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Shaping New Understandings in ELT

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PROCEEDINGS

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SHAPING NEW UNDERSTANDINGS IN ELT

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THE NEED FOR CONTINUOUS PROFESSIONAL DEVELOPMENT FOR NOVICE ELT PROFESSIONALS

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ABSTRACT

Continuous professional development (CPD) workshops are essential for novice ELT professionals to ensure their existing knowledge are fitted into the evolving trends of ELT. Thus, this qualitative study investigates the concerns of novice ELT professionals in a private higher education institution in Kuala Lumpur, Malaysia and identify the areas of CPD that the novices need in order to enhance themselves in the areas of ELT. It aims to answer the three research questions: (1) What are the concerns of the novice ELT professionals in the current methods of ELT? (2) What are the strategies that novice ELT professionals use to help them cope with their concerns? (3) What are the areas of CPD would the novice ELT professionals need in order to enhance their ELT? Five respondents participated in the semi structured interviews and focus group discussion. Data were thematically analysed. The results highlighted a few concerns such as mismatch between novice ELT professionals' existing knowledge and required skills, lack of access and exposure to current ELT resources, poor guidance in designing ELT assessments and lastly, workload and time constraints. These outcomes illustrate the areas of CPD that are lacking among novice ELT professionals in the private higher educational institution.

KEYWORDS: Novice ELT Professionals, Professional Development, Higher Education, ESL, novice lecturers

1.0 INTRODUCTION

Malaysian Education Blueprint 2015-2025 (Higher Education) estimates an increase in the number of students in private higher education institutions from 455,000 in 2012 to an estimated 867,000 by 2025, an annual increase of 5.1%. With the growth of higher private education, the expectation of excellence follows.

To evaluate the performance of private colleges in Malaysia, the Ministry has formulated a strategic plan by introducing MyQuest (Malaysian Quality Evaluation System for Private Colleges) in year 2009, which is an institutional rating of private colleges so that the quality of education can be checked, measured and upgraded. In 2017, only 336 out of 398 registered colleges participated in the evaluation rating, with 62 remaining private colleges not evaluated. However, this accreditation cannot ensure staff quality and teaching standards (Malayeff, 2003). Prospective students and their parents place more concern into the quality of education offered by each institution as the rates of graduates' employability are related to the quality of teaching provided in the higher education institutions (Chung & Mary, 2009).

Looking at the education growth in Malaysia, Chai (2007) noted that the fast expansion of private higher education institutions has sharply reduced availability of teaching staffs with the highest qualifications and therefore here is a chronic shortage of high quality academic staffs. Newly graduated students of education programs are being hired to work as ELT lecturers in small private colleges in Malaysia. According to a survey done by a leading Malaysian job search engine known as Jobstreet.com in year 2010, many small-scale private higher education institutions are willing to hire young inexperienced graduates as their educators due to certain factors such as short supply of budget to pay highly qualified and experienced lecturers. As noted in Kang (2013), Dr. Ranjit Singh Malhi, a best-selling author in the areas of professional development, teaching and learning and graduate employability voiced out his views on the deteriorating level of English "Based on my recent interaction with hundreds of university lecturers (including numerous professors), from our local public universities, majority of them have a poor understanding of critical thinking and lack of basic presentation skills." (Poor Show in PISA Rankings, 2013).

Educators of English Language are to be given utmost attention in providing professional development programs because they are the ones who are responsible in raising the standard of English language among the younger generations in Malaysia. An article dated 15th Nov 2015 from The Star Online, "Poor English a Major Handicap" especially among graduates seeking jobs outlines the importance of

producing graduates with competent English language skills. To produce graduates who are proficient in English, the private higher education institutions should address concerns and the needs of novice ELT professionals to explore their rooms of improvement. In order to increase staff quality, private higher education institution should place importance on novice ELT professionals' development aspects. Nunan (2003) noted that the lack of adequate and appropriate training is a major problem in many Asian countries that contributes to lack of quality in lecturers. The novice ELT professionals hired are usually lacking of pedagogical skills and teaching experience, which directly contributes to the lack of quality teaching. Zeegers (2011) noted that it shouldn't be assumed that just because individuals have tertiary qualifications, they would automatically have the pedagogical skills. Novice ELT professionals should be continuously trained to deliver their language expertise in a way that it can produce graduates who are competent in English Language.

The ELT professionals in small private colleges, both novices and experienced, often have limited or no exposure to professional development programs. The concern on the needs of professional development programs undoubtedly lays on the down-skilled graduates especially those from education-related courses getting recruited into private educational institutions as tutors. To hire lecturers with no experience and to not provide the academics with continuous professional development certainly do more damage to the aspirations set on the private higher education institutions. Hence, this study focuses on the needs of continuous professional development for novice ELT professionals in a private higher education institution.

1.1   Research Purpose
General consensus as noted in the literature is that there is a need for improved quality in English language teaching - learning provisions in higher education institutions in Malaysia. To ensure that current educators in Malaysia produce graduates of high calibre, there is a need to look into the issues of quality, standards and teacher competencies (Yeow, 2012). In line with this objective, this study was aimed at:
1. discovering the work related concerns of novice ELT professionals in the English department of a private college in terms of teaching and preparation of course materials.
2. identifying the strategies used by the novice ELT professionals to help them cope with their concerns in teaching and course material preparations.
3. identifying the areas of continuous professional development that will accommodate and enhance the novices' skills and teaching needs.

The research questions that guided this study are:
1. What are the concerns of the novice ELT professionals in terms of preparation and teaching of ESL to their students?
2. What are the strategies that novice ELT professionals use to help them cope with their concerns?
3. What are the areas of professional development would the novice ELT professionals need in order to enhance their own teaching and learning?

Overall, this study aims to highlight the concerns faced by novice ELT professionals, which might be a starting point for compulsory training program to be enforced in all private colleges. The execution of this study will be able to create awareness to other small private higher education institutions to take CPD into account to improve their quality of educators and education.

2.0   LITERATURE REVIEW

2.1   Professional development for tertiary level educators
Tertiary level educators are expected to add on to their role of traditional teaching to become an administrator, researchers, course designers and classroom manager (Brew & Boud, 1996). In other words, lecturers are expected to be a well skilled educator in all the areas and upgrade themselves from time to time. Given the situation of constant advancement in universities and colleges since the 1990's up to this very moment, successful university teaching would not take place without conscious and continuous

training and therefore, continuous professional development for tertiary level educators has to be taken seriously (Ferman, 2002). Murray and Male (2005) noted that areas of research and professional development programs are still lacking among higher education educators.

2.2   Cultivating learning organisation in higher education institution

In becoming a competitive learning organisation amongst other higher educational organisations, an organisation should place importance in learning organisation or also known as organisation that continuously learns. In the academic context, learning organisation refers to teacher learning or professional development for the academics so that their service, which is teaching competencies and specialisation qualities are in par with other higher educational institutions. Yang, Watkins, and Marsick (2004) defined a learning organisation as an institute that fosters continuous learning to its staffs in order to remain competitive and enhance organisation efficiency. Regrettably, little is known about the application learning organisation in higher education institutions and the academic staff's point of view in learning because it has not been researched widely (Ali, 2012). The study which focused on continuous learning among academics in higher learning education found that the relationship between professional development and performance satisfaction was positive and significant. It is concluded in the study that an educational institution is able to become a learning organization when people in it realize that they are learning.

2.3   Professional development for novice ESL teachers in Malaysia

Novice educators experience a complex conversion from their experience as a student in their own education institutions to working experience in real classroom. Nevertheless, novice teachers in Malaysia are deprived of sufficient support, as there is no specific new teacher induction program to prepare them for the transition (Senom, Zakaria & Shah, 2013). Yet, teachers who are new assume the complete duties of an experienced teacher including the role as the subject leader, moderator, and second marker as well as prepare tests (Ali, 2002). In addition, many teacher professional development activities in Malaysia, which supposed to be possibly powerful backings in assisting novice teachers for the transition have often found to be as "pull out programmes", "one-shot programmes", "superficial", "fragmented", "quick fix", "disconnected", "episodic" and "lacking in follow-through" (Lim, Abas, & Mansor, 2010). Besides that, they also noted that the programs have been argued to be inflexible, do not consider the teachers' needs, time consuming, and do not encourage cooperative activities or provide additional support after the programs.

With insufficient support, it is more likely that the experiences novices face upon their transition will result in creative and talented teachers finding their work exasperating, unfulfilling and agonizingly difficult which eventually increases their risk of becoming a casualty of the profession (Fantilli & McDougall, 2009). This is also because; problems faced by the novice teachers will not be solved simply through the growth of their teaching experience (Fantilli & McDougall, 2009). The lack of importance given on the novice ELT professionals is possibly due to trifling understanding on challenges that the beginning teachers face in the first years of coaching. Therefore, there is a need to explore the experience of ESL novice teachers in Malaysia by understanding the challenges and concerns they faced in their first years of practice as the early experiences are powerful influences on teachers' practices and attitudes throughout the remainder of their careers (Kuzmic, 1993).

2.4   The changes in professional development programmes

Many researchers such as Collinson et al. (2009) have classified three important trends that is taking place in the change, namely 'glocalisation', 'mentoring' and 're-thinking teacher evaluation'. Glocalisation is a coined word emerged from 'global' and 'local' where practices from local spreads to global level and vice versa. However, concepts of learning that are picked from emerging global trend rarely stay the same when brought into local settings. For instance, educators could be using any material or concept drawn from any part of the world for their lessons but altering it to fit local understanding. It is noted that most curricula are merged in that they share universal concepts but teachers and choice of notes or books likely to mention local values, examples, customs and issues (Collinson et al., 2009).

Moving on to the second change in continuous professional development is something that the education and corporate world are familiar with which is 'mentoring'. Most universities and colleges that

offers teaching course encourages its undergraduates to attend at least a month of internship or training to experience real life This is done to ensure interns to understand the highly multifaceted role of teachers and to develop their knowledge in a professional setting. Some of the education institutes, especially government bodies often pairs senior lecturers with tutors to build the competence and confidence of novice lecturers. This goes along and connects between with the teacher preparatory programmes and continuous professional development which creates career-long learning (Collinson et al., 2009).

