The Observable Students' Divergent Approach as Experienced in a Seminar on Language Teaching Class

Didik Rinan Sumekto

English Language Education Department, Faculty of Teacher Training and Education, Widya Dharma University Klaten, Indonesia

email: didikrinan@unwidha.ac.id

The Observable Students' Divergent Approach as Experienced in a Seminar on Language Teaching Class

Didik Rinan Sumekto

didikrinan@unwidha.ac.id

English Language Education Department, Faculty of Teacher Training and Education, Widya Dharma University, Klaten, Indonesia

Abstract: This study aims at observing the undergraduate students' divergent approach experience toward their language teaching seminar' presentation and discussion. Ninety-one students (n=91) of English education department participated as the respondents. Data collection used a random sampling, whereas data analysis was examined through the descriptive statistics, simple correlation and two-tailed regression analysis with the significance level of .05. The divergent approach was found as a *moderate* category. The findings showed that M=17.44; SD=2.829 for learning control and objectives, M=19.70; SD=3.638 for language awareness, and M=11.97; SD=2.095 for students' interaction with the significance level of F=62.564; R^2=.683; and p<.00. The partial linearity analysis of learning control and objectives showed that t=3.645; p=.000, language awareness was t=2.648; p=.010, and students interaction was t=4.341; p=.000. These three predictors contributed a positive and significant influence toward the divergent approach. In further, a step-wise equivalence was applied to accommodate the two-tailed regression analysis, where its equivalence was Y=1.014+.381X1+.253X2+.660X3.

Key words: divergence, interaction, language awareness, learning control.

Abstrak: *Penelitian ini bertujuan mengamati pengalaman pendekatan divergen mahasiswa strata satu terhadap presentasi dan diskusi mereka untuk matakuliah seminar pembelajaran bahasa. Responden penelitian ini melibatkan sembilanpuluh satu (n=91) mahasiswa program studi pendidikan bahasa Inggris. Pengumulan data menggunakan teknik sampel secara acak, sedangkan analisis data diuji melalui analisis deskriptif statistik, korelasi, dan regresi dua jalur dengan tingkat signifikansi 0,5%. Pendekatan divergen menunjukkan tingkat sedang. Temuan terhadap tujuan dan kontrol pembelajaran ini adalah rerata=17,44; simpangan baku=2,829, kesigapan berbahasa menunjukkan hasil rerata=19,70; simpangan baku=3,638, dan interaksi mahasiswa menunjukkan hasil rerata=11,97; simpangan baku=2,095 dengan tingkat signifikansi F=62,564; R²=0,683; dan p<0,00. Analisis linieritas tujuan dan kontrol pembelajaran menunjukkan t=3,645; p=0,000, kesigapan berbahasa t=2,648; p=0,010, dan interaksi mahasiswa t=4,341; p=0,000. Tiga prediktor ini memberikan kontribusi pengaruh positif dan signifikan terhadap pendekatan divergen. Selanjutnya, garis persamaan bertahap digunakan untuk kepentingan analisis regresi dua jalur, dengan garis persamaannya Y=1.014+.381X1+.253X2+.660X3.*

Kata kunci: *divergen, interaksi, kesigapan berbahasa, kontrol pembelajaran.*

INTRODUCTION

The diversity of students across the higher education needs to contend with a range of student experiences, expectations, and ways of learning (Irons, 2007). This diversity is part of a system that includes shaping the learning objectives, communicating with students, helping what they need in learning, responding, and evaluating students' work quality (Walvoord & Anderson, 2010). Inside students' diversity, there must be learning strategies accomplishing it.

First, students involve the conscious decision to implement a set of skills and second, a set of these skills are implementable when a situation is perceived as one which demands learning (Hewitt, 2008). According to Murphy and Sharma (2010), lecturing has the prime teaching method in higher education recently. Shortly, changes in language teaching methods

have reflected recognition of changes in the kind of learners' proficiency need, such as reflecting changes in theories of the language nature and of English language learning (Richards & Rodgers, 2014) to convey ideas and practices for students (Lomas, 2009). To be fair, this mostly involved in language learning, where the balance between practice and theory needs to improve (Pritchard, 2009), so, a useful approach highlights the variety of learning needs among the learners and adapts as the inclusive approach. This addresses the breadth of learning needs delivered (Briggs & Sommefeldt, 2002).

Students prefer to learn in various ways that are sometimes different from others which are called by the learning style preference (Dunn & Griggs, 1998), but it is not fixed trait which an individual will always display since students adapt the different contexts and styles (Pritchard, 2009). To some learners, divergent approach tends to concentrate on the flexibility of generating solutions and is associated with creativity and involves thinking in searching for a variety of answers to questions differently through the experiences' observation and reflection (Heywood, 2005).

