



Dili Institute of Technology  
6<sup>th</sup> Timor- Leste Study  
Association June 29<sup>th</sup> 2017

**The Effectiveness of Using English in  
Teaching First Year Computer Science  
Students at Dili Institute of Technology**

ADELINA DA CONCEIÇÃO SOARES  
UMBELINA CARDOSO

# INTRODUCTION

✚ In 2016 DIT gave 20 hours per week for English lessons to first year computer science students.

✚ Prepare for English as language of instruction in second year

## RELATED LITERATURE REVIEW

WONG (2010) and Huang (2015)

✚ it helps students to increase their academic achievement in all their major subjects.

✚ students can interact with others from other countries.

# Wiseman and Odell (2014)

“Should non-English-speaking countries teach in English?”

understanding of lecture taught in

English was not high, they agreed

that instructional language in

English helped them to improve

their English proficiency.

# Statement of the Problem

✚ Does the intensive English course taught at DIT to first year computer science students help them to understand computer science subjects taught in English?

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Is there a significant correlation between students' grades in English and their grades in Algorithm when Algorithm is taught in English?

# Limitation

✚ Algorithm was taught in English in term 1 and 3, before students had finished their intensive English course.

✚ The Sample is too small

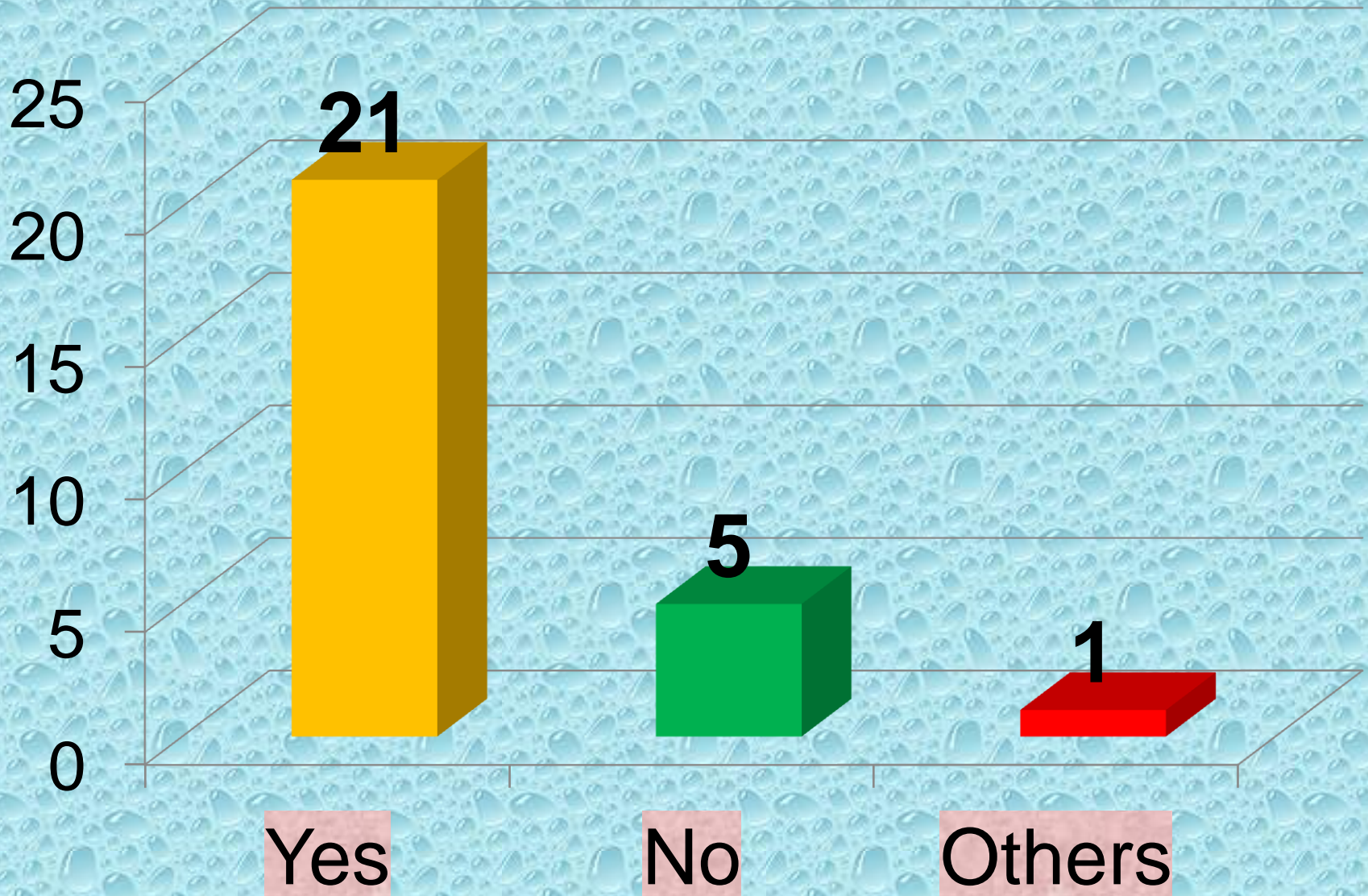
# Method

- ❖ Questionnaire
- ❖ 27 computer science students and 3 English teachers and 1 Computer Science teacher
- ❖ All the data was transcribed and analyzed.





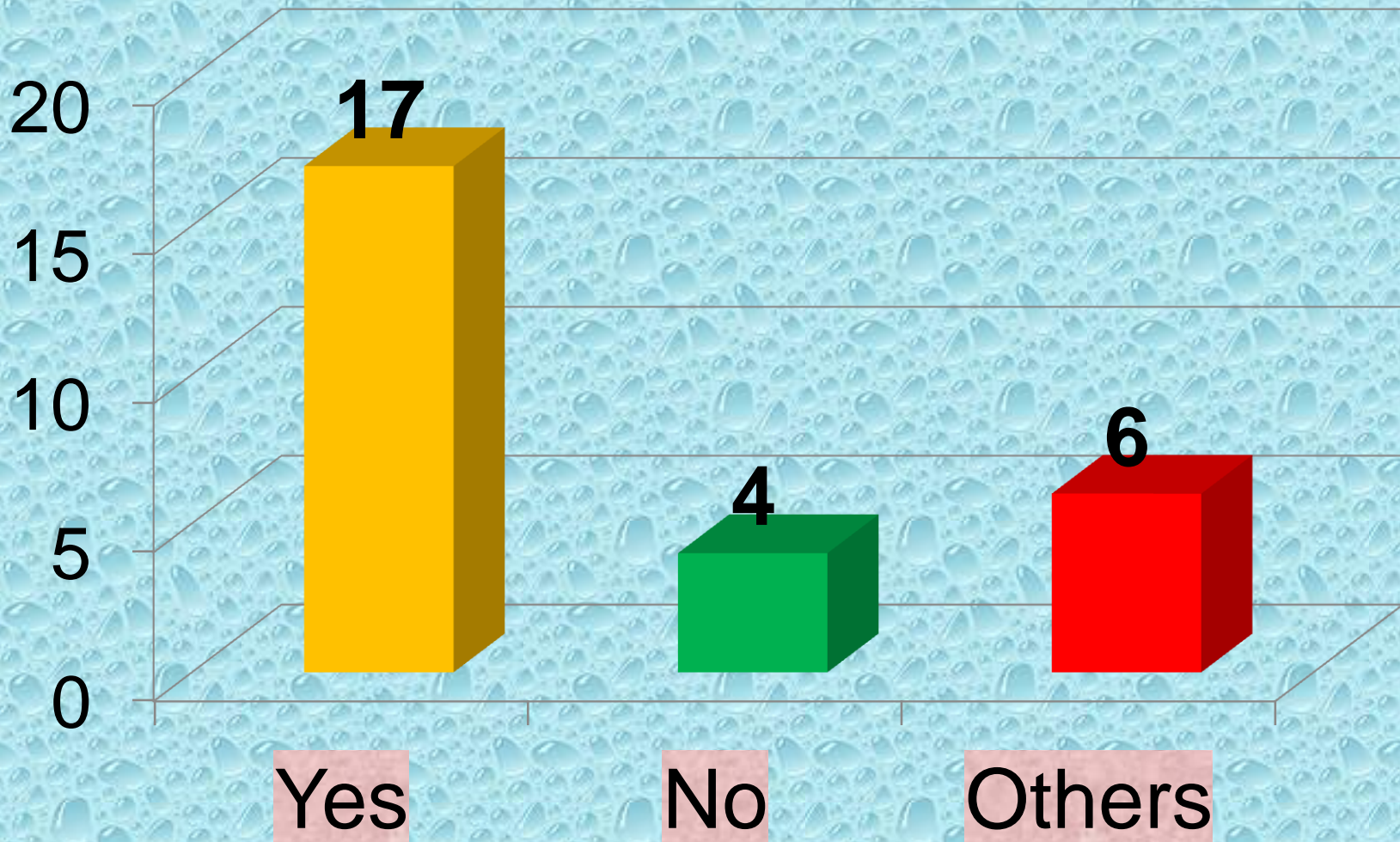
# Do you feel comfortable in computer class