The final trend that would be in discussion is 're-thinking teacher evaluation'. In any of the educational establishments, be it primary or tertiary, teacher evaluation and probation period is a common practice to evaluate the novice educators. It is certainly easy to guess and answer the question of who will be evaluating the beginners' performance in front of the class. Top-down hierarchy is an ordinary way of how schools or colleges are run in Malaysia, in fact, almost everywhere in the world. This is also a predominant model or also known as clinical supervision where the head of department or the principal would be sitting at the back of the class and ticking off a piece of paper. Wasley (1991) and Rait (1995) found that educators feel much more comfortable listening to feedback and get advice from colleagues who are teaching compared to receiving judgement from someone who has lesser teaching hours and more of administration job.

3.0   METHODOLOGY

Since this study focuses into one particular group of subjects in a particular small private college to examine the novice ELT professionals' response to the situation they are experiencing, intrinsic case study method was used to complete this research. Stake (1997) defined intrinsic study as a design to understand specific individuals or group of individuals or situation and is beneficial for teacher development and policy making.

3.1   Instruments

The instruments used in this study were individual interview questions adapted from Chism (1999) and Al-Abri (2014) and focus group discussion adapted from Krueger (1994). Individual interview consist of semi-structured interview questions and it is divided into five parts according to these themes: courses and subjects related to ELT, ELT resources and preparation of materials, ELT subject matter knowledge, assessment preparation, and opinion on ELT needs.

The focus group discussion brought all the lecturers together to discuss and share their concerns, identify their challenges in ELT teaching and preparation as well as discovering their needs of training for the growth of their own skills and experience. This also enabled the novices to be more open to talk about their concerns in ELT, compare their needs and identify the areas of ongoing professional development that would accommodate to the needs of English lecturers in the private college.

3.2   Data analysis method

Qualitative data analysis was applied to draw different themes that arise from the opulent qualitative interview data. True verbatim transcription method defined by Tilley and Powick (2002) as no editing to the transcription is involved was applied in transcribing the audio data for this study to capture the meanings and perception of the respondents which helped to enrich the context and gave clarity to the discussion. In this study, data were interpreted in an inductive way (Frith & Gleeson, 2004) in which the themes identified were strongly connected to the data themselves (Patton, 2002) with less influence from the personal ideas of the researcher and other previous research. To ensure all the legitimacy of the data, content analysis was done by using constant comparative method. As the name indicates, the basic strategy is to repetitively compare among data sets and themes created until findings are confirmed using guidelines from Merriam (2001). Based on these guidelines, data were constantly compared from one respondent to another and themes were manually written and labelled before computerized into tables of thematic analysis. Upon completion of the data interpretation and discussion, participants were informed to go through the themes and responses in order to avoid bias.

4.0   FINDINGS AND DISCUSSION

The findings from the individual interviews were categorized into six themes which are as follows:

1. Mismatch of existing knowledge and skills
2. Lack of ELT resources and knowledge
3. Poor guidance to novices in designing ELT assessments
4. Challenges in the ELT classroom management
5. Growth of novice ELT professionals' knowledge
6. Self- awareness and initiating needs for change

The focus group discussion raised four themes which are as follows:

1. Difficulty sustaining the teaching profession in small college
2. Unorganized, non-progressive working environment
3. What and how novice ELT professionals learn every day
4. Areas of professional development needed by novice ELT professionals

The research questions are answered in the following sub themes derived from the data analysis.

4.1   Novices concern in teaching and learning

Results indicate that the ELT professionals generally face four concerns. Firstly, the ELT professionals are assigned to teach subjects that are not their forte due to the lack of manpower in the language department. Thus, the respondents find it difficult to teach the subjects that they are not familiar of and they tend to have very limited knowledge on the subjects that they take on. The second concern of novice ELT professionals are resources. The interviews with the participants reveal that their inability to update themselves on sufficient content knowledge of the subjects assigned to them is due to the lack of teaching resources to aid the teaching and learning of the courses. Thirdly, the novice lecturers face problems in designing proper assessments. They admitted that they have no knowledge of designing a proper exam paper based on students' level and the program they are teaching. Last but not least, the novices viewed that the classroom management is the most daunting task. They expressed that it is difficult to manage students from mixed proficiency level as they are placed together. Thus, this puts the novice ELT professionals in confusion of how to manage those students and at the same time deliver the lessons to the students who are proficient in English as well as achieve the objectives of each lesson and complete the syllabus before the end of the semester. This finding is in concurrence with Shulman's (1986) and Zeegers's (2011) assertion that novice lecturers have the content knowledge but fall short in transmitting it effectively to the students.

4.2   Overcoming concerns of ELT professionals

The results indicated that besides being aware of the teaching and learning issues in the college, the novice ELT professionals are aware that they need to make huge improvements in terms of upgrading their knowledge on the subjects and improving their teaching skills. Besides relying on online sources, they confessed that they also refer to the colleagues who have taught the subjects if they need guidance. According to the respondents, the notes and materials from the internet that they download are often confusing; therefore the peer guidance seems to clarify. This finding concurs with Smylie's (1995) claim that educators' knowledge is at the highest point enhancement when they are exposed to their colleagues and their mode of teaching which will encourage collective learning. The novices in this college are not content with their performances as a teacher and are constantly looking for ways to improve using existing materials and opportunities to expand their knowledge. Pedagogical knowledge is not something that every educator would naturally have but respondents in this study are aware of their weak point which is their scarce subject matter and pedagogical knowledge and are willing to improve it by discussing with their colleagues and immediate supervisor.

4.3   Areas of CPD needed by novice ELT professionals

The overall findings reflect on the consequence of teaching and preparation practice and the ways it is affecting and impacts to the students. All the respondents acknowledged that their major weakness is in managing a classroom of students whose language proficiency range from poor, moderate and good; difficulty in determining and preparing the materials for teaching and learning, time management, designing assessment such as exam papers and lastly, lecturers who perceive their language proficiency to be lower than the students. This is due to the fact that novice ELT professionals often have no experience in the real classroom teaching. Their weaknesses and the pedagogical knowledge gap usually subsidizes as they take on teaching with some guidance from experts, colleagues or other sources.

Results also indicate that the respondents are keen in professional development courses that develop their pedagogical knowledge and skills, related to ELT and how it can be applied to their daily use at work and training that comes with beneficial resources that can assist in designing their own assessments. Results also show that respondents prefer face to face and continuous training instead of an online professional development course. Besides that, the novices also expressed their preference on having a trainer that is able to look at their problems from their point of view in order to understand their dilemma. By asking and identifying what the novice ELT professionals need in order to enhance their pedagogical knowledge, an accurate needs-analysis can be noted by the management to provide professional development program that is critically needed by the novices.

5.0   CONCLUSION

The research signified that higher education institutions should realize the value of novice ELT professionals' feedback in teaching and learning to enhance the quality of education provider as a whole. Novice ELT professionals should be given the opportunity to request for professional development activities that address their concerns because student learning and outcome of graduates is directly influenced by the quality of the educators. Besides that, their existing subject matter knowledge and pedagogical knowledge should be taken into consideration before planning of the professional development programs. Shelton and Jones (1996) list the following forms of training which can be helpful to novice ELT professionals:

1. One day conferences to discuss and share input on teaching and learning
2. Single session activities to help achieve a short objective
3. Short courses over a period of time to keep track of lecturers' development
4. Formal meetings with subject specialist to help novices with specific subject areas or new courses
5. Collaboration with working groups from other departments

The list above reveals that there are many other ways of professional development activities besides peer-review, mentoring and tutoring, informal discussion, consultation and networking with academicians from other colleges. Professional development can no longer be perceived as a one-off additional activity but must be embedded continuously in higher education institutions among lecturers to promote lifelong learning and enhance the quality of graduates.

By making professional development compulsory for novice ELT professionals in small colleges across Malaysia, it could possibly reduce the news highlight on the poor language skills among graduates, eliminate the needs to import the native speakers to train the Malaysian educators or teach the students, minimize the needs of language programs for unemployed graduates and lastly enhance the overall quality of tertiary level educators across the country. In other words, professional development plays a unique and central role in teaching by helping novice ELT professionals to close the gap between current practice and the practices needed to attain the desired outcome for the students, institution and the country.

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THE RELATIONSHIP BETWEEN ATTITUDES TOWARDS ENGLISH LANGUAGE LEARNING, LANGUAGE LEARNING HABITS, AND LEARNING-ON-THE-GO BEHAVIOR

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ABSTRACT

This paper discusses the relationship between the students' attitudes towards English language learning, their language learning habits in general, and their learning-on-the-go behavior (LOGB). This correlational study relies on the data from 38 Thai undergraduate students in Bangkok, Thailand. They were asked to answer the questionnaires on their attitudes towards English language learning, their learning habits, and their learning-on-the-go behavior. In addition, their self-reported LOTG behavior was also analyzed. The data collection was done in March 2018. The data obtained were analyzed using basic descriptive statistics and the qualitative data were analyzed using content analysis. The results showed that the majority of the students had positive attitudes towards language learning (Mean= 4.60). However, their-learning-on-the-go behavior was found to be at the moderate level (Mean = 3.05). Their effective language learning habits were also found to be at the moderate level (Mean =2.77). We found a significant relationship between their attitudes towards English language learning and their learning-on-the-go behavior (r= 0.54). Their LOTG behavior and their language learning habits were also significantly related. Emerging themes and some implications of the findings are also discussed.

KEYWORDS: Attitudes towards English language learning, Learning-on-the-go behavior, effective language learning habits

1.0   INTRODUCTION

New technologies significantly affect society in many facets, including education and the economy; they, in many significant aspects, alter how we live, how we learn, and what we do things (Warschauer 2003). Recently, with the advent of the Internet and social media use, it is now possible for many students to learn languages anytime and anywhere (Smith, 2004). In short, technology has changed the landscape of learning and education (Shaleh & Hassan, 2018). This new possibility has added dimensions of time and space to the universe of language learning and teaching. Indeed, more learning modes and possibilities can be done outside of the classroom (Hwang & Chang, 2011). In the age of digitization, Joe Kaeser, President and Chief Executive Officer, Siemens, has called for the acceptance and preparation for the challenging future:

> *The Fourth Industrial Revolution is transforming practically every human activity: the way we make things; the way we use the resources of our planet; the way we communicate and interact with each other as humans; the way we learn; the way we work; the way we govern; and the way we do business. Its scope, speed and reach are unprecedented.*
> (Kaeser, 2018)

Likewise, founder and executive chairman of the World Economic Forum, Klaus Schwab (Schwab, 2017), in his book The Fourth Industrial Revolution, has noted that impacts of the revolution on individuals and society as follows:

> *The fourth industrial revolution is not only changing what we do but also who we are. ...sooner...it could lead to forms of human augmentation that cause us to question the very nature of human existence...(p. 97).*

How we learn and live have been greatly affected and altered by our use of technologies (Warschauer, 2003). With new applications, recording and retrieving devices (e.g. mobile learning), online learning opportunities are available for students even when they are doing something else, for example, when they

are travelling on the bus, waiting for the train or jogging. This is to do something useful and keeping one's mind focused at the same time. Learning-on-the-go, especially learning via smartphones, has become a way of life, augmented by the new communication technologies. Smith (2014), for example, has recommended eight applications worth downloading for personal on-the-go learning.