Divergence deals with the capacity to generate responses, to invent and to explore new ideas (Danili & Reid, 2006), to focus on students' factual learning quality, concepts investigation, knowledge construction, and awareness of meta-cognitive learning in accordance with the environment, classroom routines, behavior and the monitored and managed situation, student engagement, socially relationship climates, and equity issues (Saginor, 2012). The tasks alternate ideas and require the contributions of new knowledge from which more than one objective or solution may emerge and be influenced by the cognitive and social background in the challenging process (Hawkes, 2007), require an open-ended approach, which is given the nature of design problems, the search for solutions among alternatives (Hegeman, 2008), diverge from facts to the possibilities that can be created (Dym, Agogino, Eris, Frey, & Leifer, 2005) as well.

Some studies discovered what the students needed to know, understand, and deal with the learning circumstances. The divergent approach implicated the constructivism view in adapting learning for the future development rather than measuring the past and/ or current achievement only (Huang, 2010). It was students' involvement in the

process that helped them to learn from each experience, sift, sort and refine ideas, consolidated what they knew, and rehearsed the arguments that served them well in the learning environment and in passing the inevitable examinations (Bate, Hommes, Duvivier, & Taylor, 2014), as well as the increased motivation from the task-based activities that fostered students involvement in promoting the inductive learning of language rules and developing their contextual meanings and effects (Carter, 2003).

LITERATURE REVIEW

A.   Influencing factors of divergent approach

Over all, this study conceptually accommodates the divergent approach as an applied approach to the language teaching seminar class. This approach empirically relies on learning control and objectives, language awareness, and students' interaction aspects. These three aspects determine the quality of students' presentation and discussion in a mini seminar forum.

Initially, students' language learning aptitude may contribute to the language analysis, phonology, memory, and self-perceptions of language skills (Zavaleta, 2014). The measures can positively relate to the subjects' marks gained by groups of learners indicating that they do the best with higher levels of anxiety (Şener, 2015). Murphy and Sharma (2010) agree that this approach can be developed into a full discussion, which enables students to facilitate the group feedback in the discussion spontaneously.

This learning approach aims to gain an effective process of promoting engagement and discussion, concerning, respecting, and maximizing an academic achievement (Aregbeyen, 2010; Hassan et al, 2015). So, students may think about how a certain concept is expressed in a various discussion session within the classroom or the small groups (Ellis, 2012).

Meanwhile, students' language learning aptitude focus on their learning control and objectives (Brok den, Bergen & Brekelmans, 2004). The learning environment supported the students develop the habit of life-long learning, skills, and attitudes that helped them become the competent reflective learners. The involvement of students was a paramount to

achieving the learning objectives (Bate et al, 2014). So, the benefits such as knowledge and skills, higher-order thinking, meta-cognitive awareness in learning, socio-affective qualities and life-long learning were available (Saunders-Stewart et al, 2015).

This fostered the development of interrelated sets of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. In turn, students enhanced their social and emotional learning skills, attitudes, and positive social behaviors following intervention, and also demonstrated fewer conduct problems and had lower levels of emotional distress (Durlak et al, 2011). This focus also reflects the language awareness among students, since it deals with the explicit knowledge, and conscious perception and sensitivity to the forms and functions of language learning and teaching (Ellis, 2012), and helps them reflect on language in use (Yang, 2013).

A language awareness approach is a means of preparing for language learning, a learning how to learn, and a forum for the discussion of language diversity. It has been claimed to allow for better co-ordination at any skill levels (Martin, 2008). This language awareness concerns with the prescriptive approaches to English language learning which is generally typified by the language analysis, and reinforced by grammar-translation, drills, and pattern practice, as indicated a change in cognitive and students work (Svalberg, 2007) and raises students' awareness of structural, semantic, pragmatic and cultural differences between language competence (Ellis, 2012). Next, it contextually develops in both ESL and EFL teaching, and in mother-tongue toward the communicative language teaching methodologies (Carter, 2003).

One approach in dealing with the language awareness refers to tandem learning. Lewis (2005) points out that tandem learning becomes potentially available to a greater number of students. It undergoes significant changes through face-to-face contact that involves synchronous spoken communication. This face-to-face tandem learners' benefit from a multiplicity of para-linguistic cues, including non-verbal behavior. This condition is supported by Tüzel and Akcan (2009), in which students' effective engagement are indicated as an evidence in the learning process.

The awareness skills allow students to promptly establish and comfortably maintain the effective interpersonal relationships with

individuals and groups (Nelson & Low, 2003; Hassan et al, 2015) by underlying the language systems that enable them to learn and to practice effectively (Andrews, 2007).

The divergent approach influenced students' language performance. This fact is indicated through a classroom interaction, where the interaction input, process, and output are positively well-resulted performed. Petocz et al (2012) rely on this situation with the learning opportunities, such as lectures, tutorials, rehearsals and classroom discussion forum. A well-managed classroom will be the priority, where the productive interaction is encouraged (Wrench, Richmond & Gorham, 2009). The effectiveness and success depend on students' interaction. Interaction supports knowledge construction, motivation, and the establishment of a social relationship, especially in a socio-emotional information that contributes to learning activities (Long, Ibrahim, & Kowang, 2014).