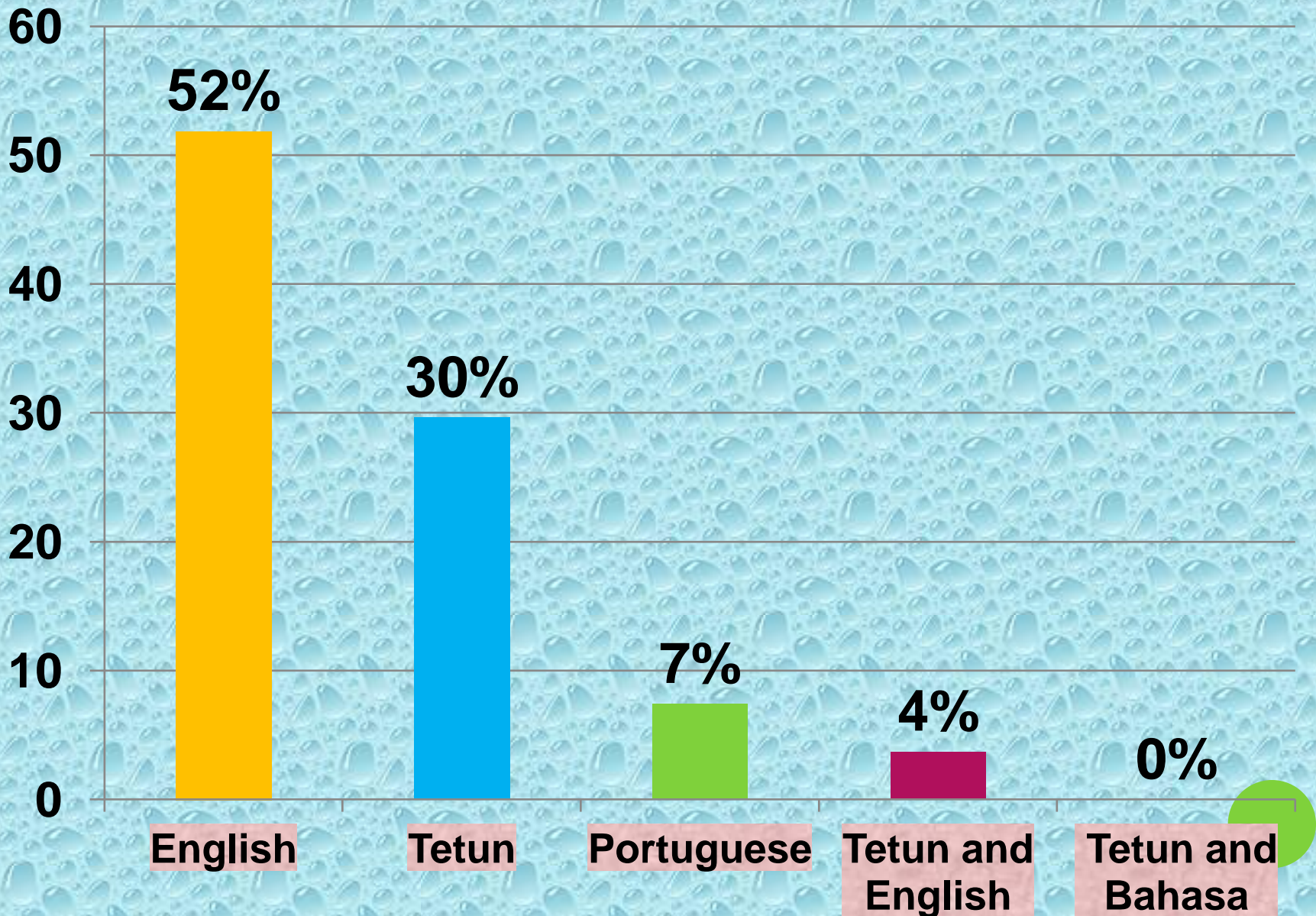
# Do you feel free to ask question in English in your class



