Using Voicespice to Spice up ESP/EFL Teaching: Experience of ELT Teachers in an Aviation Training Center

Anisa Putri Cahyani (anisaputricahyani@gmail.com)
Universitas Sebelas Maret, Indonesia
http://orcid.org/0000-0003-4975-1553
Joko Nurkamto (jokonurkamto@gmail.com)
Universitas Sebelas Maret, Indonesia
http://orcid.org/0000-0002-8231-0779
Sumardi Sumardi (arif_sumardi74@yahoo.co.id)
Universitas Sebelas Maret, Indonesia
http://orcid.org/0000-0002-9620-0650

Abstract: Technological use for ELT can be really helpful, but sometimes can be a little overwhelming. If users want a simple audio recording tool which needs no app to download, no charge to pay, and no login account needed, voicespice, a web-ware based audio recorder, may be worth a try. This research discovers the potentials and practical use of voicespice in three English classes in an aviation training center. Stories from three teachers telling how they utilize voicespice in their teaching facilitation reveal the strength and weaknesses of this voice tool, analyzed based on teaching tasks. The results showed that voicespice accommodates ease and facilitation regarding its features of storing and sharing recorded voice messages on the web. However, some weaknesses make the teachers think they must find ways to adjust. This present study supplements ELT literature especially about webware-based voice tool which ELT teachers can use, also contribute ideas on the development of voicespice as well as other tools in the future.
Keywords: voicespice, webware tool, teaching facilitation.

Introduction

The advancement of technological use in English Language Teaching becomes more sophisticated and various. This is seen by the existence of online courses, widespread language learning videos, games for learning, teaching tools, and other multimedia applications and devices. Traditional way of language teaching and learning by teacher and students limited in one box called classroom is considered very old-fashioned if there is no interesting technique

or supporting media. English for foreign learners who barely use English in their daily life, moreover, most probably just depend on class interaction for their learning, which is very limited. On the other hand, language skill really depends on acquisition and use, meanwhile motivation and enthusiasm really vary among learners. Without a certain method to find a solution, learning objectives or target competence is hard to achieve. Thus, some people believe that technology is one of the solutions for this matter. The integration between language teaching / learning and technology in interesting package can bring meaningful progress, but still, it depends on the "spark of learning" in learners' heart and mind.

There have been many studies regarding the technology which supports distance learning. Citing Garrison, & Vaughan, N.D. (2008), Instructional technologies mark very vital role in the transforming process of teaching and learning in higher education, as a catalyst of its development. Educational paradigm in 21st century is innovatively changing in the matter of "flexibility and connectivity". Beside this phenomenon influences expectation and objectives among education stakeholders, communities are increasingly connected and therefore, instructional approach is in need of advancement day by day. This matter is also recognized by Galonka (2012), who then studied the literature and found that more research are still needed related to empirical studies about the potential use or to what extents the use of technology can bring outcomes in actual and practical way. Studies about instructional technology are used to present its impact on learners' learning, but less demonstrates how they are applied and possibility of the use in teaching and learning. Research about instructional technology in the literature may vary from complex use to simple use, many tools to fewer tools. This present study proposes a use of technology which is user friendly.

Referring to the need elaborated above, this present study highlights the practical use of simple webware-based tool called voicespice in EFL/ESP setting in accordance with tasks and materials, which the researcher thinks that is very easy, requires a device most people have (can be smartphone or computer), a web browser, and internet connection. The potential and practical use will be presented, along with analysis on the strengths and weaknesses.

Literature Review

Voice Tool and Related Studies

A lot of varieties in technology implementation for language learning are interesting to study and develop. Speaking about technology for language education could be too broad. There have been so many creative media creators who design software, application, videos, and other related tools supporting digital learning, starting from the very simple one until the very complex ones, since the use of technological tools are believed to give positive impacts on language learning as in Basal (2015), Lai (2015), and Chen (2014). Golonka (2012) reported that literatures have revealed that technology can support learners' learning outcome, social communication, motivation, also metalinguistic knowledge.

A wide variety of technological tools is created and implemented in order to get students motivated and achieve meaningful learning to improve their language skills, such as chat application which accommodates interaction (Wang, 2016), serious games on smartphone (Casañ-Pitarch, 2018), digital storytelling (Jitpaisarnwattana, 2018), blogging (Gorąca-Sawczyk, 2013), video games (Al Jifri, 2017), etc. These studies share common finding of positive outcomes contributing the success of teaching and learning English, enhancing students' motivation. Having different teaching context and purposes, these studies can be used by teachers as reference to consider their tool selection.

Even though technology can be sophisticated system, nice companion or great tool for teaching and learning, but at the same time some people may feel it is frustrating. Students even teachers also need some time to be familiar with the use of technology before they are really into it and involve in the teaching learning process. Thus, other studies about simple tools supporting teaching and learning are always interesting to read. The tools which spend less energy, budget, and time to be familiar with can be worth a try if it is assessable and it has beneficial factors for teaching and learning purposes. The main point is that how technological tools are included in teaching scenarios, how teacher and students use the tool. No matter how sophisticated a tool is, if the quality of design, facilitation, and delivery in teaching learning process remain poor, the outputs hardly meet objectives. Scientists have been developing theories on activities among the community influenced by the intervention of technology, and one of them is called Community of Inquiry.