A good interaction is characterized by increasing in emotional engagement and declining in emotional disaffection (Sagayadevan & Jeyaraj, 2012), where the communication types appear in both directions; students-students and lecturer-students' communication (Murphy & Sharma, 2010). It encourages a means of awarding an understanding of social inequality and commitment to support poor students' development (Chang, Anagnostopoulos & Omae, 2011; Williams & Morgan, 2013).

In this way, student's role gradually changes from being passive listener to being active learners. For instance, students' interaction during the lecture is gained through the peer instruction method (Dijk, Berg & Keulen, 2001). So far, an instruction supports students learning that forms students' conceptualized interaction (Lea & Callaghan, 2008). Beside students' comprehension and classroom interaction are influenced by their language proficiency to deal with the learning objectives.

Students interaction reach an academic talk and appropriateness as well (Navaz, 2013). Reise, Samara, and Lillejord (2012; Petocz et al, 2012) believe that students interaction has a range of benefits that include positive students' achievement, reduction in lecturers' workload, and the generic skills development.

B.   Research questions and hypotheses

However, this study addresses the observable students' divergent approach as experienced in the seminar on language teaching class which accomplishes the learning control and objectives, language awareness, and students' interaction. However, to accommodate the divergent approach, there are four research questions proposed in this study:

1.   Does learning control and objectives have a positive and significant influence toward the divergent approach?

2.   Does language awareness have a positive and significant influence toward the divergent approach?

3.   Does students' interaction have a positive and significant influence toward the divergent approach?

4.   How do learning control and objectives, language awareness, and students' interaction collectively contribute a positive and significant influence toward the divergent approach?

By adopting those four research questions above, hence, the hypotheses construction are dealt with the following formulaic: *H1*-there is a positive and significant influence of students' learning control and objectives (X1) toward the divergent approach (Y); *H2*-there is a positive and significant influence of language awareness (X2) toward the divergent approach (Y); *H3*-there is a positive and significant influence of students interaction (X3) toward the divergent approach; and *H4*-there is collectively a positive and significant influence of students' learning control and objectives (X1), language awareness (X2), and students interaction (X3) toward the divergent approach (Y).

METHOD

This study used a non-parametric of the descriptive quantitative method to gain the description upon the data collection and analysis, and to investigate how the learning control and objectives (X1), language awareness (X2), and students' interaction (X3) contribution positively or

negatively and significantly or insignificantly influenced toward the divergent approach (Y). The respondents involved 91 undergraduate students of English education, Widya Dharma University, Klaten who had participated in the seminar on language teaching class in the previous academic enrollment periods. Seminar on language teaching class was instructed to the seventh semester of pre-service English teachers of Undergraduate Program at Faculty of Teacher Training and Education.

This class was engaged as one of the core course clusters in English education curriculum and designed to cover knowledge of running classroom-based seminars, understanding seminar themes, developing relevant topics, and presenting in power point slides as well as discussing papers. Hence, this subject was a pre-requisite course to the pre-service English teachers to pass.

Data collection was undertaken from questionnaire distribution to quantify students' experience in the seminar on language teaching class. The sampling size was determined by simple random sampling to gauge and verify the hypothesis, number of variables involved, data collection, and findings (McMillan & Schumacher, 2001). The respondents were voluntarily given an opportunity to fill out all questionnaires.

The procedure addressed thirty-one questionnaires that rated on a-five-point Likert scale, starting from 1 to 5. The respondents crossed one of the numeric indicators that corresponded to the notion of frequency (Dunn, Morgan, O'Reilly, & Parry, 2004). The questionnaires were partially modified from the *Curriculum Development in Language Teaching* (Richards, 2001), and they consisted of four instrument parts describing students' learning control and objectives, language awareness, students' interaction, and divergent approach.

The Cronbach's alpha reliability for students' learning control and objectives was .806 (7 items; number 1 to 7), language awareness was .831 (9 items; number 8 to 16), students' interaction was .631 (7 items; number 17 to 23), and the divergent approach was .764 (8 items; number 24 to 31). The scale mean ranged in between 15.65 to 16.35 for students' learning control and objectives, 20.35 to 20.80 for language awareness, 15.85 to 16.15 for students' interaction, and 18.40 to 19.05 for the divergent approach. The scale mean showed the measured distinct, although it partially related to the directing of divergent approach variable.

Data Analysis was analyzed from the returned questionnaires, and examined through the descriptive, inferential, and multivariate statistics to gain the hypothesis, mean and standard deviation results. The hypothesis tests used the product moment of Pearson correlation; and multiple regression with three predictors (X1, X2, and X3), where the regression equivalence was Y=a+b1X1+b2X2+b3X3.

FINDINGS

Thee predictors indicated the undergraduate students' experience in learning control and objectives, language awareness, and students' interaction toward the divergent approach to measure the score distribution. For example, a response of five in *very effective* category was considered as five, *effective* as four, *moderate* as three, *ineffective* as two, and *very ineffective* as one. Frequencies tables were employed to describe the significance of mean and standard deviation among a-five-point Likert scale set as students' experience. The results were displayed in the form of tables, figures, and interpreted in terms of very effective, effective, moderate, ineffective, and very ineffective percentages.