A recent survey found that, on average, Thai university students, for example, spent five hours using the Internet (Thadphoothon and Sarfan, 2018). Long before the introduction and widespread of mobile technologies, learners were encouraged to learn out of their classroom, in addition to classroom instruction, known as, out-of-class learning (OCL) (Benson, 2011). Out-of-class language learning has been found to positively affect the students' language learning achievement (Cortina-Pérez & Solano-Tenorio, 2013). Recently, research has been conducted to conceptualize OCLL with the support of technology (Chun Lai & Boning, 2018).

In the SLA context, for effective language learning, Oxford (1990) has urged teachers to seek ways to help their students learn English using a variety of strategies, including social strategies.

Another recent development in the use of technology came under the so-called 'blended learning' movement, or learning that composed of face-to-face and online modes (Neumeier, 2005). According to Clarke (2008), blended learning is growing very fast; it has probably exceeded pure e-learning approaches.

In ELT, attitudes are among the key factors found to be salient in predicting the success of language learning, among other things. If the attitudes are positive, it is the case that their language learning is successful too. In the context of technology-supported OCLL, language learners' attitudes and experience influence their learning behaviour and beliefs (Chun Lai & Boning, 2018).

Online or off-line, one's earning habits seem an obvious and simple explanation of one's learning achievement, including language learning. Previous research findings found learning habits a major factor affecting the students' language learning outcomes (e.g. Chilca Alva, 2017). In the ELT literature,

The aim of this study was to investigate the relationship between the students' attitudes towards English language learning, their effective language learning habits, and the learning-on-the-go behaviour.

1.1   Definitions

Learning-on-the go behavior (LOGB) refers to an individual student's engagement of at least two activities, and one of which is done for the purpose of language learning, directly or indirectly, --- listening to English language news on the mobile phone while jogging or travelling on a train. In this study, LOGB is measured from the students' responses to the Likert type questionnaire constructed by the researcher.

Effective language learning habits refers to the behaviour of an individual student, what he or she does to enhance their language learning. In this study, their effective language learning habits are determined from their responses to questionnaires.

Attitudes towards English language learning refers to individuals' emotional responses to their English language experience and perception. In this study, their attitudes are measured by a 5-item Likert-type questionnaires designed by the researcher.

Out of class language learning (OCLL) refers to any language learning activities that are performed outside the class, be it for the sake of learning the language itself, planned, or for edutainment (pleasure + learning).

2.0   LITERATURE REVIEW

The literature on second language acquisition (SLA) recognizes the role of attitudes on learners' language learning. Gardner (1888), for example, urged teachers to pay more attention to learners' attitudes and motivation, as they potentially influence the learning outcomes.

Language learning habits, however, comes under the umbrellas of language learning strategies and language exposure. Oxford (1999) suggests that learners' language learning strategies affect their learning achievement. Another line of SLA literature points to the role of exposure as a factor affecting learners' language acquisition. Krashen (1981) coined the term 'comprehensible input' and has hypothesized that we learn a language by understanding the input. Students with effective language learning habits are often those who seek more 'comprehensible input' or exposure to the target language and the opportunities to

use the language. In other words, they are those who learn through interaction. Long (2002), in his Interactive Hypothesis, maintained that we learn better through interaction.

Benson and Voller (1997) recognize the importance of self-learning and they call for the more emphasis on teaching the students to be self-directed and independent in their learning of languages. Experts agree that learning has at least two characteristics: experiential and individualistic (Cheng, 2012). Learning Similarly, Sinlarat (2017) urge the policy makers to revamp their curriculums and instructional emphasis, from receptive to productive orientation, calling for learners to be capable of self-learning. At the core of any self-directed learning or autonomous learning lies the ultimate aim of learning, that is, lifelong learning. UNESCO Institute for Lifelong Learning (2018) outlines the principle of lifelong learning is rooted in the integration of learning and living.

Attitudes, especially the ones we have towards language learning have been reported as a salient variable explaining the variance of a learner's language competence and motivation. Dashti and Aldashti (2015) investigated 300 English major students in Kuwait. They found that the majority of the students favored learning through mobile phones in their classes.

In addition to the learner's attitudes towards language learning, research has also reported the link between one's learning habits and their learning achievement.

The literature on how one learns a language reveals that one's learning strategies matter a lot when it comes to learning success (e.g. Oxford, 1990).

Coleman (2017) coined the term 'learning-on-the-go' in his short article titled "Make learning a lifelong habit". He argued for the use of technologies for lifelong learning, and learning on the go is one of the ways to do so.

Previous research revealed that students' learning habits affected their learning outcomes. For example, Thadphoothon (2017) found that the students' note-taking behavior affected their learning outcomes. Students' note-taking behavior was significantly related to their test scores.

Thadphoothon (2017) investigated Thai taxi drivers' English language competence. It was found that their independent language learning behaviour significantly affected their English language skills. The taxi drivers who managed their own learning were those with better language skills.

3.0   METHOD

The study employed both quantitative and qualitative research methods. The data were collected during the second semester of the academic year 2017, from 38 English major undergraduates at Dhurakij Pundit university, a private university located on the outskirts of Bangkok, Thailand. In week 9 session 1, they were asked to read an article titled 'Make learning a lifelong habit' by Coleman (2017). The aim was to introduce them to the concept of 'learning-on-the-go'. After reading the article, the students discussed the topics related to the article in the classroom. .

The quality of the instruments used was guaranteed by their content analysis and reliability. To ensure that the instruments were of the high quality, the Cronbach's alpha analysis of internal consistency was analysed. The results were positive, that is, all the measures employed were of the acceptable standards. The Cronbach's alpha index for the attitudinal questionnaire was found to be .72, their effective learning scale was .72, and their learning –on-the-go behaviour was .70.

3.1   FINDINGS

Table 1: Attitudes towards English Language Learning

Item	N	Mean	SD
I enjoy listening to English songs.	38	4.50	.60
I am happy when I use English.	38	4.31	.66
I like English.	38	4.39	.67

The table shows the students' attitudes towards English language learning. Their attitudes were all positive and were found to be at the high level. They enjoyed listening to English songs and were happy when they used English. In short, they liked English.

Table 2: Effective language learning habits

Item	N	Mean	SD
1. I read English books and magazines.	38	3.21	.66
2. I watch videos / films in English.	38	4.18	.89
3. I ask experts or native speakers questions when I do not know the answers.	38	3.23	.99
4. I converse in English with other people.	38	2.94	.51
5. I attend workshops, training programs, or conferences to sharpen my English.	38	2.23	1.12
6. I buy books and English language newspapers.	38	2.60	.94
7. I travel overseas.	38	1.81	1.08
8. I take photos of interesting signs in English.	38	2.60	1.32

Table 2 shows the students' responses to eight statements concerning their effective learning habits. They sometimes read English books and magazines (Mean = 3.21). Of all the activities, watching videos or films in English was cited as the most frequently practice form of effective learning habits. The lowest mean (Mean = 1.81) was found to the chance to travel overseas.

Table 3: Students' learning-on-the-go behaviour (LOGB)

Item	N	Mean	SD
1. I learn on the go (while travelling or working out).	38	3.47	1.15
2. I listen to English songs or news through my smartphone when I am on the go.	38	4.23	.91
3. I read news reports in English while I'm on the go.	38	2.44	.97
4. I record the lectures and listen to them again when I'm on the go.	38	2.26	.94
5. I download my favourite English programs from the Internet and listen to them when I'm on the go.	38	3.02	1.05
6. I do some study when I'm on the go.	38	2.94	.836

The students' LOGB was found to be at the moderate level (Mean = 3.05). They listened to English songs or news through their smartphones (Mean = 4.23). They sometimes downloaded English programs for later use (Mean = 3.02).

Table 4: Mean and standard deviation of the variables

Variable	N	Mean	SD
Effective Language Learning Habits (ELLH)	38	2.85	.54
Learning-On-the-Go Behavior (LOGB)	38	3.05	.63
Attitudes towards English Language Learning (AELL)	37	4.40	.52

The above table shows that the mean of the students' effective learning habits (ELLH) is only 2.89, suggesting that the students had moderately effective language learning habits. However, they did have a higher mean for the LOGB (Mean = 3.05). Their attitudes towards English language learning were found to be positive with the mean of 4.40.

Table 5: Correlation between the variables

	ELLH	LOGB	AELL
ELLH	1.00	.76**	.50**
LOGB		1.00	.47**
AELL			1.00

The students' English language learning habits were significantly related to their learning-on-the-go behaviour (r = .76). It was also found that their learning habits were correlated with their attitudes towards English language learning (r. = .50). Their learning-on-the-go behavior correlated significantly with their attitudes toward English language learning (r. = .47).

Students' Opinion

In addition to their responses to the questionnaires, they also expressed their opinions regarding their learning-on-the-go experience and perception. Here are some of their opinions:

> My Learning on the go has been pleasant and fun. You can do it anytime, anywhere. On my own, through my smartphone, I watched a video clip on positive and negative faces. Sometimes, when I was travelling, I enjoyed watching Loukgolf's English Room. I also learned on-the-go when I exercised i.e. jogging. While I was waiting my mom at a car park, I spent time watching a show in English (AfterNoonz).

The above description shows how the student does his or her learning while busy doing something else. One student said that she downloaded the BBC Learning English application. She said that:

> This is a useful application to help me improve my English while I am doing something else - leaning on the go. It's a free tool for English learners from the BBC. The application has English lessons that will help you improve your English language skills such as English listening and speaking skills. In addition, it also entails English conversations, vocabulary, grammar, and dictionary components.

Most students take advantages of the English language learning applications, especially videos on YouTube. Actually they do actually learn-on-the-go. One students said, "When I go to university, I get on the transportation such as a van, a bus, or a taxi, I usually watch my favourite shows such as Look-golf's English Room on YouTube. I like them because watching them gives me knowledge, they are so funny, and they help me to practice my language skills."