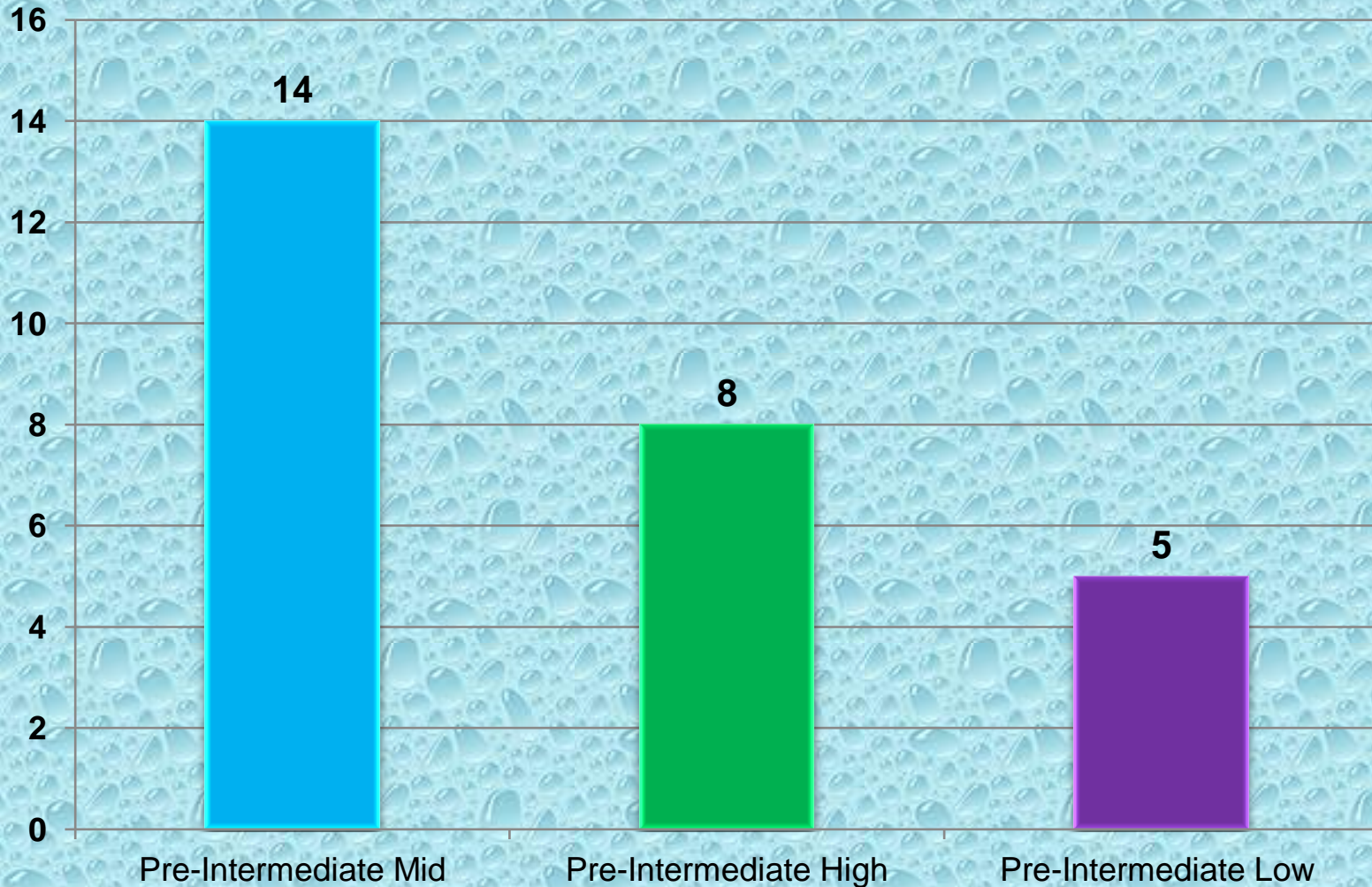
# Do you learn better when using English as a medium of instruction