The descriptive analysis began with the divergent approach (Y) as shown in Table 1 and Figure 1. 24 (26.4%) respondents experienced in their seminar on language teaching class, where the divergent approach contributed as *effective*, 43 (47.3%) respondents showed their experience that the divergent approach was *moderate*, 22 (24.2%) respondents responded that the divergent approach delivered as *ineffective*. Meanwhile, only 2 (2.2%) respondents disagreed that the divergent approach was *very ineffective* toward the seminar on language teaching class.

The lowest score was 7; the highest score was 29.40, meanwhile, the value of M=20.55 and SD=3.591. The dependent variable relied on the communicative purpose, language style, and function, accuracy-focused and content-focused, valuable feedback, relevant issue, a perspective awareness, strong and weak points on students' capacity in delivering presentation and engaging discussion.

Table 1:
Divergent approach score distribution (Y)

Category		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective (>7-12.60)	2	2.2	2.2	2.2
	Ineffective (> 12.60-18.20)	22	24.2	24.2	26.4
	Moderate (>18.20-23.80)	43	47.3	47.3	73.6
	Effective (>23.80-29.40)	24	26.4	26.4	100.0
	Total	91	100.0	100.0	

As shown in Figure 1, the range of score distribution gained from divergent approach was indicated through the line graphic.

Figure 1:
Respondents' divergent approach perception
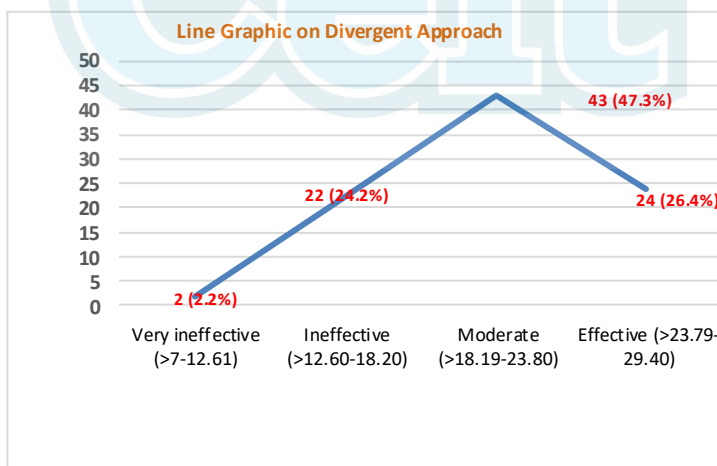
Second, this analysis dealt with the learning control and objectives (X1), as summarized in Table 2 and Figure 2. Table 2 verified this predictor, as follows: 2 (2.2%) respondents conveyed their experience of students' learning control and objectives as a *very effective* contribution, 9 (9.9%) respondents responded with an *effective* contribution, 56 (61.5%)

respondents agreed that the learning control and objectives was delivered in a *moderate* category to seminar on language teaching class, and 24 (26.4%) respondents conveyed this predictor with an *ineffective* contribution. But, none of respondent indicated that students' learning control and objectives was *very ineffective.* The lowest score was 10.80; the highest score was 30, whilst M=17.44; SD=2.829.

Factors influencing to the learning control and objectives corresponded to students' delivered ideas and initiatives that might encourage their cognitive and non-cognitive learning activities and objectives due to the contextual-based themes, accuracy and appropriateness skills, meaning of a relevant term, errors and correctness identification, and learning achievement evaluation. Further, an effectively managed seminar on language teaching class delivered students with an appropriate level of cognitive, affective, and psycho-motor aspect soon after the presentation and discussion sessions were driven.

These factors determined to students' effective success, as Heeter (2002) claimed that time allotment for study effectively and accurately in self-paced learning environments should be performed by the students. The time allotment allocation for the study was managed as a result of students' judgments of learning and locus of control.

Table 2:
Learning control and objectives score distribution (X1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ineffective (>10.80-15.60)	24	26.4	26.4	26.4
	Moderate (>15.59-20.40)	56	61.5	61.5	87.9
	Effective (>20.39-25.20)	9	9.9	9.9	97.8
	Very effective (>25.19-30)	2	2.2	2.2	100.0
	Total	91	100.0	100.0	

Figure 2 of the line graphic summarized the range of score distribution gained from the learning control and objectives.