Another students mentioned that she learned English by watching videos on YouTube. She said:

"I learned a lot of new words, new knowledge about different cultures. Many people may think that gaining more knowledge and skills can only be done at schools, universities, or workplace, but it's not. Everything surrounding you can help you increase your knowledge and skills. How do you do it? Learning about the things you have not seen before in order to improve your skills as well as doing an activity. For me, doing two things at the same time is called "learning on the go".

In sum, LOGB situates itself within the umbrella of effective language learning, related to their attitudes towards language learning and their language learning habits in general. Research on students' LOGB is still in its infancy. With the widespread of Internet access and mobile phone technologies, students have more opportunities to access various types of contents. Language teachers could utilize their new learning habits, blending it into the exiting platform.

4.0   DISCUSSIONS

It is clear from our study that the students' LOGB is a part of their overall learning habits, evidenced from the significant relationship between LOGB and their language learning habits in general (.76). However, the very construct of LOGB is still in its infancy, more needed to be done to conceptualize and validate its conception. For example, there clearly exists the difference between traditional LOGB (listening to audio CD while driving a car) and social media-enabled LOGB (You Tube, applications downloadable) or digital LOGB. The question that may arise here is not only the scope and domain of LOGB, but also its process.

The potential of mobile learning, enabled by the smartphones, is paramount and we only just begun to experience its impacts. We may not yet know what and how to use this potentiality. However, we do need to develop our ability of teach ourselves or the self-teaching ability (Sinlarat, 2017).

The students' attitudes towards English language learning were found to be salient as they were related to other behavioural factors such as learning achievement (Vipathananon, 1990; Jindakul, 1992, Thadphoothon, 2001). The finding was in line with many previous studies on the satisfaction and attitudes of leaners towards online learning modes (e.g. Dashti & Aldashti, 2015).

The study suggests that Learning-on-the-go behaviour (LOGB) could be a new construct in the literature of education in general and SLA in particular. With the advent of new technologies, it is now possible for learners to learn anytime and anywhere. LOGB is another emerging educational construct. More and more students are learning on their own and do it outside of the confinement of the room. Yet, its domain and validity need to be further investigated and validated. As discussed earlier, self-learning is not new. Long before the invention of computer, human invented writing and the printing press and have used them to enhance their learning (Jones, 2018). This study simply offers a glimpse into its possibilities. Based on the findings, we begin to see that LOGB is related to the literature on autonomy, learning habits, and is related to performance and attitudes. Its place in the literature begins to manifest as technologies progress.

On the bigger picture, World Economic Forum (2018, June 30) urged teachers to equip the students with online skills. We cannot stop them from using the Internet, so the most prudent way is to equip them with social media skills. In fact, digital skills are part of the 21st century skills (UNESCO, 2018).

LOGB should be directly and indirectly addressed by teachers, especially digital LOGB as using smartphones is a common practice of the 'digital natives' (Prensky, 2001). Learners should be trained on how to do it and how to monitor and plan their own learning. Successful e-learning needs to plan and manage their own learning. They also need to monitor their own learning (Clarke, 2018). LOGB, indeed, is perhaps at the nexus of other effective learning behaviors.

5.0   CONCLUSION

This study investigated the relationship between the students' attitudes towards language learning, their learning habits and their learning of the go behaviour. It was found that LOGB is a viable construct in language learning and teaching. The students' attitudes towards English language learning were related to their language learning habits, including their learning-on-the-go (LOTG) behavior. There was a significant relationship between the students' LOGB and their language learning habits. This study has also explored the conceptualization of the notion of learning-on-the-go behaviour.

6.0   RECOMMENDATIONS

There are several more factors that would contribute to the learners' language competence such as motivation. This factor should be included in future studies. Digital LOGB is a new frontier in ELT. Future studies should investigate factors leading to effective LOGB in general and digital LOGB in particular. Question may include: Under which conditions, are LOGB most effective. What happens when students learn on-the-go?

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PRAGMATICS AND TRANSLATION: A PRELIMINARY STUDY

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ABSTRACT

This paper explores pragmatics and translation, i.e. application of potential aspects in pragmatics within the actual practices of translation. This research is highlighting English-Indonesian translation practices while slightly differentiating equivalencing from mere translating. Aspects like politeness, camaraderie, rude situations, and awkward situations which are likely to exist in the formal and informal verbal text are pragmatically considered to maintain in the translation process. Translation works by 100 college students of the English Department, which are based on a pragmatically-designed set of corpora, are researched. This research has elaborated five designs of context, i.e. politeness to superiors, camaraderie to close people, rude situations (impoliteness) to superiors, awkward situations (impoliteness) to close people, and code-mixing for camaraderie to close people. The research findings show that most respondents have just done the translating instead of equivalencing for politeness to superiors, but they have almost equally done the translating and equivalencing for camaraderie to close people. Most respondents have also just done the translating instead of equivalencing for the rude situations (impoliteness) to superiors and almost equally for the awkward situations (impoliteness) to close people. Nearly most respondents have also done the translating instead of equivalencing in the code-mixing for camaraderie to close people. In overall performance, therefore, nearly most respondents have done the translating instead of equivalencing in the whole designs of context in the research. This research has theoretically applied the formal and informal aspects, direct and indirect aspects, and literal and non-literal aspects along with types of hearer in the translation practices. Empirically, this research is promoting equivalencing in translation works, i.e. how pragmatics effects in the translation practices on potentially various genres of verbal text.

KEYWORDS: Pragmatics and translation, politeness and camaraderie, verbal text, genre of text, translating and equivalencing

1.0 INTRODUCTION: PRAGMATICS, *CHARACTER LANGUAGE*, TRANSLATION

Pragmatics refers to language use every day and is derived from the word *pragmeme*, i.e. human act (Mey, 2001). Human acts are for sure of various forms of activities, either in verbal forms or using language in written or spoken behaviors, or else, in non-verbal forms or using language within images, pictures, dances, gestures, or other communicative vehicles. The former is termed micro-pragmatics, while the latter is called macro-pragmatics. It is within micro-pragmatics that we then learn the so-called *speech acts*. Speech acts are thus language use in verbal forms. In the speech-acts theory (Austin, 1957; Searle, 1965), verbal language use is divided into three acts, i.e. locutionary acts, illocutionary acts, and perlocutionary acts. In this speech-acts theory, using language is acting the language, i.e. doing something with the language one produces. Hence, when using language, one is doing the three acts at the same time or simultaneously. In this theory, the three acts are saying something, implying something, and affecting someone or a hearer, at the same time or in a simulataneous manner. An interesting illustration of speech-acts theory is given by Jumanto (2014b: 335). In this illustration, the pragmatics of speech acts does not work when one is talking to a beautiful statue or to a cold wall, or even when one is speaking alone (soliloquy). There is locution and illocution, but perlocution is missing. There is the act of saying something and implying something, but there is no act of affecting someone. To work naturally best, pragmatics consists of the three simultaneous acts, including the hearer to affect, the hearer with all their affiliations or

associations, termed as *face* in Goffman's theory (1959). This paper concerns pragmatics of verbal language use, the pragmatics between two languages, or the pragmatics in the interlingual context. So, what is pragmatics to do with translation?

The relationship between pragmatics and translation, the authors contend, has something to do with the so-called *character language*, the concept of which is basically the elaboration of meaning, form, and Goffman's *face* theory (1959). Jumanto has come to the formulation of character language (2011, 2012, 2014a), which involves these three aspects of pragmatics. Pragmatic view on character language includes (1) interaction of meanings, (2) elaboration of form, (3) distant language and close language, (4) politeness and camaraderie, and (5) object language and metalanguage (2014b: 335-338). More important is the distinction between distant language and close language. Distant language refers to formal, indirect, and non-literal utterances, and close language refers to informal, direct, and literal utterances. Distant language is usually carefully elaborated and uses safe and common topics, while close language usually involves contractions, slangs, reverse-ups, changes, taboos, swearing, f-words, and uses any topics, personal and private (2014b: 337). In short, character language is a language which can function as a means of communication in a diglossic situation, i.e. either in formal situations or in informal situations (2014b: 335). Character language is of probability in language use, which comprises politeness, camaraderie, and awareness of potential rude situations and awkward situations to happen in verbal interactions (2014b: 338). A character speaker equipped with character language is capable of using the distant language for politeness to superiors, using the close language for camaraderie, and avoiding impoliteness, i.e. rude situations to superiors, and awkward situations to close people. Jumanto has also disseminated this concept in international conferences (2011, 2012) and international journals (2014b, 2016), proposed its implementation (2017a), made use of it for creating the world's harmony (2017b) and for controlling hate speech and hoax (2017c).

This preliminary research on pragmatics and translation is framed into 5 (five) designs of context, i.e. (1) politeness to superiors, (2) camaraderie to close people, (3) rude situations to superiors, (4) awkward situations to close people, and (5) code-mixing for camaraderie to close people. This research on pragmatics and translation: a preliminary study is expected to contribute a new pragmatic perspective on the translation practice academia, i.e. equivalencing.

2.0   RESEARCH METHODOLOGY

This preliminary research employs a couple of qualitative methods, i.e. grounded theory and autoethnography. A grounded theory in the social science academia is used to construct theory systematically through data analysis (Martin & Turner, 1986, Faggiolani, 2011). The theory is hence grounded or based and developed through observing activities or observing data (Ralph et al., 2014). Autoethnography is self-reflected in an author who explores and writes out their personal experience and connects their experience to broader meanings and understandings: cultural, political, and social (Ellis, 2004, Maréchal, 2010). The linguistic corpus data on translation works by 100 Indonesian college students of English Department are used to build this research. The data are then tested and verified by the researchers' own working pragmatic experience. In this sense, the contexts of this research is autoethnographic, i.e. the researchers have built five pragmatic contexts to test and verify the data.

The translation works are then observed through interpretive techniques based on the five designs of context built, and the results of observation are further analysed through a coding technique. The coding techniques employ three steps, i.e. open coding, axial coding, and selective coding (Strauss & Corbin, 1990, Holloway, 1997, Bohm, 2004, Saladana, 2012). The open coding first separates and conceptualizes the data, and the axial coding then reunites the separated data into major categories. Finally, the selective coding is used to discover the main phenomena, i.e. the relationship between pragmatics and translation, and the distinction between translating and equivalencing.