Community of Inquiry and Facilitation

Lipman (2003, p.20) believes that a community of inquiry is where the members have certain activities such as: listening, communicating, agreeing, challenging, and clarifying ideas on one another toward the central point that is called inquiry. In educational setting, these activities often occur in face-to-face and online environment as well. In language teaching and learning, this is related to managing strategies in order to improve the meaningfulness of teaching and learning. Having three collaborative key aspects which are important in educational experience, this theory is often studied intervening the use of technological tools in teaching and learning, evaluating the presence of teaching, social, and cognitive (such like in Wang, et.al, 2016; Armelini, et.al, 2015).
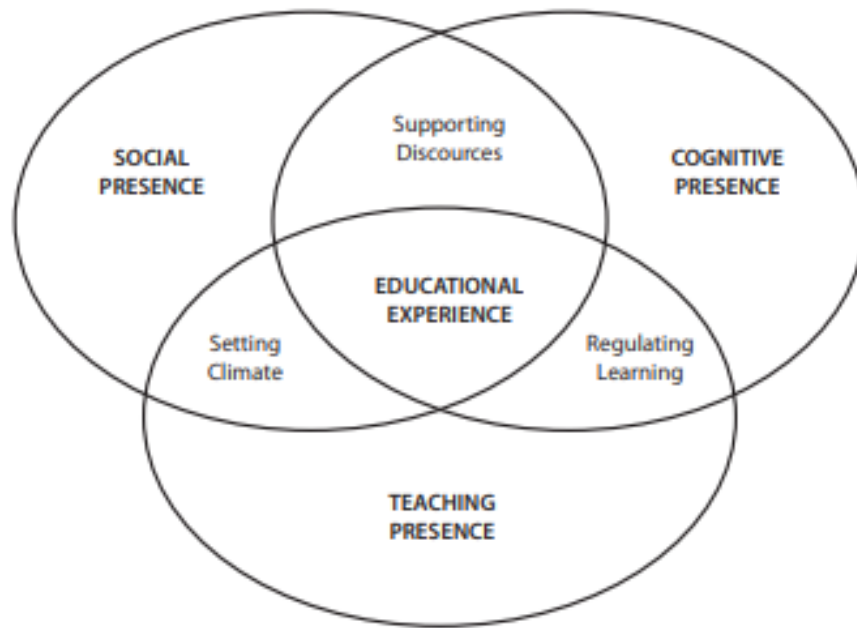
Figure 1. Community of Inquiry Framework.

Citing the reference (Garisson, 2017), the figure above is the framework illustrating three elements of the community of inquiry in collaboration. Social presence opens opportunity for "trust, open communication, and group cohesion", whereas cognitive presence occurs in individual learning process to construct meaning, and teaching presence is the part dealing with design, facilitation, and direction. These three big factors are known having impact on educational experience, which leads to a level of meaningfulness of teaching and learning.

Facilitation, a dominantly important activity in teaching, emerges from activities in a class setting involving supportive actions among both teacher and students. According to Garrison (2017), facilitation is seen if there is learners' interaction and teacher being engaged and present, as the central of community connection, development, and maintenance. Thus, the teaching presence is the core of community of inquiry because of its influence toward the presence of two other elements: social presence and cognitive presence. Facilitation puts

effort on the establishment of interaction in the community and meaningfulness cognitive process which may happen. In this context, facilitation provides assistance and support. It determines how the community of inquiry will be developing, either online or face to face interaction, or even in blended learning environment which unites those two.

Facilitation encourages interaction and participation of all community members in order to achieve teaching objectives. Thus, the role of teacher is very central. Adapted from Anderson et.al (2001), there are several teacher's roles in facilitating discourse, as follows: 1) Comment upon and encourage student responses, 2) Draw in less active participants 3) Curtail effusive/ dominating comments 4) Help students find congruent links between opinions 5) Assess efficacy of discussion process. Proactive teachers are good facilitators. They will keep their eyes on students' process and progress.

Related to the use of voice tools, there have been some studies done in language education. Bhagat (2012) uses audio feedback to help students improve their work, however, Pop (2013) uses webware-based voice tool to help assessing speaking in ESP course of medical English and reveals several benefits on feedback quality, value improvement, and satisfaction. From those studies, none of them applies voicespice. Thus, this study enriches reference of the technology application using a webware-based tool, especially in the frame of community of inquiry. Community of inquiry framework often becomes the underlying theory of research studies related to technology application. One of them is Wang (2016)'s exploratory study on language exchange through WeChat. He investigates the presences of three aspects of CoI framework, which are: teaching, social, and cognitive in multimodal language learning environment among students of Mandarin Chinese and students of English. Turula (2017) discovers students' satisfaction in online intercultural exchanges gets impact from teaching presence, which constitutively consists of design,

facilitation, and direct instruction. This present study explores how teaching presence in the aspect of facilitation occurs in social and cognitive aspects in the implementation of voice tool called voicespice.

Research Questions

1. How do teachers use voicespice for facilitation?
2. What are the strengths and weaknesses of the use of voicespice in facilitation?

