promoting products commercially 60. lack of hands-on training 61. lack of online training
c. Module/References/Text	▪ all the undesirable qualities of the module/references/text used in course	62. exercises in module too simple 63. self-check answers provided 64. too many topics in module 65. limited online materials 66. limited outside references provided
d. Activities/Assignments/ Tasks	▪ all the undesirable qualities about activities/ assignments/tasks given online or offline	67. online activities base on module only 68. insufficient practice of activities from other sources 69. too many assignments cause backlogs 70. too much work, too little time
e. Technology	▪ all the undesirable qualities regarding technology provided to execute the course	71. e-library not user friendly 72. log in problems 73. irrelevant sites; chat room 74. frequent technical problems

Learning Situations Conditions Environments Time	▪ place of learning	75. home 76. office 77. library
	▪ period of learning	78. night time 79. after office hours 80. during lunch time 81. between work and rest time 82. early morning
	▪ difficulties in learning	83. night time 84. at any available time and venue 85. lunch time 86. between work and rest time 87. solely to check for assignments/tasks 88. self-discipline needed all the time 89. too much responsibilities 90. failure in committing to study time due to family obligations 91. minimal log in time due to time constraint

Appendix 15: From codes to themes (5 codes discovered from facilitators' interview transcripts)

Codes (Step 1)	Issues discussed	Themes identified(Step2) (Total= 44 themes)
Course in general	▪ regarding the course syllabus ▪ regarding the course structure ▪ regarding the course components ▪ regarding the course overall	1. no change in syllabus 2. course structure not suited for DL 3. no proper chain of work 4. course exam oriented 5. course structure a replicate of full time 6. less opportunity given to speaking 7. speaking skill not integrated online 8. too much work, too little time 9. materials/ resources outdated 10. module too simple, too basic 11. online materials non existent 12. forum room not fully utilized 13. online discussions mostly social encounters
Colleagues	▪ regarding facilitators involved in teaching the course	14. facilitators lack training 15. facilitators self-learned how to teach online 16. facilitators indulge in trial and error as distance educators 17. no training of handling adult learners 18. facilitators collaborate with each other minimally due to time constraint 19. facilitators are burden with too many responsibilities 20. facilitators teach for reward 21. facilitators are not committed 22. facilitators are inactive 23. facilitators have no means of finding outside materials 24. facilitators too dependent on module 25. facilitators lack community of practice 26. facilitators concentrated on exam structure when teaching

Support	▪ regarding support receive from colleagues, administration and others	27. support from administrative minimal 28. support from colleague minimal
Technology provided	▪ regarding the course webpage and other links on the site ▪ -regarding access functions	29. frequent technical problems 30. course site not user friendly 31. very limited space for emails, learners have difficulty sending tasks
Learners	▪ regarding the learners character, attitude, study habits	32. learners are too dependant on facilitators 33. learners are not self-directed 34. learners lack participation & interaction 35. learners lack confidence to pose questions 36. learners lack commitment 37. learners lack motivation 38. learners are very exam-oriented 39. learners only participate if graded 40. learners are very traditional 41. learners are not familiar with online learning 42. learners lack learning community 43. learners do not see value of going online 44. learners do not have hands on training

Appendix 16: Step 3 of the thematic analysis of the learner's interview transcripts

From Basic to Organizing to Global Themes (Learners' Transcripts)

Themes as Basic Themes	Organizing Themes	Global Themes
1. to gain knowledge in language skills 2. to upgrade oneself 3. to seek knowledge 4. to improve language skills 5. to improve communication skills 6. self-satisfaction 7. personal development 8. personal reasons	Intrinsic motivation	Motivation
9. some thing better for future 10. to be competitive 11. career enhancement 12. promotion	Extrinsic motivation	
13. positive about everything 14. follow instructions 15. being respectful 16. being polite	Teacher superior	Attitude
17. a passive participant online 18. lack confidence 19. anxious to communicate either online or face-to-face 20. self-conscious	Inability to impart ideas	