3.0   PRAGMATICS AND TRANSLATION: A PRELIMINARY STUDY

3.1   Context to Elaborate

This preliminary research on pragmatics and translation is elaborating Jumanto's concept of character language or politeness and camaraderie in language use (2011, 2012, 2014a, 2014b, 2016, 2017a, 2017c), i.e. distant language for politeness to superiors, close language for camaraderie to close people, and impoliteness. The concept of impoliteness is of two types of situations, i.e. rude situations to superiors, and awkward situations to close people. Hence, the five designs of context are as follows:

(1) politeness to superiors, in which distant language is elaborated into formal, indirect, and non-literal utterances;

(2) camaraderie to close people, in which close language is elaborated into informal, direct, and literal utterances;

(3) impoliteness to superiors, in which close language is spoken to superiors resulting in rude situations;

(4) impoliteness to close people, in which distant language is used to close people resulting in awkward situations; and

(5) code-mixing for camaraderie to close people, in which the code-mixing of formal and informal aspects, direct and indirect aspects, and literal and non-literal aspects occurs for camaraderie to close people.

The difference between formal and informal utterances has been well-described by Jumanto (2014b: 336), i.e formal utterances have more complete, longer forms, and are in a good order, while informal utterances have incomplete, shorter forms, and are not in a good order, and sometimes *cut-down*, *reversed-up*, and *changed* in favor of the speaker. This design is in line with the assertion that formality and politeness are regarded as equivalent (Sifianou, 2013), and is supported by the results of Jumanto's research on *the language of informality within ELT context* (2018).

3.2   Translating and Equivalencing

According to the three noted dictionaries, translating is *changing words into a different language* (Cambridge, 2018), *turning into one's own or another language* (Merriam-Webster, 2018), or *expressing the sense of words or text in another language* (Oxford, 2018). *Translating* is hence changing or turning or expressing the sense of words or text into a different or another language. In this sense, along with the translation of texts from English language (E) into Indonesian language (I), we can probably set the logics below:

<div align="center">

Translating E into I

E => I

</div>

Meanwhile, equivalence, still according to the same dictionaries, is *the fact of having the same amount, value, purpose, qualities, etc.* (Cambridge, 2018), or *the state or property of being equivalent; equivalent = equal in force, amount, or value* (Merriam-Webster, 2018), or *the condition of being equal or equivalent in value, worth, function, etc.* (Oxford, 2018). *Equivalencing* is hence changing the text equally into a different language, with equivalent state or property: amount, value, purpose, qualities, worth, function, etc. In this sense, along with the translation of texts from English language (E) into Indonesian language (I) in this preliminary research, we can probably set the logics in the five designs of context below:

<div align="center">

Equivalencing E into I

</div>

Politeness in E	=> politeness in I
Camaraderie in E	=> camaraderie in I
Impoliteness (rude situation) in E	=> impoliteness (rude situation) in I
Impoliteness (awkward situation) in E	=> impoliteness (awkward situation) in I
Code-mixing for Camaraderie in E	=> code-mixing for camaraderie in I

The first design of context is politeness to superiors, which elaborates formal, indirect, and non-literal utterances. In this context, the formal English utterance *I thank you very much* is probably equivalent with

the formal Indonesian one *Saya mengucapkan terima kasih kepada Anda*; the indirect *not very sunny* with *tidak begitu cerah*; and the non-literal *the restroom* with *kamar kecil*.

The second design of context is camaraderie to close people, which elaborates informal, direct, and literal utterances. In this context, the informal English utterance *Damn! Where are you fucking around this week? Or getting lost?* is probably equivalent with the informal Indonesian one *Sialan! Dari mana aja kamu minggu ini? Kesasar ya?*; the direct *The celebrity's gotten pregnant* with *Artis itu jadi hamil*; and the literal *the bathroom* with *kamar mandi*.

The third design of context is impoliteness (rude situations) to superiors, which elaborates informal, direct, and literal utterances. In this context, the informal English utterance *Thanks again, John!* is probably equivalent with the informal Indonesian one *Makasih lagi, John!*; the direct *Are you married?* with *Apakah kamu menikah?*; and the literal *How old are you?* with *Berapa usia kamu?*

The fourth design of context is impoliteness (awkward situations) to close people, which elaborates formal, indirect, and non-literal utterances. In this context, the formal English utterance *I apologize for not letting you know soon about this* is probably equivalent with the formal Indonesian one *Saya mohon maaf karena tidak segera memberitahu Anda tentang hal ini*; the indirect *I think that it is better if we talk about this matter later, Sir* with *Saya berpikir bahwa akan lebih baik jika kita membicarakan hal ini nanti saja, Bapak*; and the non-literal *the restroom* with *Kamar kecil*.

The fifth design of context is code-mixing for camaraderie to close people, which elaborates formal and informal, direct and indirect, literal and non-literal utterances, or else, and which still maintain camaraderie with close people. In this context, the code-mixing in the English utterance *Damn. This is very good! Where did you buy this porn mag?* is probably equivalent with the code-mixing in the Indonesian one *Edan. Ini bagus banget! Di mana kamu membeli majalah porno ini?*; the code-mixing in *I think that it is better if we talk about this matter later, John* with the code-mixing in *Aku pikir akan lebih baik jika kita membicarakan hal ini nanti saja, John*; and the code-mixing in *Well, that celebrity is a spinster. What d'you say?* With the code-mixing in *Artis itu perawan tua, lho. 'Gimana menurutmu?*

The examples of English utterances above as the translation data in this reasearch are mainly taken from Jumanto (2017c), with some adjustment to the five designs of context employed in this research. The translation data on English utterances to be translated into Indonesian, thus the questionnaires, along with their most probable equivalents given by the researchers (in red), can be seen in the *Appendix*.

3.3 Findings and Discussions

Upon the works of translation on the questionnaires done by 100 Indonesian college students of the English Department, the overall performance of translating and equivalencing can be seen and observed in Tabel 1. Careful observation should be carried out before interpreting the data into findings of the research. The data consists of the respondents' works based on the five designs of context and the overall performance can be seen in the bottom part of Tabel 1. The figures in Tabel 1 represent the numbers of translation works as well as the percentages of the numbers.

Table 1. The Data on Translating and Equivalencing Overall

No.	Text	T	E	% T	%E	%TO	%EO
Context 1 Politeness to Superiors							
1	Formal	92	8	92	8		
2	Indirect	77	23	77	23	89.67	10.33
3	Non-literal	100	0	100	0		
Context 2 Camaraderie to Close People							
No.	Text	T	E	% T	%E	%TO	%EO
4	Informal	36	64	36	64		
5	Direct	54	46	54	46	48.00	52.00
6	Literal	54	46	54	46		
Context 3 Impoliteness (rude situations) to Superiors							
No.	Text	T	E	% T	%E	%TO	%EO
7	Informal	87	13	87	13		
8	Direct	87	13	87	13	86.67	13.33
9	Literal	86	14	86	14		
Context 4 Impoliteness (awkward situations) to Close People							
No.	Text	T	E	% T	%E	%TO	%EO
10	Formal	89	11	89	11		
11	Indirect	83	17	83	17	90.33	9.67
12	Non-literal	99	1	99	1		
Context 5 Code-mixing for camaraderie to Close People							
No.	Text	T	E	% T	%E	%TO	%EO
13	Informal+formal	68	32	68	32		
14	Indirect+informal	72	28	72	28	73.33	26.67
15	Informal+non-literal	80	20	80	20		
OVERALL PERFORMANCE						77.60	22.40

Note: T = Translating   E = Equivalencing % = Percentage O = Overall

In the politeness context, the respondents were supposed to translate the English text into the Indonesian equivalent by considering the formal, indirect, and non-literal aspects of politeness to superiors. In Tabel 1, we can see from the data that most respondents (92%) did not consider the formal aspect in their works, many (77%) did not consider the indirect aspect in their works, and even all (100%) did not consider the non-literal aspect in their works. In overall, most respondents (89.67%) failed to involve aspects of politeness in their translation works. For the equivalent of *I thank you very much, Mr. John Smith*, most respondents translated it into *Saya ucapkan terima kasih banyak*, *terima kasih banyak*, or just *terima kasih*, instead of the most probable equivalent *Saya mengucapkan terima kasih banyak kepada Anda, Mr. John Smith*, i.e. more complete, longer, and in a good order. For the equivalent of *The day is not very sunny today*, many respondents translated it into *Hari tidak terlalu panas*, *Cuaca tidak terlalu panas*, *Hari mendung*, or else, instead of the most probable equivalent *Hari ini cuaca tidak begitu cerah*. The respondents failed to see that the Indonesian word *terlalu* (English: too) is of negative sense, while the Indonesian word *sangat* or *begitu* (English: very) is of positive sense. Meanwhile, for the equivalent of *Excuse me, may I go to the restroom, please?*, all the respondents translated it into *Permisi, boleh saya ke kamar mandi, Saya ijin ke toilet, saya ingin ke WC,* or else, instead of the most probable equivalent *Mohon ijin, apakah saya boleh ke kamar kecil?* The respondents failed to see that the Indonesian word *permisi* is informal, and that the Indonesian word *kamar kecil* is non-literal, thus more polite than *kamar mandi*, *toilet*, or *WC*. In overall performance, most respondents have just done the translating, but have failed to do the equivalencing. Only a few respondents (10.33%) have done the equivalencing in their translation works for politeness to superiors.

In the camaraderie context, the respondents were supposed to translate the English text into the Indonesian equivalent by considering the informal, direct, and literal aspects of camaraderie to close people. In Tabel 1, we can see from the data that quite more respondents (64%) considered the informal aspect in their works than those who did not (36%), but almost equal number of respondents considered the direct and literal aspects in their works, i.e. 54% and 46% respectively. In overall, more respondents (52%) succeeded in their works than those who did not (48%), i.e. more respondents were successful in their translation works for camaraderie. For the equivalent of *Damn! Where are you fucking around this week? Or getting lost?,* more respondents translated it into *Sialan! Dari mana saja kamu minggu ini? Kesasar ya?* or others with a little variation. For the equivalent of *That celebrity's gotten pregnant after so many blind dates*, almost equal number of respondents did the translating and the equivalencing. Some have seen that the English *blind dates* is equivalent with the Indonesian *kencan buta*, but they have failed to consider *so many* into *banyak* or *berkali-kali* in Indonesian. Meanwhile, for the equivalent of *Where's the bathroom?*, also almost equal number of respondents did the translating and the equivalencing. Some have seen that the English *bathroom* is equivalent with *kamar mandi* or *toilet*, but they have failed to consider the informality in the text, i.e. the contraction. They have translated the English text into *Di manakah letaknya kamar mandi?*, *Di mana kamar kecilnya?*, *Di manakah kamar mandinya?*, or else, instead of the most probable Indonesian equivalent *Dimana kamar mandi?*, which is equally short to the English text. The Indonesian *kamar kecil* is not an equivalent here, as it is non-literal, thus more polite, and is not for camaraderie. In overall performance, more respondents have done the equivalencing for camaraderie to close people than those who have not.