Figure 2:
Respondents' learning control and objectives perception
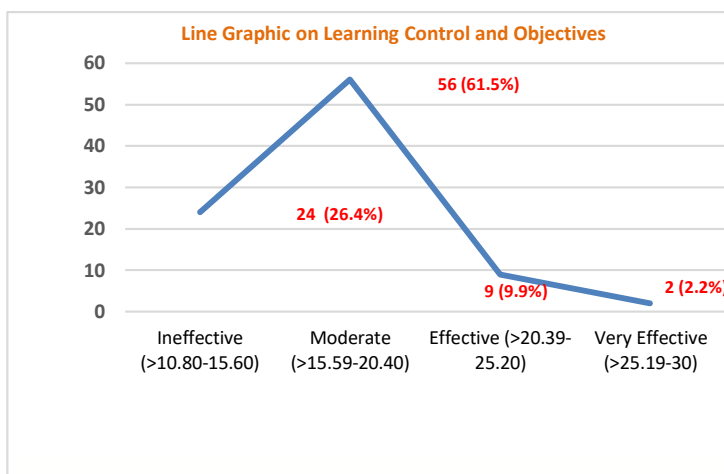
Third, this analysis corresponded to the language awareness (X2). It was summarized from Table 3 and Figure 3. Table 3 summarized the language awareness results into the following description: 1 (1.1%) respondent experienced that this predictor contributed *very effective*, 13 (14.3%) respondents agreed to this predictor that had an *effective* contribution, 41 (45.1%) respondents confirmed their experience that this predictor addressed *moderate* category to seminar on language teaching class, and 34 (37%) respondents conveyed their experience that this predictor was *ineffective*.

However, only 2 (2.2%) students responded with a *very ineffective* category to this predictor. The lowest score was 7; the highest score was 35, whilst M=19.70; SD=3.638.

The supporting indicators toward this predictor correlated to students' pronunciation, grammar, sentence pattern, vocabulary, and fluency. The perception and sensitivity in language learning and functions, inter-personally stimulated interaction, awareness of structural, semantic, stylistic competence, and purpose of encouraging reflection on language learning experience also contributed to this predictor as well.

Table 3:
Language awareness score distribution (X2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective (>7-12.60)	2	2.2	2.2	2.2
	Ineffective (>12.59-18.20)	34	37.4	37.4	39.6
	Moderate (>18.19-23.80)	41	45.1	45.1	84.6
	Effective (>23.79-29.40)	13	14.3	14.3	98.9
	Very effective (>29.39-35)	1	1.1	1.1	100.0
	Total	91	100.0	100.0	

Figure 3 of the line graphic indicated the range of score distribution gained from the language awareness.

Figure 3:
Respondents' language awareness perception
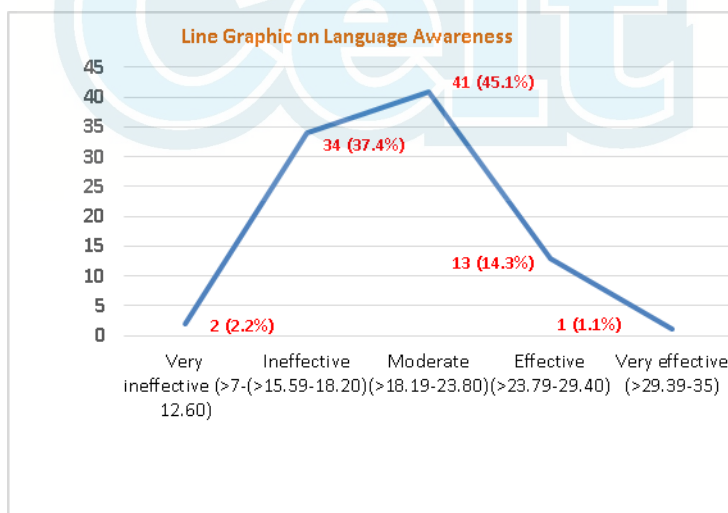
Finally, as shown in Table 4 and Figure 4, this descriptive analysis corresponded to the students' interaction (X3). Table 4 summarized the students' interaction during seminar on language teaching class was handled in the classroom. The results of this predictor showed that 2 (2.2%) respondents addressed their experience in *very effective*, 16 (17.6%)

respondents delivered with an *effective* category, 52 (57.1%) respondents decided the students' interaction was *moderate*, and 22 (22%) respondents determined the students' interaction was *ineffective* category. However, only 1 (1.1%) respondent answered that student interaction was *very ineffective* during students' presentation and discussion session. The lowest score was 4; the highest score was 20, whilst, *M*=11.97; *SD*=2.095. Factors reflecting to students' interaction were measured through the respondents' experience of how this predictor corresponded to the knowledge construction, motivation, and social relationship establishment that might increase students' presentation and discussion proficiency.

The harmonious learning circumstance was also positively encouraged academic and behavioral entries toward students' experience and competence, talent creation and ability to provide the constructive feedback. As Kuo, Chu, and Huang (2015) strengthened that students were strongly encouraged to promote their learning performance. By in-class learning and discussion, students mutually interacted with their lecturer and peers, and solved problems directly.

The interaction effectiveness was influenced by the heterogeneous and homogeneous behavior to increase either individual or collaborative performance through the various dimensions of learning perspectives.