Research Methodology

Participants

This present study involves three English teachers working at the same institution, at an aviation training center. This training center provides short-time course for students interested in starting career in airlines industry especially as ground staffs, supporting operational service which deals with passengers' reservation, check in, departure, and arrival. These three teachers are teaching different English class with different purposes. The English classes are: English for Occupational Purposes, English for Job Interview, and English for General Purposes. All of them admitted that they use voicespice in their teaching and learning process and confirmed to be interviewed for this study. In this paper, the teachers are addressed as: teacher EOP, teacher EJB, and teacher EGP, in accordance with the subject they are teaching.

Teacher EOP does not have educational background in English education. With educational background of industrial management, he has worked at an airport as Staff Coordinator for more than 7 years. He teaches English as additional job as a request from the institution, and he already has taught English for airlines purposes for about three years. Another teacher is teacher EJB; she has an educational background in English education, and has taught for almost 3 years. The last one is teacher EGP, who has English education background in

his study, and has been teaching English for the same institution for about five years.

Research Design and Procedure

This study collects qualitative data with focus on telling practice done by the teachers as research participants, about teaching materials and how they are integrated into the use of technology. This study concerns on facilitation, a process which becomes the central aspect in the effort of providing meaningful and effective learning (Garrison, 2017). Teaching and learning process which becomes the subject of this research occurred between October – November 2018. Interviews were conducted in final week of the batch by confirmation. The English teachers who become participants in this research confirmed that they implement voicespice because of time limitation and low motivation among the students. The use of voicespice in this context is supporting face-to-face teaching and learning in their classrooms.

Data Collection and Data Analysis

In order to reveal the answers of research questions in this study, since it concerns on teachers' perspectives, the researcher collects data from in-depth interviews with the research participants and examining the use of voicespice by them. Interviews are conducted in comfortable situation at training center, three times during the final week of the training season.

Data are analyzed by adapting interactive model from Miles, Huberman, and Saldana (2014): data collecting, coding, data condensing, data displaying, and drawing conclusion. The data trustworthiness is attained from triangulation of method: from teachers' responses and the archive of voicespice use. In analyzing and displaying the data, researcher focuses on: the practice / use of voicespice in English classroom, and facilitation which is accommodated and which is not.

Findings

Teaching Situations before Voicespice

The training center which becomes the subject of this study provides three distinguished English classes namely: English for Occupational Purpose (EOP), English for General Purpose (EGP), and English for Job Interview (EJB). These classes are handled by three different teachers. Time allotments for these three English classes are as follow: 8 meetings for EOP, 10 meetings for EGP and 6 meetings for EJB, with which every meeting lasts 90 minutes. The meetings must have been completed in eight to ten weeks. Because of the limited meetings, the teachers collaborate in arranging teaching materials to synchronize the materials. They take this initiative because they felt that they had problems with materials which pile over each other and sometimes similar among those three classes. Moreover, the new teacher of EGP class who just started working, felt confused about his lesson plan, because he did not know how 'general' or broad he should go. Thus, the teachers had a meeting and discussed material arrangements for the upcoming batch. They believe that the three classes can support each other in providing lessons and trainings for the students by having synchronous materials and intense drilling.

Three teachers agree that the objectives of the classes are basically to build the students' confidence and facilitate their practice in English communication based on their purpose. The teacher of EJB stated, "We did not have integrity before, our classes were just separated, we never communicated, and this time we tried to be more collaborative and beneficial. We realized that we needed this when one of our students had a comment saying that the materials are somehow just similar in some parts. So, we do evaluation as a team. We feel better by doing this". The three teachers had sharing session about how their classes had been going those days and felt several similar conditions. They shared similar difficulties such as: less motivated students, big gap on students' competence, insufficient meetings with the students compared to target

competence, and fixedly arranged material which needs to be completing one another. Discussing about the solution of the aforementioned problems, the teachers believe that the use of technology could be one of the solutions supporting their English classes.

Three teachers have been familiar in using *powerpoint* presentation and youtube videos to include in their teaching techniques in class. Only the teacher of EJB had the students use voice recorder in their phone to record their voice and it left good impression and meaningful learning for them. However, since the students sent the audio files to her, she feels that the files are so many and occupy much of storage space in her device; it is overwhelming and less organized. The start of searching for technological tools in the form of software or website to support teaching learning English is therefore initiated. *Voicespice,* an online web-based voice recorder, is then selected because of some benefits it offers. It is web-based, practical, free, and super easy. There are a couple of software or web-ware developers offering the similar service, however, they are sometimes not free, unstable, or application-based which require the users to download particular app to their device. Thus, *voicespice* is their choice and they utilized it in their classes this batch. They compromise the materials and come up with ideas about the use of *voicespice.*

English competence which becomes the target of each distinguished English class is quite complex, because the learners should be able to use and communicate in English, on the other hand, most of them have very basic level of English proficiency seen from how they use English in the classroom. The teachers noticed that there were just three students who actively answered teacher's questions or ask questions, and these students were motivated enough even though their level of English still needs improvement. Teacher of EGP said, "These three students can answer my questions in English but even

though it is not smooth, sometimes they do not know some commonly used English words. But their level is above their classmates'."

From the discussion about material, there are some similar parts or teaching topics included among the three classes. The similarities found are that the teachers teach: greeting, introduction, telling about family, hobby, daily activity, job interview preparation, also airport talk and vocabularies. They feel that this is not effective, so they shrank the lessons as displayed on the table below.