# Students' Preferred Language of instruction

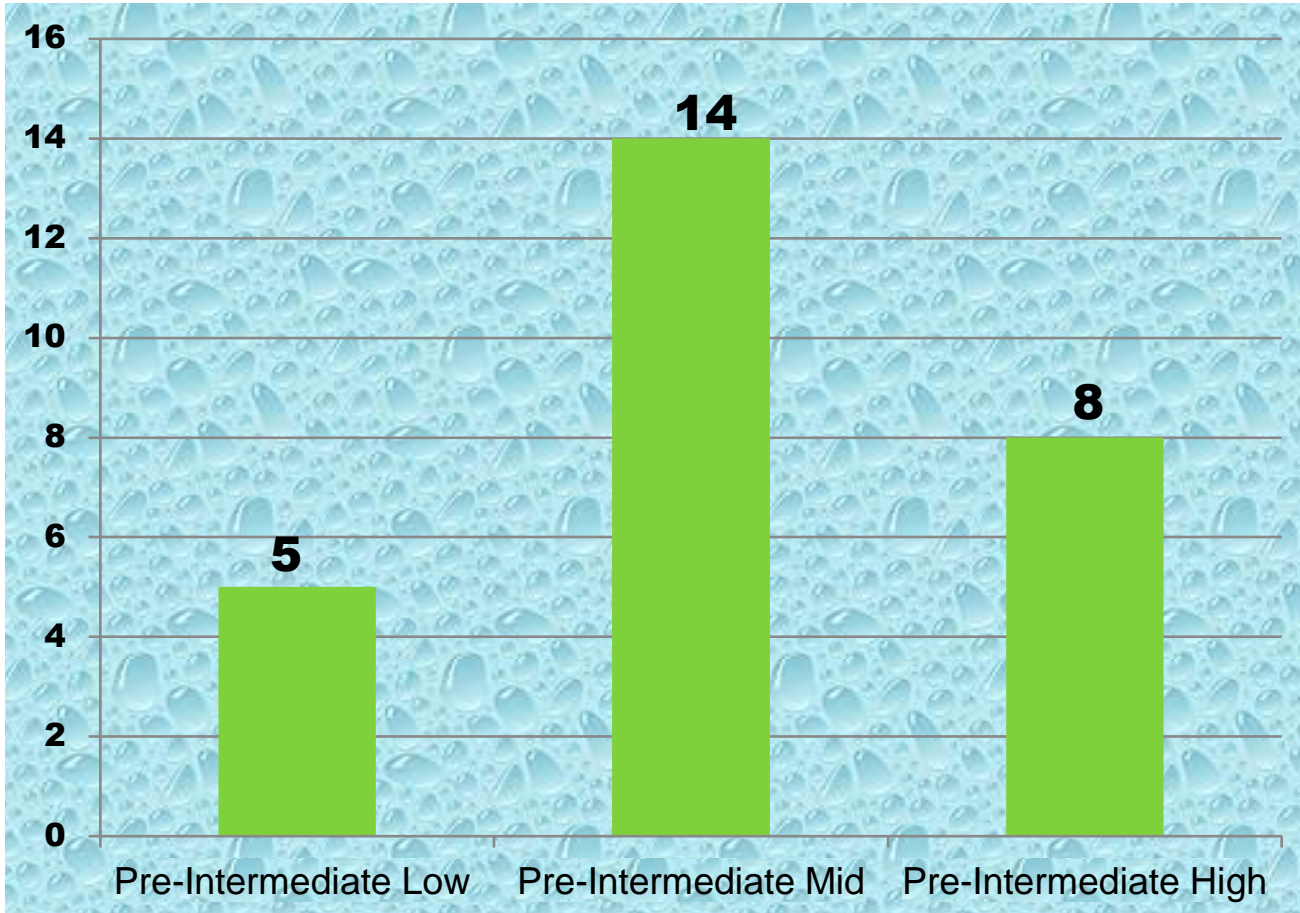


# Number of Students in Each Final English level in Term 3

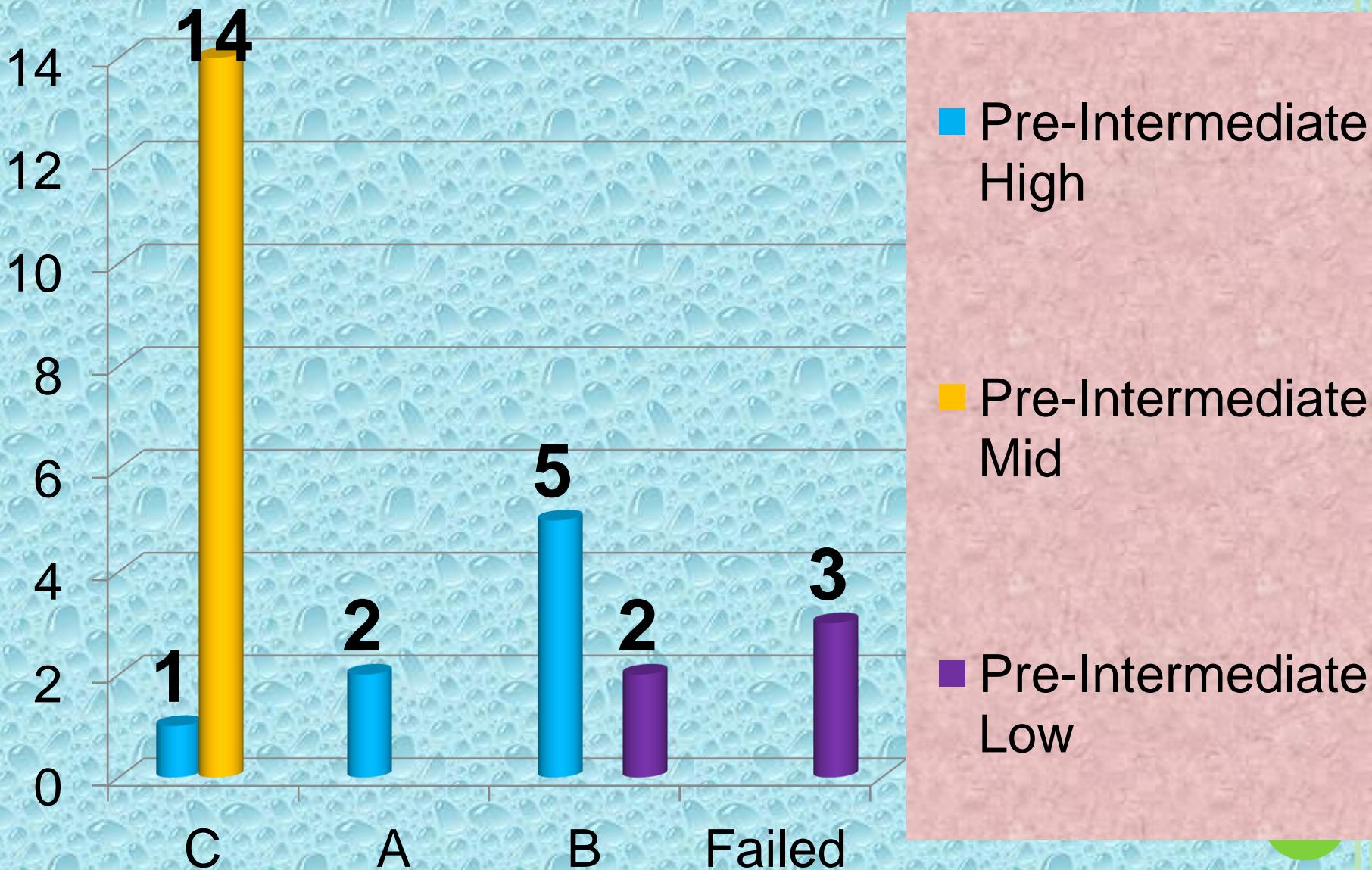




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