Table 4:
Students interaction score distribution (X3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective (>4-7.19)	1	1.1	1.1	1.1
	Ineffective (>7.20-10.39)	22	22.0	22.0	23.1
	Moderate (>10.40-13.59)	52	57.1	57.1	80.2
	Effective (>13.60-16.79)	16	17.6	17.6	97.8
	Very effective (>16.80-20)	2	2.2	2.2	100.0
	Total	91	100.0	100.0	

As indicated in Figure 4, the line graphic portrayed the range of score distribution gained from the students interaction.

Figure 4:
Students interaction perception
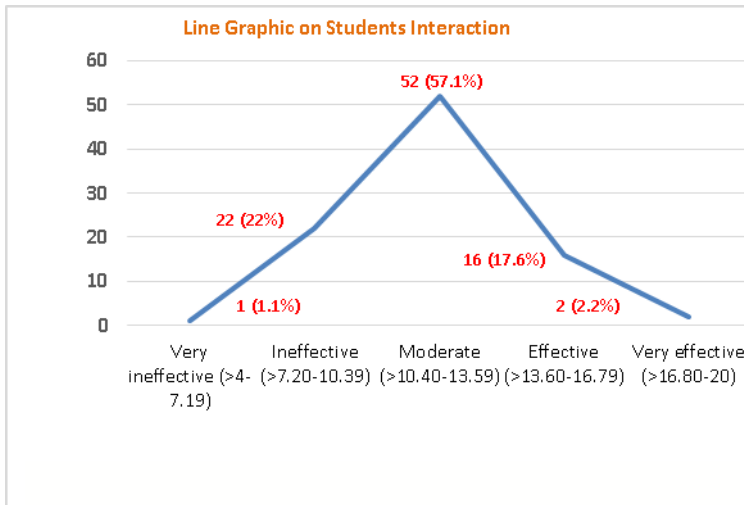
The multiple regression equivalents used the step-wise method in measuring the inferential analysis. The regression and partial correlation tests were summarized in Table 5 to examine the hypotheses tests.

Table 5:
Regression and partial correlation towards the independent variable

Variable	B	r^2	t	Sig.	Decision
Learning control & objectives (X1)	.381	.482	3.645	.000	H_0 was rejected
Language awareness (X2)	.253	.539	2.648	.010	H_0 was rejected
Students interaction (X3)	.660	.553	4.341	.000	H_0 was rejected

Constant = 1.014	Alpha (α) = .05
Multiple R = .827	
R Square (R^2) = .683	
F = 62.564	P < .000

The regression equivalence was $Y=a+b1X1+b2X2+b3X3$; where the converted value was $Y=1.014+.381X1+.253X2+.660X3$. The symbol of 'a' referred to the constant, whereas b1, b2, b3 indicated to the regression

coefficients. The determinant coefficients value (R^2) was gained from the three predictors, namely: learning control and objectives (X1), language awareness (X2), and students interaction (X3) collectively contributed to the divergent approach (Y), where the value was .683 (p<.05). So, the predictors had a positive and significant contribution toward the divergent approach and the hypotheses were *acceptable*. The multiple determinant coefficients (R^2) were .683, interpreting the variance level of divergent approach reached into 68.3% among those three predictors. Another 31.7% of this variance level was still influential by other predictors outside these three predictors.

Further, the hypothesis tests indicated three predictors (X1, X2, and X3) collectively toward the divergent approach (Y). The null hypothesis (H_0) initially stated that H_0 = there was collectively a positive and significant influence of learning control and objectives (X1), language awareness (X2), and students interaction (X3) toward the divergent approach (Y). Table 5 indicated the value of p<.000, which indicated a minimum error (<) toward the alpha value of .05 level. So, the null hypothesis (H_0) was interpreted, "there was no collectively a positive and significant influence of the learning control and objectives, language awareness, and students interaction toward the divergent approach". Thus, the null hypothesis was *rejected*.

Referring to the data analysis, the multivariate results initially indicated that R=.827; F=62.564; and p<.000 with the regression equivalent, Y=1.014+.381X1+.253X2+.660X3. These results accomplished with the supporting indicators, in which the students needed to adapt the different learning styles to focus on the flexibility of generating solutions with the creativity and thinking in different directions for a variety of answers to questions. Each predictor contributed 38.1% for the learning control and objectives (X1), 25.3% for language awareness (X2), and 66% for students' interaction (X3).

First, the significance level of the learning control and objectives variable ranked the second position in this multivariate results. Data analysis showed that t=3.645; p=.000, and the regression equivalent was Y=1.014+.381X1. Second, the significance level of language awareness variable ranked the third position. Data analysis showed that t=2.648; p=.010, whilst the regression equivalent was Y=1.014+.253X2. Third, the

significance level of students' interaction variable ranked the first position out of two other predictors. Data analysis showed that t=4.341; p=.000, whilst the regression equivalent was Y=1.014+.660X3.