EOP (8 meetings)	EJB (6 meetings)	EGP (10 meetings)
Greeting customer	Introduction	Greeting and addressing form
Dealing with ticket reservation	Telling about study background	Ice-breaking / small talk
Handling complaint	Job experience and skill	Time and numbers
Check-in service	My strengths and weaknesses	My hometown and family
Gate announcement	Job Interview preparation	My hobby and daily activity
Travel document		In the airport: giving direction
		Giving comment & suggestion

Table 1. Target Topics for Three English Classes.

The teacher of EJB implemented voice recording almost in every meeting of her teaching and as homework, for students to practice answering commonly asked questions in job interviews. She had a chatting group with her students and had the students send the files both right there in the group and privately. She reported, "They are all speaking in my class. They are speaking to their device, without looking at their texts. I am impressed with the result. They can speak and they are motivated. However, when it is homework and I wanted them to send the files to me, some of them, well three or four of them, neglected it. And

it is difficult for me to organize the files, because it is complicated and I also run out of memory storage space because of that" (interview code: EJB/211).

Voicespice Features

Class meetings and hours which are very limited with low-motivated students make the English classes even harder to achieve teaching objectives and to get students to learn speaking in English. Thus, the teachers must make use of time efficiently. They believe that voicespice, a web-based voice recording tool, is simple yet helpful to facilitate their teaching and learning activities. It does not need storage memory and audio files made are shareable as links to any media platform known nowadays. This part of article discusses how voicespice works with its features provided.

First, voicespice makes it possible for the users to record their voice directly, inputting it to the website. Even without using any headphone or supplementary microphone, just simply a smartphone with functioning microphone with internet connection, the users can do it. Through any web browser, the users can go to voicespice.com and make use of facilities provided in there such like: voice recorder, voice tag, and voice map of the world. The three teachers stated that actually the primary uses of voicespice are voice tag/survey and voice recorder. Voice map of the world is basically showing the world map with some red signs over several places on earth marking audio file recorded by somebody in that area, but they are pretty random. Visitors can hear somebody sings, talks, or just screams. The figure below is what will appear if the users want to record their voice.
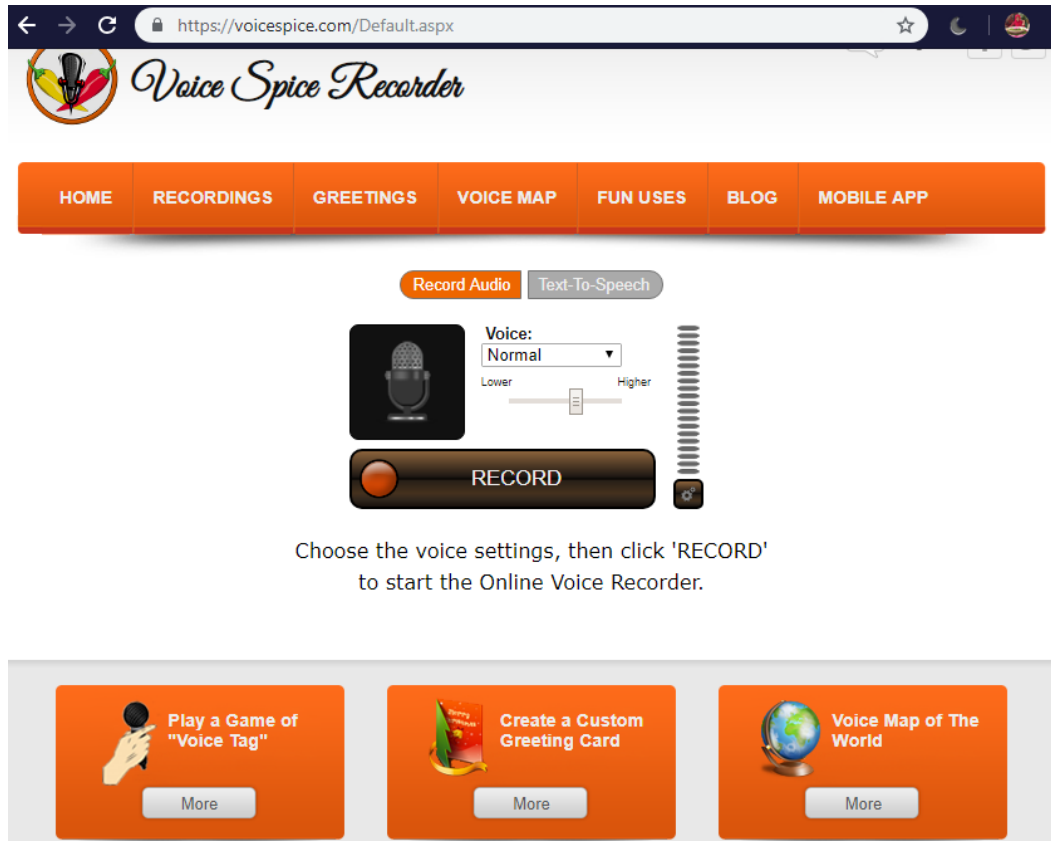
Figure 2. The Appearance of Recording Service in Voicespice.

After the users have done their recording activity, they are able to check how they sound like, and if they are happy with the result, they can keep the link or share it. However, if they need to record again, they can redo it. There is no information about how long the recording will be stored in the system and how long the audio duration or file size allowed. However, it is possible and easy for the users to download the audio files.