21. lack confidence for course- mates to provide help 22. seek help from nobody	Lack trust in help seeking	Attributes
23. seek help frequently from facilitator 24. seek help from course mates 25. seek help from office mates	Help seeking	
26. basic tenses sharpen language skills 27. course helpful in improving language skills	Skillful in language	Effectiveness
28. course very convenient & flexible 29. course save time	Course adaptable	
30. online activities helpful 31. online participation improve communication	Online component a satisfactory contribution	Activities
32. exercises in module helpful 33. past year papers for references helpful 34. weblinks for references helpful 35. online topic discussions helpful/interesting	Desirable activities and references	
36. helpful & supportive 37. active online 38. provide good feedback 39. prompt responses 40. motivating 41. provide clear explanation; verbally or online	Facilitator support	Support
42. supportive 43. helpful 44. active in discussion 45. participative online	Peer support	

46. too much work, too little time 47. very taxing	Course a burden	
48. lack of personal guidance 49. inefficient learning 50. minimal two way communication	Lack of communication	
51. course structure too simple 52. insufficient information provided on course site	Content too basic	Conidtions
53. delayed feedback 54. minimal two way transactions	Lack of responses	
55. lost of interest online due to too many people 56. no personal attention 57. minimal encouragement to use forum room for academic discussion	Lack of assistance	
58. forum room use for social interaction 59. forum room used for promoting products commercially	Usefulness of materials/resources	
60. lack of hands-on training 61. lack of online training		Inadequacy
62. exercises in module too simple 63. self-check answers provided 64. too many topics in module 65. limited online materials 66. limited outside references provided 67. online activities base on module only	Lack of creativity in providing activities	

68. insufficient practice of activities from other sources 69. course website not user friendly 70. problems in submitting assignments online or through emails 71. e-library not user friendly 72. log in problems 73. irrelevant sites; chat room 74. frequent technical problems	Technology support	
75. home 76. office 77. library	Learning venues	
78. night time 79. after office hours 80. lunch time 81. between work and rest time 82. early morning	Learning time	Situations
83. night time 84. at any available time and venue 85. lunch time 86. between work and rest time 87. solely to check for assignments/tasks	Log in time	
88. self-discipline needed all the time 89. too many responsibilities 90. failure in committing to study time due to family obligations 91. minimal log in time due to time constraint	Time demand	

Appendix 17: Step 3 of the thematic analysis of the facilitator's interview transcripts

From Basic to Organizing to Global Themes (Facilitators' Transcripts)

Themes as Basic Themes	*Organizing Themes*	*Global Themes*
1. no change in syllabus 2. course structure not suited for DL 3. no proper chain of work 4. course exam oriented 5. course structure a replicate of full time 6. less opportunity given to speaking 7. speaking skill not integrated online 8. too much work, too little time	Lack of modification Component overlooked Time consuming content structure	Course structure
1. materials/ resources outdated 2. module too basic 3. online materials non existent 4. forum room not fully utilized 5. online discussions mostly used for social encounters	Materials/resources too elementary Adequacy of online activities	Resources

1. facilitators lack training 2. facilitators self-learned how to teach online 3. facilitators indulge in trial and error as distance educators 4. no training of handling adult distance learners 5. learners are not familiar with online learning 6. learners lack learning community 7. learners do not see value of going online 8. learners do not have hands on training	Lack of training as facilitators Lack of training as distance learners	Training
9. facilitators collaborate with each other minimally due to time constraint 10. facilitators are burden with too many responsibilities 11. facilitators teach for reward 12. facilitators are not committed 13. facilitators are inactive 14. facilitators have no means of finding outside materials 15. facilitators too dependent on module 16. facilitators lack community of practice 17. facilitators concentrated on exam structure when teaching 18. support from administrative minimal 19. support from colleague minimal 20. frequent technical problems 21. course site not user friendly 22. very limited space for emails, learners have difficulty sending tasks	Time constraint Lack of interest and creativity Lack of support from others	Support

23. learners are too dependant on facilitators 24. learners are not self-directed	Teacher-dependent	
25. learners lack participation & interaction 26. learners lack confidence to pose questions	Passive learners	Habits
27. learners lack commitment 28. learners lack motivation	Uninterested learners	
29. learners are very exam-oriented 30. learners only participate if graded 31. learners are very traditional	Grades oriented learners	