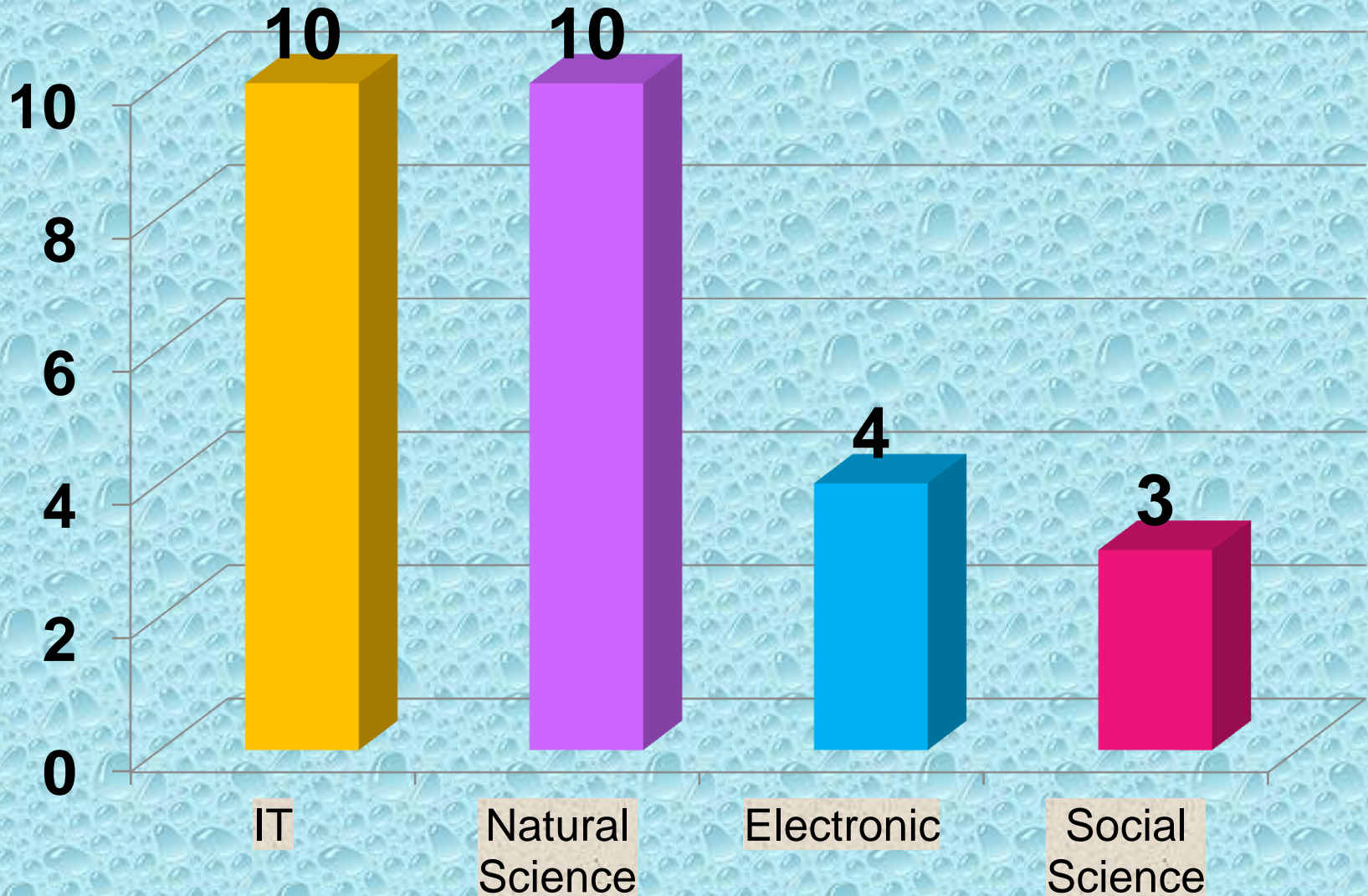
# Final English level with Letter Grades



| <b>Final English level</b>       | <b>Average of Algorithm<br/>Total Mark</b> |
|----------------------------------|--|
| <b>Pre-Intermediate<br/>High</b> | <b>161</b>                                 |
| <b>Pre-Intermediate<br/>Low</b>  | <b>124</b>                                 |
| <b>Pre-Intermediate<br/>Mid</b>  | <b>120</b>                                 |