Another feature of this website that the teachers think it is good to have social experience online is voice tag or survey, which allow the users to make written questions or statements, and open voice responses for it. EOP teacher said, "It is very easy to create voice tag survey as well as to give response. We can make quizzes, games, tests, or discussion with this feature. I love this tool, it really helps." The survey maker can input related information or direction for the

questions and add some information such like the title, description, creator name, and of course the questions or statements which need responses (see the image below for the detail).

Figure 3. Dialog Box in Creating Voice Tag / Survey.

The figure above shows the start of a making process of voice survey or voice tag using voicespice. Thus, not only teachers, students are possible to do it. It really depends on the activities or ideas brought in the class. Next, the users will have a link that can be shared to expected respondents, only voice answer is allowed. Each web browser in every single device is allowed to give just one response in a day. And every respondent is able to see and check previous recorded responses, if there is any. What follows is a sample image showing a student records his answer for questions in EJB class.
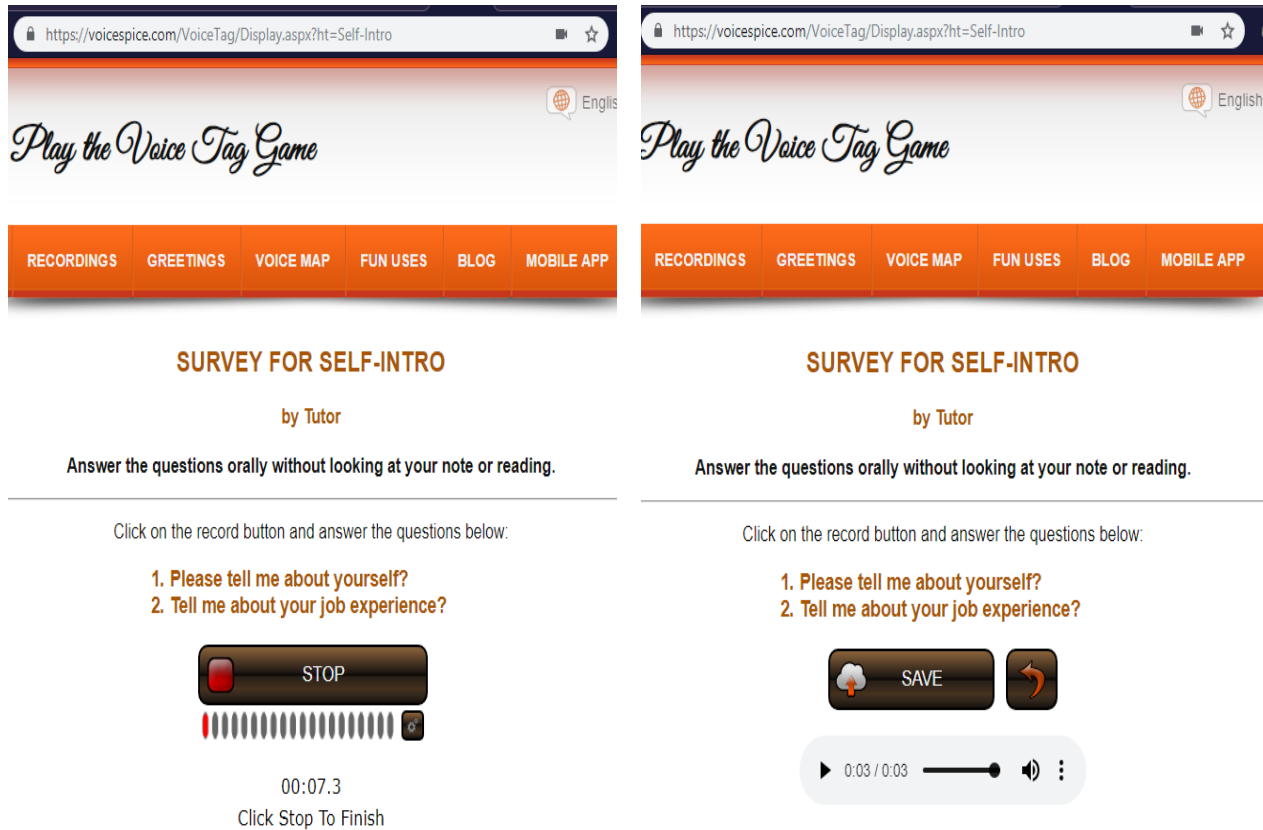
Figure 4. Recording Process in Voicespice (left: in the making, right: before saving)

Figure 4 shows a sample of the process of while (left image) and after recording (right image). The images also inform that EJB teacher wants the students to record their answer of two questions: first, the students must tell information about their profile, and followed by the second answer about their job experience. This sample use of voice tag is a real experience occurred in EJB class during this study. The teacher wanted the students to record their voice in class after they understand how to introduce themselves and to tell about their working history.

Figure 5. The List of Recorded Responses of Voice Tag.

The figure above illustrates the recorded answers of a task given by teacher of EOP class. When a shared webpage link is clicked, recorded voice responses by other users will appear. The first recording done will be in the lowest line and each response has information about date and time of the recording. This is used by the teachers to monitor the students who submit the tasks in timely manner. Figure 4 shows a reading task given by EOP teacher. Texts are handed to the students to read while recording their voices.