These findings highlighted the hypothesis tests. The results emphasized on three predictors - the learning control and objectives, language awareness, and students interaction which collectively and/ or partially contributed a positive and significant influence toward the divergent approach. The multiple regression analyses showed that the significance level of p<.00 indicated the error margin of <.05. It was interpreted that respondents' experience partially contributed a positive and significant influence toward the divergent approach, with the error margin was .05. The last but not least, the effectiveness of learning control and objectives (X1) was 38.1%, language awareness was 25.3%, students interaction was 66%.

CONCLUSION

The divergent approach is accordingly established and granted during the seminar on language teaching class. It is very effective to address undergraduate students' English language learning achievement within their conditional learning environments. The divergent approach is influenced by the learning control and objectives, language awareness, and students' interaction. The variance level of divergent approach reached up to 68.3% among these three predictors. Meanwhile, another 31.7% of this variance is influentially determinable by other predictors out of these three predictors. Undertaking with these predictors, the descriptive analysis concluded that the category was *moderate*.

Meanwhile, the contribution of either inferential or multivariate analysis partially and collectively highlighted the influence of these predictors toward the divergent approach. Partially, there is partially a positive and significant influence of the language control and objectives (t=3.645; p=.000); language awareness (t=2.648; p=.010); and students' interaction (t=4.341; p=.000) toward the divergent approach. Collectively, there was a positive and significant influence of the language control and objectives, language awareness, and students interaction (R=.827; F=62.564; and p<.000) toward the divergent approach. However, the

overall data analysis were solely gained from the respondents' returned questionnaires.

REFERENCES

Andrews, S. (2007). *Teacher Language Awareness*. Cambridge: Cambridge University Press.

Aregbeyen, O. (2010). Students' perceptions of effective teaching and effective lecturer characteristics at the University of Ibadan, Nigeria. *Pakistan Journal of Social Sciences*, *7*(2), 62-69.

Başyurt Tüzel, A. E., & Akcan, S. (2009). Raising the language awareness of pr-service English teachers in an EFL context. *European Journal of Teacher Education*, *32*(3), 271-287.

Bate, E., Hommes, J., Duvivier, R., & Taylor, D. C. (2014). Problem-Based Learning (PBL): Getting the most out of your students–Their roles and responsibilities: AMEE Guide No. 84. *Medical teacher*, *36*(1), 1-12.

Bentley-Williams, R., & Morgan, J. (2013). Inclusive education: pre-service teachers' reflexive learning on diversity and their challenging role. *Asia-Pacific journal of teacher education*, *41*(2), 173-185.

Briggs, A. R., & Sommefeldt, D. (2002). *Managing effective learning and teaching*. London: Sage.

Brok, P. D., Bergen, T., & Brekelmans, M. (2006). Convergence and divergence between students'and teachers'perceptions of instructional behaviour in dutch secondary education. *Contemporary approaches to research on learning environments: Worldviews* (pp. 125-160).

Callies, M., & Keller, W. R. (2008). The teaching and acquisition of focus constructions: An integrated approach to language awareness across the curriculum. *Language Awareness*, *17*(3), 249-266.

Carter, R. (2003). Language Awareness. *ELT journal*, *57*(1), 64-65.

Chang, S. P., Anagnostopoulos, D., & Omae, H. (2011). The multidimensionality of multicultural service learning: The variable effects of social identity, context and pedagogy on pre-service teachers' learning. *Teaching and Teacher Education*, *27*(7), 1078-1089.

Danili, E., & Reid, N. (2006). Cognitive factors that can potentially affect pupils' test performance. *Chemistry Education Research and Practice*, *7*(2), 64-83.

Dijk, L. A. V., Berg, G. C. V. D., & Keulen, H. V. (2001). Interactive Lectures in Engineering Education. *European Journal of Engineering Education*, *26*(1), 15-28. doi: 10.1080/03433790010008780

Dunn, L., Morgan, C., O'Reilly., & Parry, S. (2004). *The Student Assessment Handbook*. London: Routledge Falmer-Taylor & Francis Group.

Dunn, R. S., & Griggs, S. A. (1998). *Multiculturalism and learning style: Teaching and counseling adolescents*. Santa Barbara: Greenwood Publishing Group.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, *82*(1), 405-432.

Dym, C. L., Agogino, A. M., Eris, O., Frey, D. D., & Leifer, L. J. (2005). Engineering design thinking, teaching, and learning. *Journal of engineering education*, *94*(1), 103-120.

Ellis, E. M. (2012). Language awareness and its relevance to TESOL. *University of Sydney Papers in TESOL, 7*.

de Ridder, I. (2005). *Action Learning in Practice: how do participants learn?.*

Hassan, N., Md. Jani, S. H., Som, R. M., Hamid, N. R. A., & Azizam, N. A. (2015). The Relationship between Emotional Intelligence and Teaching Effectiveness among Lecturers at Universiti Teknologi MARA, Puncak Alam, Malaysia. *International Journal of Social Science and Humanity*, *5*(1), 1-5. doi: 10.7763/IJSSH.2015.V5.411

Hawkes, M. (2007). Reflective outcomes of convergent and divergent group tasking in the online learning environment. *Quarterly Review of Distance Education*, *8*(2), 95.