In the rude situation context, the respondents were supposed to translate the English text into the Indonesian equivalent by considering the informal, direct, and literal aspects of camaraderie to show anger or any other feeling of discomfort to superiors. In Tabel 1, we can see from the data that most respondents (87%) did not consider the informal and direct aspects in their works, and most respondents (86%) also did not consider the literal aspect in their works. In overall, most respondents (86.67%) failed to involve aspects of impoliteness (rude situations) in their translation works. For the equivalent of *Thanks again, John!*, most respondents translated it into *Terima kasih, John!, Terima kasih sekali lagi, ya John!, Makasih, ya John!,* or else, instead of the most probable equivalent *Makasih lagi, John!,* which is equally short and maintains the equal meaning. Most respondents translated it into a longer, even more polite text, but they forgot to make the equivalent of the impoliteness of the text, i.e. a rude situation to superior. Besides, the English word *again* also requires an equivalent, in this sense, the most probable one is the Indonesian word *lagi*, trivial but substantially needed. Thus, the Indonesian text *Makasih lagi, John!* is the best equivalent of the English *Thanks again, John!*, in which the two utterances are equal in amount and function to show rude

situations to superiors one probably does not like. For the equivalent of *You are a noted journalist, Ms. Turner. Are you married*, most respondents translated it into *Anda adalah wartawan terkenal, Nona Turner. Apakah Anda sudah menikah?, Anda jurnalis ternama, Nyonya Turner. Apa Anda sudah menikah?,* or else with similar text, instead of the most probable equivalent *Kamu adalah jurnalis ternama, Ms. Turner. Apakah kamu menikah?,* in which the informal Indonesian word *kamu* along with the marital status topic confirms the impoliteness or the rude situation to a superior or a stranger one probably has just met. The cultural title word *Ms.* is not necessarily translated, as the meaning may change across languages and it is usually attached to a proper noun or a name, to honor the respected status of an adult woman. Meanwhile, for the equivalent of *How old are you, Mr. Smith? I just met you today, most* respondents translated it into *Berapakah umurmu, Pak Smith? Saya baru menemuimu sekarang, Berapa usia Anda, Mr. Smith? Kita baru ketemu sekarang,* or else, instead of the most probable equivalent *Berapa umur kamu, Mr. Smith? Aku baru ketemu kamu hari ini.* This Indonesian equivalent works best, as the Indonesian words *kamu* and *aku* along with the touchy topic *age* confirms the impoliteness or the rude situation to the superior *Mr. Smith* whom one has just met and they probably does not like. The cultural word *Mr.* is, again, not necessarily translated. In overall performance, most respondents have just done the translating, but have failed to do the equivalencing. Only a few respondents (13.33%) have done the equivalencing in their translation works for the impoliteness or the rude situation to superiors in this context.

In the awkward situation context, the respondents were supposed to translate the English text into the Indonesian equivalent by considering the formal, indirect, and non-literal aspects of politeness to show *irony* or any other feeling of discomfort to close people. In Tabel 1, we can see from the data that most respondents (89%) did not consider the formal aspect in their works, and also most respondents (83%) did not consider the indirect aspect in their works. Even almost all respondents (99%) did not consider the non-literal aspect in their translation works. In overall, therefore, most respondents (90.33%) failed to involve aspects of impoliteness (awkward situations) to close people in their translation works. For the equivalent of *I apologize for not letting you know soon about this, Mr. Allan Willis*, most respondents translated it into *Saya minta maaf tidak memberitahu kamu secepatnya tentang hal ini, Pak Allan Willis, Maafkan saya tidak segera beritahu Anda akan hal ini, Mr. Allan Willis, Aku minta maaf tidak memberitahu Anda secepatnya, Tuan Allan Willis,* or others of similar variation, instead of the most probable equivalent *Saya mohon maaf karena tidak segera memberitahu Anda tentang hal ini, Mr. Allan Willis,* which is equally longer, more complete, and in a good order, i.e. a formal utterance usually to show politeness to a superior. Politeness to a close person is thus an irony, hence an awkward situation to show that one is probably feeling discomfort to a close person. Most respondents translated it into a shorter, even more informal text, but they forgot to make the equivalent of the impoliteness of the text, i.e. an awkward situation to a close person. Most respondents did not consider the Indonesian words *Saya* and *Anda* as more formal than *Aku* and *Kamu*, and the Indonesian words *mohon maaf* which is more formal than *minta maaf*. So is the Indonesian word *memberitahu*, which is more formal than *beritahu*. The cultural title word *Mr.* is not necessarily translated. For the equivalent of *I think that it is better if we talk about this matter later, Sir*, most respondents translated it into *Aku pikir lebih baik kita bicarakan hal ini nanti saja, Pak; Saya pikir lebih baik kita membahas masalah ini nanti, Pak; Saya rasa akan lebih baik jika kita bicarakan hal ini nanti, Pak;* or others with similar variation, instead of the most probable equivalent *Saya berpikir bahwa akan lebih baik jika kita membicarakan hal ini nanti saja, Bapak,* which sounds awkward, as it is very formal to show an irony to a close person. The Indonesian words *Saya*, *berpikir*, *merasa*, and *Bapak*, in this sense, are more formal than *Aku*, *pikir*, *rasa*, and *Pak* respectively. More formal the word is, more awkward it is spoken to a close person. This probably happens, as a slight friction between close people occurs, and, therefore, an irony is created. The Indonesian word *Bapak* or *Tuan* is probably the best equivalent of the English title word *Sir*. The English word *Sir* can be made equivalent with the Indonesian word *Bapak* or *Tuan*, as it is not attached to a proper name, e.g. *Sir Alex Ferguson*. Meanwhile, for the equivalent of *Excuse me, may I go to the restroom, please?*, most respondents translated it into *Maaf, boleh saya ijin ke kamar mandi, Maaf, aku ingin ke belakang, Maaf, apa boleh saya ke toilet?,* or else, instead of the most probable equivalent *Mohon ijin, apakah saya boleh ke kamar kecil?,* which is more formal to indicate an irony to a close person. Here, in this sense, the Indonesian words *mohon ijin*, *apakah*, and *saya* are more formal than *maaf*, *apa*, and *aku*. The Indonesian words *kamar kecil* or *ke belakang* is non-literal, thus part of politeness, while the words *kamar mandi* and *toilet* are literal, thus part of camaraderie. In overall performance, most

respondents have just done the translating, but have failed to do the equivalencing. Only a few respondents (9.67%) have done the equivalencing in their translation works for the impoliteness or the awkward situation to close people in this context.

In the code-mixing for camaraderie context, the respondents were supposed to translate the English text into the Indonesian equivalent by considering the code-mixing of formal and informal aspects, direct and indirect aspects, and literal and non-literal aspects for camaraderie to close people. In Tabel 1, we can see from the data that quite more respondents (68%) did not consider the code-mixing of informal and formal aspects in their works than those who did (32%), many more (72%) did not consider the code-mixing of indirect and informal aspects in their works that those who did (28%), and nearly most respondents (80%) also did not consider the code-mixing of informal and non-literal aspects in their works than those who did (20%). In overall, many respondents (73.33%) did not consider the code-mixing in their translation works. For the equivalent of *Damn. This is very good! Where did you buy this porn mag?,* more respondents translated it into *Sialan. Ini sangat bagus! Di mana kamu beli majalah porno ini?, Edan. Bagus sekali! Beli majalah porno ini di mana?, Sialan. Ini bagus sekali! Belinya majalah porno ini di mana?,* or others with a little variation, instead of the most probable equivalent *Sialan. Ini bagus banget! Di mana kamu membeli majalah porno ini?* The Indonesian equivalent involves the code-mixing of the informal aspect, i.e. *sialan*, *bagus banget*, *kamu*, and *porno*, and of the formal aspect, i.e. *ini*, *majalah*, and *membeli*. For the equivalent of *I think that it is better if we talk about this matter later, John,* many respondents translated it into *Saya pikir lebih baik kita bicara tentang ini nanti, John*; *Saya kira akan lebih baik jika kita bicara tentang masalah ini nanti saja, John*; *Aku pikir akan lebih baik jika kita membahas masalah ini nanti, John*; or others with a little variation, instead of the most probable Indonesian equivalent *Aku pikir akan lebih baik jika kita membicarakan hal ini nanti saja, John.* In this sense, the Indonesian equivalent involves the code-mixing of the indirect aspect, i.e. *akan lebih baik jika kita membicarakan hal ini nanti saja*, and the informal aspect, i.e. *aku*, *pikir*, and *John*. Meanwhile, for the equivalent of *Well, that celebrity is a spinter. What d'you say?,* nearly most respondents translated it into *Selebriti itu tidak menikah. Bagaimana menurutmu?*; *Artis itu belum menikah. Bagaimana pendapat Anda?; Selebriti itu gak laku-laku. Apakah pendapatmu?,* or the others with a little variation, instead of the most probable Indonesian equivalent *Artis itu perawan tua, lho. 'Gimana menurutmu?* The Indonesian equivalent here consists of the code-mixing of the informal aspect, i.e. *lho*, *'gimana*, and *menurutmu*, and the non-literal aspect, i.e. *perawan tua*. In overall performance, many respondents have just done the translating, but have failed to do the equivalencing. Only a few respondents (26.67%) have done the equivalencing in their translation works by using the code-mixing of utterances for camaraderie to close people in this context.

For the overall performance of translation works by the respondents, Tabel 1 also shows that nearly most respondents (77.60%) have just done the translating in their works, while only a few respondents (22.40%) have done the equivalencing in their translation works. Nearly most respondents have done the translating without considering the context, while only a few respondents have done the equivalencing by considering the contexts designed for the research, i.e. politeness to superiors, camaraderie to close people, impoliteness (rude situations) to superiors, impoliteness (awkward situations) to close people, and code-mixing for camaraderie to close people.