The Use of Voicespice in ESP/EFL Classroom

EOP – Handling Customers Situation

In EOP class, students are trained to handle situations representing tasks in their future jobs such like: handling reservation, passenger check-in,

complaints, and lost and found. In this way, it is very necessary for the students to respond utterance spontaneously to train their communication ability and vocabulary. The use of voicespice in this class happens inside and outside the classroom using both voice recording and voice survey.

Inside the classroom, the teacher has the students to practice conversation in pairs and record it using voicespice voice recorder. The topic depends on the material being taught; in this case is *making reservation*. The students play a role as a customer or agent, interchangeably. Teacher will check the students' recording and detect their problems from their incorrect utterances after they listen and evaluate themselves and their pair. However, there is a problem in assisting students playing a role as customers. The students cannot make variation due to their low vocabulary acquisition. They pretty much depend on notes from teacher as their guide without making any change. Guide given by teacher was like a dialog scenario. As an illustration, the teacher reports, "when I teach them about ticket reservation, I give a passenger's profile and travel plan, not in form of conversation, although, it does not always run as what I want. They spend more time on reading. Voicespice helps me to store my students' recording and makes my teaching more organized, also more accurate when it comes to problem detection. They (the students) also can listen to their voice and learn from their mistakes."

Besides, the teacher also uses voicespice as a tool for assessment; he gets students to do reading of gate announcement test. The students are given text to read (because there is no upload feature), and must record their voices through voice tag (survey) created by the teacher. The teacher stated, "things become easier when I opened the voice survey and had the students record their voice at home, the scoring will be more accurate because I have the recording and my memory phone remains spacious because I have the webpage link with me." The teacher also makes use of voice recording to record students' utterances as

their responses to written tasks given by teacher in their national language, such like: *tanya beli tiket untuk berapa orang* (ask how many tickets they order),*tanya tujuan keberangkatan*(ask passengers' destination), *beri informasi penumpang tentang penerbangan berikut: Jakarta – Kualalumpur ditunda karena cuaca buruk, penumpang diminta pindah ke gate B9 dan disarankan selalu cek jadwal terbaru*(give information about this flight: flight Jakarta - Kualalumpur delays due to bad weather, and passengers have to move to gate B9 and suggested to always check updated schedule). The use of national language is purposed to train students' automaticity in thinking and using English.

Another use of voicespice in EOP class is as a tool used by the teacher to give feedback to students' recordings. The teacher said, "When the students make voice recordings using voicespice, unfortunately I cannot give comments or feedback to them in the same page or link. It will be a lot nicer if this tool can provide such feature. However, I can still give voice feedback using voice recorder although it needs a little work (interview code: EOP/211)." The teacher also admits that to ensure the students listen to her feedback the teacher does reflection in-class. High motivated learners will understand improvements they should make, and usually come up with responses or questions.

EJB – Turn Taking

For EJB final exam, the teacher had the students do turn-taking interview simulation, trying to create situation of job interview. Questions must be answered as naturally as possible, without the help of text or clues. Actually, online job interview simulation would be a very great idea for the teacher due to some reasons. First, some students possibly moved to other city for on-the-job training before the class is over due to scheduling issue. Second, the total number of students is too many for one-by-one face-to-face simulation, and the allotted time is hardly enough. The teacher was thinking of administering the test online through video call, however, voicespice cannot accommodate this.

Thus, the teacher must look for other tools. The help of voicespice for the final test or scoring was the voice recorder to store the students' audio performance during the test.

However, the use of voicespice in EJB class makes use of voice tag / survey to help the students learn inside the class or even at home. The teacher writes a frequently asked question in job interview for each student to response by recording their voice. The EJB teacher mentioned that voice tag not only helps the teacher to manage her teaching time comfortably and efficiently but also to help the students to train themselves speaking English. The teacher stated, "It is absolutely better than no tool. The students are comfortable with simple tool which is free and handy like voicespice. They did the task I gave. In the past, I wanted them to send me voice notes through whatsapp, that was unorganized and less attractive."

Nonetheless, beside voicespice has some helpful things to use, there is a weak point found in EJB class. The teacher mentioned that her students cannot be apart from their text, because they are not confident to elicit a direct response. They spent time to write for their answer first, before they actually spoke it for the recording. The teacher encouraged the students to give response directly without writing it first. In class, this encouragement sometimes worked. However, when it is homework, it is difficult to force them for spontaneous speaking. Once, all the students sounded really reading, except two students who sounded really speaking, no reading.

EGP – Giving Direction and Small Presentation
EGP has broader scope of variation regarding with the use of voicespice. In EGP class, voicespice recorded students' voice in the activity of "giving direction" for assessment. The teacher gave the students a simple airport map with some information about location in it, and gave different tasks to each

student, then the students are obliged to record their voice responses right in voice tag survey opened by the teacher. Before doing this individually, the teacher gave quiz with similar scenario that is giving directions. What makes it impressive was the sense of competition. The teacher looked for the best and fastest answer for the best mark, and voicespice provided detail information about date and time. Thus, this teaching scenario was accommodated. The teacher reported that the good thing about this was spontaneity, with which the students did not have time to write the answer first. Students having good skill in speaking did well in this activity. On the other hand, pessimistic and/or low motivated students were left behind and may not enjoy this activity as much.