Heeter, S. V. (2003). *The effects of judgments of learning and locus of control on achievement of various educational objectives and allocated study time.*

Hegeman, J. (2008). *The thinking behind design: A Thesis to the School of Design (Master's Thesis,* Carnegie Mellon University, Pittsburgh, Pennsylvania, United States).

Hewitt, D. (2008). *Understanding effective learning: strategies for the classroom.* New York: McGrawHill.

Heywood, J. (2005). *Engineering education: Research and development in curriculum and instruction.* Hoboken: John Wiley and Sons.

Huang, S. C. (2010). Convergent vs. divergent assessment: Impact on college EFL students' motivation and self-regulated learning strategies. *Language Testing*, *28*(2), 251-271.

Irons, A. (2007). *Enhancing learning through formative assessment and feedback.* Routledge.

Kuo, Y. C., Chu, H. C., & Huang, C. H. (2015). A Learning Style-based Grouping Collaborative Learning Approach to Improve EFL Students' Performance in English Courses. *Journal of Educational Technology & Society*, *18*(2).

Lea, S. J., & Callaghan, L. (2008). Lecturers on teaching within the 'supercomplexity'of Higher Education. *Higher Education*, *55*(2), 171.

Lewis, T. (2005). The effective learning of languages in tandem. In J. A. Coleman, & J. Klopper, *Effective Learning and Teaching in Modern Languages* (pp. 165-172). Oxon: Routledge.

Lomas, G. (2009). Pre-Service Primary Teachers' Perceptions of Mathematics Education Lecturers' Practice: Identifying Issues for Curriculum Development. *Mathematics Teacher Education and Development*, *11*, 4-21.

Lucas, T. (2005). Language awareness and comprehension through puns among ESL learners. *Language Awareness*, *14*(4), 221-238.

Long, C. S., Ibrahim, Z., & Kowang, T. O. (2013). An analysis on the relationship between lecturers' competencies and students' satisfaction. *International Education Studies*, *7*(1), 37.

Martin, C. (2008). *Primary Languages: Effective learning and teaching*. Learning Matters.

McMillan, H. J., & Schumacher, S. (2001). *Research in Education: A Conceptual Introduction (5th ed.)*. New York: Addison Wesley Longman, Inc.

Murphy, R., & Sharma, N. (2010). What Don't We Know About Interactive Lectures? *Seminar.Net*, *6*(1). Retrieved from https://journals.hioa.no/index.php/seminar/article/view/2461

Navaz, A. M. M. (2013). A Study on Perception of Lecturer-Student Interaction in English Medium Science Lectures. *Novitas-ROYAL (Research on Youth and Language)*, *7*(2), 117-136.

Nelson, D. B., & Low, G. R. (2003). *Emotional Intelligence: Achieving Academic and Career Excellence in College and in Life*. Upper Saddle River, NJ: Prentice Hall.

Petocz, P., Duke, M., Bilgin, A., & Reid, A. (2012). Exploring peer learning: student to student, lecturer to lecturer. *Asian Social Science*, *8*(14), 91.

Pritchard, A. (2009). *Ways of learning: Learning theories and learning styles in the classroom*. Routledge.

Riese, H., Samara, A., & Lillejord, S. (2012). Peer relations in peer learning. *International Journal of Qualitative Studies in Education*, *25*(5), 601-624.

Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.

Richmond, P. V., Wrench, J. S., & Gorham, J. (2009*). Communication, affect, & learning in the classroom.*

Sagayadevan, V., & Jeyaraj, S. (2012). The Role of Emotional Engagement in Lecturer-Student Interaction and the Impact on Academic Outcomes of Student Achievement and Learning. *Journal of the Scholarship of Teaching and Learning, 12*(3), 1-30.

Saginor, N. (2008). *Diagnostic classroom observation: moving beyond best practice*. Corwin Press.

Saunders-Stewart, K. S., Gyles, P. D. T., Shore, B. M., & Bracewell, R. J. (2015). Student outcomes in inquiry: Students' perspectives. *Learning Environments Research, 18*(2), 289-311.

Şener, S. (2015). Foreign language learning anxiety and achievement: A case study of the students studying at Çanakkale Onsekiz Mart University. *Electronic Turkish Studies, 10*(3).

Svalberg, A. M. (2007). Language awareness and language learning. *Language Teaching, 40*(4), 287-308.

Torrance, H., & Pryor, J. (2001). Developing formative assessment in the classroom: Using action research to explore and modify theory. *British Educational Research Journal, 27*(5), 615-631.

Walvoord, B. E., & Anderson, V. J. (2011). *Effective grading: A tool for learning and assessment in college*. John Wiley & Sons.

Yang, Y. F. (2013). Exploring Students' Language Awareness through Intercultural Communication in Computer-supported Collaborative Learning. *Journal of Educational Technology & Society, 16*(2).

Zavaleta, K. L. (2014). *The Role of Executive Control in Language Learning* (Doctoral Thesis).