4.0   CLOSING STATEMENT

This pragmatic research on translating and equivalencing is elementary or preliminary; however, the research expectedly has made the difference between translating and equivalencing. While translating is changing the words or utterances or text into a different or another language, *equivalencing* is changing the words or utterances or text equally into a different language, with equivalent amount, value, purpose, qualities, worth, function, etc. In this sense, equivalencing between English text and Indonesian text can be simply illustrated in the examples below:

Thanks	=> Makasih	(camaraderie to close people)
Thank you	=> Terima kasih	(camaraderie to close people)
I thank you	=> Saya mengucapkan terima kasih kepada Anda	

(politeness to superiors)

This research has elaborated five designs of context, i.e. politeness to superiors, camaraderie to close people, rude situations (impoliteness) to superiors, awkward situations (impoliteness) to close people, and code-mixing for camaraderie to close people. The research findings show that most respondents have just done the translating instead of equivalencing for politeness to superiors, but they have almost equally done the translating and equivalencing for camaraderie to close people. Most respondents have also just done the translating instead of equivalencing for the rude situations (impoliteness) to superiors and almost equally for the awkward situations (impoliteness) to close people. Nearly most respondents have also done the translating instead of equivalencing in the code-mixing for camaraderie to close people. In overall performance, therefore, nearly most respondents have done the translating instead of equivalencing in the whole designs of context in the research.

The research findings have shown us that college students tend to do the translating instead of the equivalencing. Equivalencing in the translation works are probably still new to college students, and, therefore, it should be introduced and practiced in the teaching and learning process. College students and also learners of translation practices at large will then be able to do their translation works better and appropriately within different context and situations that may call.

The results of this research expectedly provides a sufficient account for translating practices on verbal text of various genres, and a clear account for translating different formal and informal texts, i.e. contracts, news, speeches, dialogues, subtitles, and others.

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APPENDIX

APPENDIX: THE TRANSLATION QUESTIONNAIRES

Research Project	Pragmatics and Translation: A Preliminary Study
Authors	Jumanto Jumanto, Raden Arief Nugroho, Achmad Basari
University	Universitas Dian Nuswantoro, Indonesia

GENERAL NOTES:
  (a) Please TRANSLATE the text or utterances into Indonesian in 15 minutes or more.
  (b) You MAY use dictionaries (print or virtual).
  (c) You MAY NOT work together with others.
  (d) Please CONSIDER the CONTEXT as well as the NOTES.

1. Context: politeness to superiors (superior, older person, official, et cetera)

No.	Text or utterance	Notes
1	I thank you very much, Mr. John Smith.	formal; gratitude
	Saya mengucapkan terima kasih sebesar-besarnya kepada Anda, Mr. John Smith.	
2	The day is not very sunny today.	indirect; weather
	Hari ini cuaca tidak begitu cerah.	
3	Excuse me, may I go to the restroom, please?	non-literal; request
	Mohon ijin, apakah saya boleh ke kamar kecil?	

2. Context: camaraderie to close people (close friend, brother/sister, community friend, et cetera)

No.	Text or utterance	Notes
4	Damn! Where are you fucking around this week? Or getting lost?	informal; swearings
	Sialan! Kemana aja kamu minggu ini? Kesasar ya?	
5	That celebrity's gotten pregnant after so many blind dates.	direct; gossiping
	Artis itu jadi hamil setelah berulang kali kencan buta.	
6	Where's the bathroom?	literal; permission
	Dimana kamar mandi?	

3. Context: rude situations to superiors (superior, older person, official, et cetera)

No.	Text or utterance	Notes
7	Thanks again, John!	informal; thanks
	Makasih lagi, John!	
8	You are a noted journalist, Ms. Turner. Are you married?	direct; status of marriage

Kamu adalah jurnalis terkenal, Ms. Turner. Apakah kamu menikah?		
9	How old are you, Mr. Smith? I just met you today.	literal; age
Berapa usia kamu, Mr. Smith? Aku baru ketemu kamu hari ini.		

4. Context: awkward situations to close people (close friend, brother/sister, community friend, et cetera)

No.	Text or utterance	Notes
10	I apologize for not letting you know soon about this, Mr. Allan Willis.	formal; apology
Saya mohon maaf karena tidak segera memberitahu Anda tentang hal ini, Mr. Allan Willis.		
11	I think that it is better if we talk about this matter later, Sir.	indirect; problem
Saya berpikir bahwa akan lebih baik jika kita membicarakan hal ini nanti saja, Bapak.		
12	Excuse me, may I go to the restroom, please?	non-literal; request
Mohon ijin, apakah saya boleh ke kamar kecil?		

5. Context: code-mixing for camaraderie to close people (close friend, brother/sister, community friend, et cetera)

No.	Text or utterance	Notes
13	Damn. This is very good! Where did you buy this porn mag?	informal+formal; pornography
Sialan. Ini bagus banget! Di mana kamu membeli majalah porno ini?		
14	I think that it is better if we talk about this matter later, John.	indirect+informal; problem
Aku pikir akan lebih baik jika kita membicarakan hal ini nanti saja, John.		
15	Well, that celebrity is a spinster. What d'you say?	informal+non-literal; gossiping
Artis itu perawan tua, lho. 'Gimana menurutmu?		

THANK YOU. TERIMA KASIH.

INSTRUCTORS' ATTITUDE TOWARDS ENGLISH LANGUAGE: THE IMPLICATIONS ON THE INSTRUCTORS' INSTRUCTIONS IN KOLEJ POLY-TECH MARA BANGI

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ABSTRACT

This study investigated the instructors' attitude towards English language and the implications on the instructors' instructions in KPTM Bangi. A number of 3 participants have been identified in contributing the data for this study and these participants were among instructors majoring in business, accounting and mathematics studies. They were initially observed during lectures and been given a set of questionnaire to answer afterwards. The findings from both observation and questionnaire were contradicting where they were identified to acquired positive attitude towards English Language, however English language was not fully utilized during observations. Recommendations were also included and discussed in this study.

INTRODUCTION

English as the second language of the world prominently applied in various fields such as economics, science and technology, law, medicine, education and many more. The importance of English language in connecting people, create new business proposals opportunities and sharing knowledge as well as information is unquestionable. English is the language that primarily spoken by people around the world with 1,500,000,000; inclusive of both native and non-native speakers (The Statistics Portal, 2015).

In education alone, English language is essential during teaching and learning process. It is regard as the medium of instruction in many countries and education systems worldwide. English is also established as both foreign language and second language in any non-English countries. Some of these countries practice bilingual education where the entire curriculum is bilingual and two languages are use as medium of instructions. In bilingual education system, the languages preferred as medium of instructions are English and the country native language. The Arabian countries, they implemented bilingual education system which utilizes both Arabic and English language as medium of instructions. The United Arab Emirates (UAE) have adopted bilingual education system in 2010, where Mathematics and Science will be taught in English, whereas other subjects like Arabic, History and Islamic history will be taught in Arabic. Gallagher (2011) stated the Abu Dhabi Education Council (2010) mentioned this new method in education will emphasis in producing bi-literate learners, where student will be able to write, read, speak and understand in English and Arabic proficiently.

In Malaysia, English is the second language however we hardly implement or support bilingual practices in classroom. Instructors in Malaysia are prone to code-switch from English to Malay language to make their students understand the theories and concepts. Nevertheless, they still acknowledge the importance of English language. Hence, this current study is to investigate whether the instructors acquired positive attitudes towards English language and how its effects on their classroom instructions.

BACKGROUND

In Malaysia, English language is the second language or linguistically identified as L2. It is the second language to Bahasa Malaysia, Chinese, Indian and many more minority languages of the country. This has resulted into multilingual society that is capable to speak more than one languages. These multi-

lingual individuals are in favour to focus more when undertaking visual tasks, multi task and delay dementia (Delistraty, 2014).

The ability to speak and write in more than one language will lead to code- switch when they are speaking or writing regardless of one's ethnicity. When L2 fails to aid the speaker in conveying one's thoughts, L1 will automatically use to gain meaningful communication and vice versa. This implicates the yin and yang situations whereby code- switching can be an advantage or disadvantage to both instructors and students.

With regards in Malaysia where English language is the second language, code mixing or code switching is supposedly prohibited in classroom. Nevertheless, it is evident that some Malaysian instructors do code switch during lecture. Susanti (2011) from Universiti Teknologi MARA Pahang found that, lecturers in UiTM MARA Pahang are conscious of UiTM language policy of using English as the medium of instructions. Nevertheless, the language choice in during lecture was determined by the instructors and students' competency level in English, thus code- switch was applied when they encounter less competent students.

PROBLEM STATEMENT

The role of English language in tertiary education is significant in producing well-rounded graduates and competently in using English language in the working world. Exposure of the language will facilitate undergraduates in mastering the language. Due to this circumstances, tertiary education institutions in Malaysia administer the use of English language as medium of instructions including the chosen private academic institution for this study where English language is the medium of instruction in classroom.

Obviously the English language instructors realise the significance of using full English language in the classroom to lessen the use of first language and to expose English language towards students. Berthold et.al (1997) stated that intervention of one language to another language will affect the process of adapting in various degree such as in phonological, grammatical, lexical and even in orthographical level. Nevertheless, the instructors of other subjects facing difficulties in using English language in their lectures such as Mathematics, Accounting and Business Management. Although they acquire positive attitudes towards English language, they still in favour delivering instructions in Malay due to the environmental factors.

These instructors prefer Malay language primarily in explaining concepts and theories. They opted to choose a language which students are more comfortable and easier to understand. This is due the objective of the lesson which is to get the students to understand the concepts and theories. As a result, the importance of acquiring and practising English language has become secondary. This is supported by Jusof & Badrul (2009) indicated 72.4% of the responds agreed that code switching benefit students to understand difficult concepts in the lesson.

LITERATURE REVIEW

Attitude

Non-English Instructors' attitude towards English Language resolute by their own judgement and passion on their career. Such perceptions among them affected the communication during lecture. A study by Diana Ansarey (2012) where all the instructors agreed upon the importance of learning English during their years of study. They also resolved that by mastering English as their second language will lead them in securing high-paid work. Such attitude towards English language among ESL students will be in favourable for both instructors and students. Instructors are more passionate during lecture and students becoming more attentive and confident in applying English.

Age contributes in instructors' attitude towards English Language. Jensen and Thorgersen (2011) inferred that young instructors displayed positive attitude in utilising English language during lecture, regardless of the hindrances. In addition to the aforementioned study, instructors' experience in their work led them to be more confident in using English during lecture.

Issue of attitude among instructors using English language in Japan has become very complex. The pride towards their First language is a major obstacle for both students and local English instructors specifically. This was proven in a study by Fennely and Luxton (2011), only 9% of the respondents (English instructors) were identified were competent to teach the language and 72% were not capable to teach the language. Due to the lack in knowledge and training affected their attitude towards English and their career as well. This condition further implicated in their speaking skills thus English has become a burden to both English and non-English instructors.