In another scenario, teacher of EGP gave task of small presentation. Each student was asked to make both recording and voice tag survey to be commented and given feedback or questions by other students who must leave their voice message in their classmates' survey. What was shared was the link of voice tag survey. Inside the page, there was another link connecting to the recording. The topic for recording was motivational story in the students' life. The teacher noted that this topic worked well in his classroom because the students were interested to know stories in their classmates' life, sometimes made fun of it in their good way. The students enjoyed this activity very much. However, the teacher expected voicespice feature to be upgraded for the voice tag survey. The question allowed was in written form. However, the user who opened the survey can still record his voice by becoming the first responder in the list. He was thinking that if only the question (in voice tag survey) could be in the form of voice that would be amazing.

Discussion

The Use of Voicespice for Facilitation

As a part of teacher presence aspects in teaching and learning environment, facilitation,which by definition means "necessary support and guidance provided for learners" (Garrison, 2017), is reflected in this study. Support and

guidance in this context are represented by tasks and teachers' role respectively. Teaching tasks show how materials derived from teaching objectives are brought into practice for the students, and in this context, how they are integrated within the use of voicespice. Teacher's roles provide information about how teachers are involved in students' practice, how their presence is meaningful for their learning process.

The table below shows tasks integrated with the use of two voicespice features: voice recording and voice tag / survey.

Class	Voice Recording	Voice Tag
EOP	- Record voice of paired students doing tasks in-class representing real-life situation in their future job - Record students' speaking or utterance toward written task given by teacher - Recordfeedback from teacher	Record reading test of gate announcement
EJB	- Record students' voice during interview simulation	- Accommodates students' practice of answering frequently asked questions - Feedback from teacher
EGP	Short presentation by students about their motivational story	- Assessing students' skill in giving direction(with atmosphere of competition) - Students commenting on peer presentation - Feedback from teacher

Table 2. The Use of Voicespice Features.

The table above shows the use of voicespice features for teaching and learning activities. Voicespice records students' voice in doing task, simulation, and presentation; and records teacher's feedback. Students will not get access to their peers' performance unless the teacher shares with them. However, teacher gives the link and an evaluation guide for the students to evaluate themselves

and one of their classmates. Facilitation is supported by this tool in how voices are recorded and stored for further evaluation or scoring. There is a process called cognitive presence occurs in this activity that is when students listen to recorded voice and tried to be autonomous and think critically about the answers to do evaluation, voicespice makes this process much easier than the usual voice recorders.

Voice tag feature accommodates some recordings which class members can listen to, such like reading test, students' practice in job interview, students' performance in giving direction, comments on presentations, and feedback from teacher. This way, social presence is accommodated in some ways: first, to realize that their answers will be on the list next to their classmates and listened by them; second, the sense of competition to secure earliest recording in the survey if it is required; third, the comments on their classmates' presentation which increase sense of community and online interaction.

In this technology implementation, the teacher plays some roles, such as: scenario creator / designer, for determining the scenario related to the feature facilities and tasks; scorer for scoring the performance, feedback provider or advisor for students' spoken performance; and moderator for connecting the students' arguments.

The Strength and Weaknesses of Using Voicespice for Facilitation

Voicespice is a nice tool creating variation for ESP/EFL class explored in this study for several activities involving voice recording, which has some strengths and weaknesses. It is super easy, free, applicable on almost every device, and does not need any additional tool even though it depends on stable internet connection. No login account required in order to use this device makes it easy yet hard in the same time. It is easy because the users can always enter the website to use, without being burdened of remembering username and

password. At the same time, it is hard because what the users can have with them about voicespice is the links connecting them to webpages where they stored their voice messages. Thus, if accounts are created, recorded data will be easy to manage and it feels like there are rooms for users.

The present study shows that *voicespice* helps the teachers to save energy, to be well-organized and give the students more enjoyable experience with the use of technology. However, from the teachers' perspectives, *voicespice* features still needs improvements in some ways. In this study, *voicespice* does not accommodate both two-way conversation online and video features. One web browser in each device which just has one chance to input voice recording in a voice tag survey in one day, makes it limited to have multiple feedbacks for students' audio inputs. Another thing is voicespice does not provide facility for the users to upload scripts or text as document files, into the webpage where recordings are stored.

In facilitation, voicespice supports both cognitive presence and social presence, as noted by Garrison (2017),two aspects which have impacts on learners' educational experience and became underlying theory on evaluation of blended or online learning. How the students can think, evaluate, and interact in using English when everybody talks and participates, it forces them to think critically, use English repeatedly, and evaluate wisely.

Another finding reveals that the teachers collaborating in material arrangement feel one step better than being separated with materials which remain unclear. In ELT literature, research about team-teaching collaboration is being continuously discussed to disclose the impact towards teaching and learning process. Mandel and Eiserman (2016) reported that team teaching is good to strengthen the teachers and overcome stress to handle get achievement gap among students. This is also shown in this study when teacher feels doubt

about teaching materials and unaware of the community existence. Team teaching applied can also lead to teacher's professional development (Mandel and Eiserman, 2016) supporting quality of teaching and learning.