# Number of Students for Each High School Major



# Total Marked for Algorithm by School Major

**Electronics**

**164**

**IT**

**123**

**Natural Science**

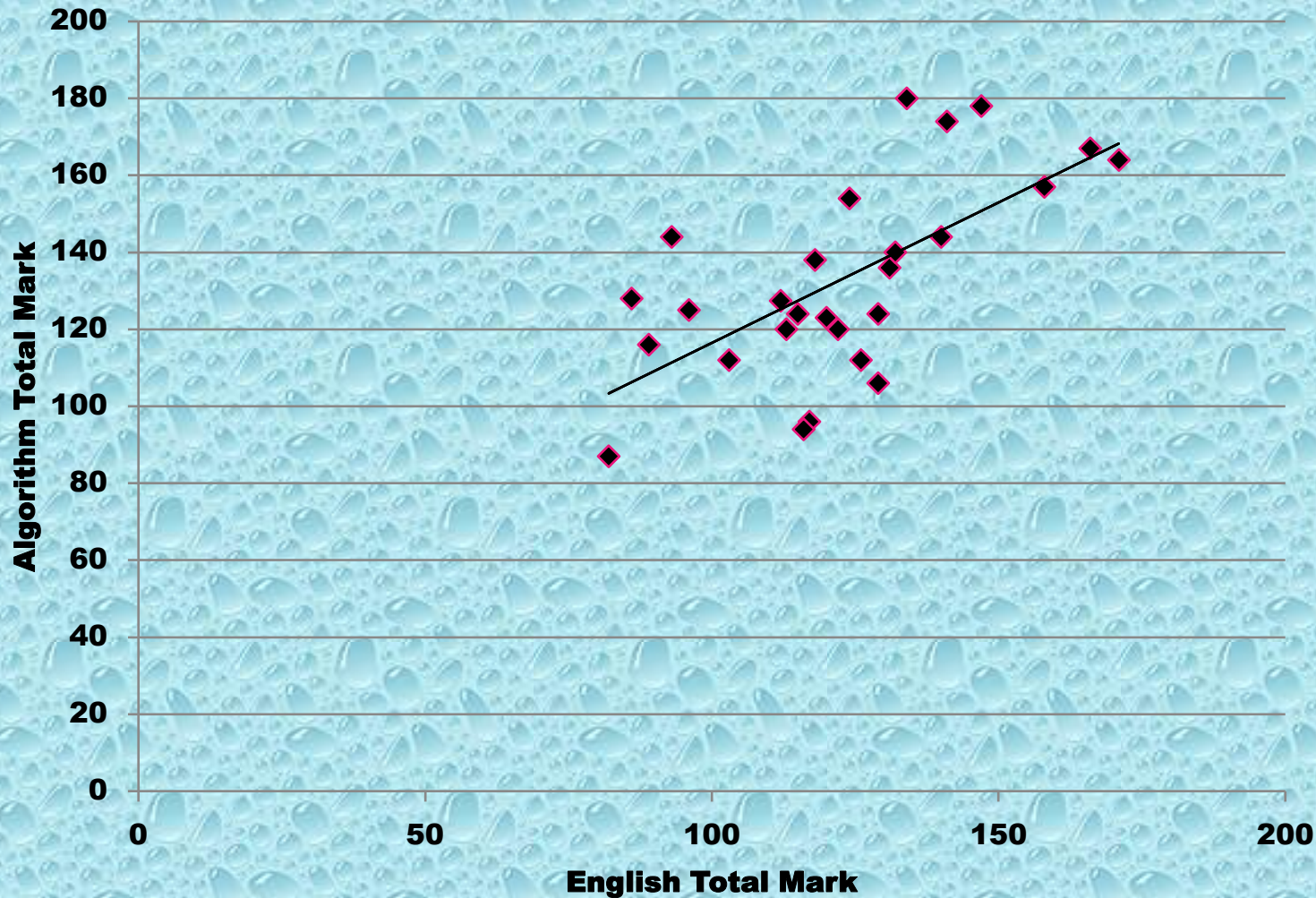
**131**

**Social Science**

**129**



# Algorithm versus English mark for term 1 and 3 combined



# Summary of the Findings

Study has discovered that majority of the students who got the pre-Intermediate-high, performed better with their major subjects.

And some of them chose to use only English as instructional language



# Recommendation

- ✚ Students should finish first year English course before taking major subjects in English.
- ✚ All the announcement at campus should be in English.



✚ Using English as instructional language, consider the class size.

✚ English teacher should use attractive teaching method to engage students participation in class.



# References:

WONG, R. 2010 *“The Effectiveness of Using English as the Sole Medium of Instruction in English Classes: Student Responses and Improved English Proficiency”*

Retrieved 13,10,2016

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[http://www.ugr.es/~portalin/articulos/PL\\_numero13/8.%20Ruth%20M..pdf](http://www.ugr.es/~portalin/articulos/PL_numero13/8.%20Ruth%20M..pdf)

Huang, D. (2015) *“Exploring and assessing effectiveness of English medium Instruction courses: The students’ perspectives.”*

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[https://www.researchgate.net/publication/276086659\\_Exploring\\_and\\_Assessing\\_Effectiveness\\_of\\_English\\_Medium\\_Instruction\\_Courses\\_The\\_Students%27\\_Perspectives](https://www.researchgate.net/publication/276086659_Exploring_and_Assessing_Effectiveness_of_English_Medium_Instruction_Courses_The_Students%27_Perspectives)

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