However, the integrity between team teaching and technology utilization in teaching does not exist in this study. The teachers discuss and share their experience in teaching, including technological support. But, instead of implementing the tool together, they use it separately. Considering that teaching collaboration may lead to several positive impacts, it is possible to develop better tool or method which has bigger impact which, as Degan (2018) stated, may attract wider collaboration with school community.

Conclusion

Technology use is a choice.Someteachers and some students may be interested to it, but some may be not for some reasons, one of the reasons could be its complexity or supported device requirements. However, this study shows that voicespice can be an alternative for they who like simple use of technology. Similar like the other instructional technologies, the use of *voicespice*in EFL/ESP setting has potentials to implement in teaching and learning process, if the features match well with task scenarios for the students. Voicespice features provided such like voice recording and voice tag / survey available on its webpage, free of charge, user-friendly, and not limited by space and timecan help to provide variation in distance learning, easy to be combined with other online platforms which do not support voice input, such like blogging, edmodo, facebook sharing, etc.

The use of technology, however, is not the core of natural teaching and learning process. It is an acceptable situation when the use of technology has several positive impressions, and some expectations for future upgrade. The important thing is the sense of community involvement and objectives to achieve, with

teaching presence, social presence, and cognitive presence as the keys of educational experience, into which instructional technology can support. Future studies about this topic are still encouraged, about the actual use, potentials, and impacts on teaching and learning process or elements.

Reference

Al- jifri, A. and Elyas,T (2017)The Impact of Video Games in the Acquisition of English Language: The Case of Saudi Youths. *Journal of Foreign Language Education and Technology.* 2 (2)

Armellini, A. & Stefani, M (2015) Social presence in the 21st century: An adjustment to the Community of Inquiry framework*British Journal of Educational Technology* 47 (6) https://doi.org/10.1111/bjet.12302

Basal, A. (2015). The Implementation of a Flipped Classroom in Foreign Language Teaching*Turkish Online Journal of Distance Education*, 16 (4) pg. 28-37 https://eric.ed.gov/?id=EJ1092800

Bhagat, J. (2012). Using audio feedback to help students improve their work. Warrington's Works Research Festival, 2012, at the University of Chester. Unpublished conference presentation. Retrieved from https://core.ac.uk/download/files/19/9632061.pdf

Casañ-Pitarch, R. (2018) Smartphone Serious Games as a Motivating Resource in the LSP Classroom. . *Journal of Foreign Language Education and Technology*. (3) 2http://jflet.com/jflet/index.php/jflet/article/view/84

Chen, J(2014).Fostering foreign language learning through technology-enhanced intercultural projects.*Language Learning & Technology*. 18(1) pp. 57–75http://llt.msu.edu/issues/february2014/chenyang.pdf

Chen, J. J., & Yang, S. C. (2014). Fostering foreign language learning through technology-enhanced intercultural projects. *Language Learning &Technology* 18(1), 57–75. Retrieved from http://llt.msu.edu/issues/february2014/chenyang.pdf

Degan, J, "Stronger Together: A Case for Team Teaching in the Elementary School Setting" (2018). *Master's Theses and Capstone Projects.* 318. https://scholar.dominican.edu/masters-theses/318

Garrison, D. R. (2017). *E-Learning in the 21st Century: A Community of Inquiry Framework for Research and Practice (3rd Edition).* London: Routledge/Taylor and Francis

Garrison, D.R., & Vaughan, N.D. (2008). *Blended learning in higher education: Framework, principles, and guidelines.* San Francisco, CA: John Wiley& Sons.

Golonka, E., Bowles, A.,Frank, V.,Richardson D. &Freynik, S. (2014) Technologies for foreign language learning: a review of technology types and their effectiveness. *Computer Assisted Language Learning* pg.70-105https://doi.org/10.1080/09588221.2012.700315

Gorąca-Sawczyk, Gabriela. (2013). Using Blogs for Foreign Language Teaching and Learning. Glottodidactica. *An International Journal of Applied Linguistics.*40 (2)https://doi.org/10.14746/gl.2013.40.2.7

Jitpaisarnwattana, *N. (2018)* Fostering Learner Autonomy in Foreign Language Classroom: A Digital Storytelling Project. *Journal of Foreign Language Education and Technology.* 3 (2) http://jflet.com/jflet/index.php/jflet/article/view/118

Lai, C. (2015) Modeling teachers' influence on learners' self-directed use of technology for language learning outside the classroom.*Computers & Education.*82, pg. 74-83https://doi.org/10.1016/j.compedu.2014.11.005

Lipman, M. (2003). Thinking in education (2nd ed.). Cambridge: Cambridge University Press.

Mandel, K.& Eiserman, T. (2015) Team Teaching in High School.*Co-Teaching: Making It Work.* 73 (4) pg. 74-77

Pop, A., Dredețianu, M. (2013) *Assessment of Speaking in English for Specific Purposes (Esp) Including a Voice Tool Component.* Editura Universității Petru Maior

Turula, A. (2017) Teaching presence in telecollaboration,Keeping an open mind. *System*Vol 64 pg. 21-33 https://www.sciencedirect.com/science/article/pii/S0346251X16304134

Wang, Y. (2016) Exploring the affordances of WeChat for facilitating teaching, social and cognitive presence in semi-synchronous language exchange.*Australasian Journal of Educational Technology.*32(4).