In Malaysia, the implementation of teaching Mathematics and Science in English has shown promising feedback and beneficial for both instructors (teachers) and students. However, the abolishment of the policy has resulted in contradicting opinions, particularly the instructors' (teachers) attitude towards applying English language as mean of communication for Mathematics and Science subjects. Noraini Idris et.al (2007) discovered 78.5% of instructors known able to teach in English due to the training provided prior. Instructors who felt contented in using English due to the training they attended has shown positive result (82.1%). Despite of the positive findings, but the abolishment of the policy has resulted a big question on attitude towards English language among instructors (teachers).

Code-switching / code mixing

In Malaysia, code-switching and code mixing are both inevitable. This phenomenon occurs in the Malaysia context due to the linguistic background of both instructors and students, not to forget complementing the teaching and learning effectiveness during lesson (Kamisah Ariffin & Misyana Susanti Husin, 2011). However, the study also revealed that the occurrence of code-switching and code mixing could lead to sudden linguistic abruption.

Engku Haliza Engku Ibrahim et.al (2013) confirmed that code switching contributed positive reflection in teaching and learning process without jeopardizing the main objective of the learning process and code switching is needed when instructors (teachers) dealing with weaker students. It was also found that the purposes of code-switching which are input repetition, facts acknowledgement, word expressions, to differentiate factual input and common statement, providing Malay sayings and when using Islamic terms during instructions.

Another Malaysian study has found contradiction views to this issue. It is believed that code-switching should not be applicable in teaching and only applied in handling classroom management (Cheng, 2013). Although most respondents of this study were maximising English usage but they could not deny the first language existence during giving instruction in classroom.

RESEARCH OBJECTIVES

The objectives of this study are to:

1. Determine the instructors' attitude towards English Language.
2. Associate attitude towards English Language by instructors and the instructors' instructions during lecture.
3. Identify in which circumstances the instructors do not use English Language during lecture.

RESEARCH QUESTIONS

The current study is to determine non-English instructors' attitude towards using English during lecture. Next is to relate instructors' attitude with their given instructions during lecture and to identify in which situations the instructors do not use English Language during lecture.
This study is aimed to answer the following question:

1. What are the instructors attitude towards English?
2. Is there any relationship between attitude towards English and instruction given in lecture?
3. What are the circumstances where the instructors do not use English in their instruction during lecture?

RESEARCH METHODOLOGY

Data were gathered with the assistance of 3 non - English lecturers selected as the respondents. These 3 respondents were teaching various modules. They were selected in this study solely to acknowledge their attitude towards using English Language in their lectures. In addition, it is essential to investigate the use of English language among these lecturers.

The respondents were observed by the researchers during their lecture. This was to inspect the practice of English language as mean of communication and instruction. They were identified as Lecturer A, Lecturer B and Lecturer C. The observations only lasted for 30 minutes and were sufficient for the researchers to gather all input in response to the third research question.

Upon completing of the observations, set of questionnaire were given to the respondents. The response by the respondents through the questionnaire will determine the outcome of the first research question of this study. The completion of the questionnaire will be analysed by via SPSS program. This was to determine the respondents' attitude towards English and to identify which circumstances the respondents do not use English Language during lecture. The questionnaire were adapted from the Attitude/Motivation Test Battery by R.C Gardner. There were 20 close-ended questions in the questionnaire and was designed to provide the input for the first research question.

FINDINGS

Questionnaires

Table 1: Mean Score of Attitude

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.15	1	33.3	33.3	33.3
	3.35	1	33.3	33.3	66.7
	3.60	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 2: The Total Mean Score

N	Valid	3
	Missing	0
Mean		3.3667
Median		3.3500

Table 1 indicated mean score in determine lecturers' attitude towards English language. Lecturer A mean score was 3.15, Lecturer B was 3.35 and Lecturer C was 3.60. It can be inferred all three lecturers were portraying positive attitudes towards English language. Table 2 evidently revealed positive attitudes among the respondents towards English language with a collective mean score of 3.3667.

Classroom Observation

Lecturer A

Lecturer A predominantly practises Malay Language in delivering instruction during lecture, in contrast with the nature of the module where medium ought to be in English. The lecturer initiated the lecture by greeting in Malay Language.

"Apa khabar anda semua? Kat mana kita brenti hari tu?" (Hello everybody, where did we stop the other day?)

However, the lecturer made an effort in explaining accounting theory in English. He read the concepts from the textbooks and then explained it in English. After the explanation, the concept the lecturer revert back into Malay Language to establish students' understanding.

"Kamu paham tak konsep yang saya explain tadi?" (Do you understand what I have explained just now?)

A few moments later, the lecturer began explaining the theory back again in Malay Language. Soon afterwards, the engagement between the lecturer and his student primarily in Malay Language. Nonetheless, the lecturer used English for all Accounting jargons in and also the explanation on calculation. He did not provide any explanation of the accounting jargons in Malay. As for an example:-
"Maximum late time times minimum late time divide by two"

Lecturer B

It was evident that lecturer B led the lecture in English. She began the lecture by greetings the students in English. She later explained the content of the lecture in English. She also did remind the student on the previous lecture with her students in English. She explained the answer of the exercises in English. A Q&A session engaged during the lecture and both students and lecturer B responded in English. However, despite her effort in conducting lecture in English, she occasionally code-switched to Malay language in her instructions. She code switched to politely apologize to her students for her mistakes.

"Eh, Saya salah, Sorry" (It's my bad, my apology)

"Number twenty four (24), eh eh, sorry, nombor dua puluh lima (25)" (Number twenty four (24), owh, I'm sorry, It's number twenty five (25)).

Upon concluding the explanations, she requested the students to complete some tasks from the workbook. A student prompted question in Malay, she responded in English. She then let her students to continue with the tasks given earlier. Then she leaned over towards a student and encouraged the student to write the answer even though it is wrong in Malay language.

"Kalau salah takpe, tulis je jawapan" (It's ok if you got the wrong answer, just write it down)

Another obvious attribute of lecturer B during observation where her pronunciation of some English words were sounded like the phonemes of Malay language. As for an example:

"The answer to the question is RM 2500 and 55 sen (cent)"

In addition, lecturer B was found wrongly pronouncing some English words with wrong phonetic attributes. As an example:-

"In order to determine the value, please refer to the graph".

She pronounced the word determine by deter*mine (possessive adjectives)*

Lecturer C

Lecturer C largely utilised English during her lecture. She greeted the students and asked the students to enter the classroom in English. She then began her lecture once the students were all seated and began to introduce her topic with the aid of the Power Point.

While explaining some concepts, lecturer B code-mixed to Malay in a minimal interval. For example; *'Benua, Kecuali, Maksudnye,' (Continent, Except, It means)*. These were the words lecturer C did not use English in her instruction.

Lecturer C provided both L1 and L2 in assisting the students for better understanding. Words like *'cluster'* and *'cross-culture'* were also uttered in Malay as *'bahagian'* and *'pertembungan budaya'*. Lecturer C was identified sharing her personal experience in between lecture, the occurrence usage of L1 intervene with L2 increased. She shared her experience while having a morning walk at Perdana Lake Garden;

'The permaisuri berjalan 500 meter from her car'. (The queen walked 500 meter from her car)

IMPLICATIONS

The data gathered significantly implicated that positive attitude towards English language was not necessarily evident in the instructions by all respondents. Lecturer A showed he has a positive attitude towards English however during his lecture, his instruction was predominantly in Malay language. English was only used for explaining technical jargons associated in his particular subject or profession.

Lecturer B also signified positive attitude towards English based on the findings from the questionnaire, however she displayed minimal usage of English in her instructions. She was aware that to communicate in English with her students in classroom is crucial, nevertheless she still prone to use Malay language whenever necessary. She was found to apply code-switching between Malay and English language when she had to confirm with her students' language ability. In addition, she also code-switched when she wanted to make polite remarks in acknowledging her errors in instruction.

In contrast with Lecturer C where both positive attitude towards English and full usage of English language in her lecture was clearly evident. She was conscious on delivering the instruction in English and possessed a high competency in using the English language. This was reflected by her own confidence in herself and in engaging her lecture using the English language. It was highly imperatives to consider that she was in Europe for 2 years, thus her tendency in using English language has built her confidence and it reflected in her lecture positively. In contrast with Lecturer A and B were both local graduates with minimum exposure in using the English language. Thus affected their confidence to use English language during lecture.

Lecturer A and B was also found to resort in using Malay language during lecture to establish understanding of the subject matter. English was clearly has become secondary language and only emphasized in answering exam questions, tests and quizzes. Primarily the lecturers succumbed in producing high scoring students to meet the requirement of their Key Performance Index (KPI). Thus, they only focused on students' ability to answer the questions exams and quizzes rather than to master the English language.

RECOMMENDATIONS

First and foremost, the institution should monitor the usage of English language by the lecturers during lecture. The objectives of conducting lectures in English is to deliver maximum experience in using English language among students. The interventions from the first language will only hinder the development of the students in mastering English language. In addition, the students will be at disadvantage

upon building their career path after graduation thus affected their level of competency in English language for communication purposes.

Further research could be essential in this area. The study could be focusing on how lecturers should empower English language, the implications on the instruction and its effect on students' confident on using English in both speaking and writing. If students showing negative attitude towards English language and resisted in improving their English competency level, will it affect the lecturers' instructions? This is where a new research in looking how students' language preference affect language used among lecturers in delivering instructions.

Ultimately, the ministry of education obligated in deciding on the making English subject as a compulsory passing subject in secondary school level. This will definitely provide constructive impact specifically the students. They will not be struggling too much when pursuing their tertiary education since most of resources and medium of instructions in tertiary level are mainly in English. The students must be proficient and confidence in using English. It is impossible for the students to cope with this transition if there is no empowerment done as early as the primary and secondary education.

CONCLUSION

This study has significantly proven positive attitude was exhibited by the subjected lecturers based on the feedback given by lecturers through the questionnaire. Nevertheless, this positive attitude should not only be on papers where it has to be executed during lectures in giving instructions. Lecturers must acknowledge the importance of English language during lecture. It is imperative to ensure students' understanding and the mastery of the language in producing employable students. If a situation requires lecturers to use Malay language, it has to be done needs on a minimum level and must serves its purpose (Sipra, 2013). In sum, lecturers need a high positive attitude and confidence to have a maximum usage of English language during lectures.

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APPENDIX – A

	Mean	Std. Deviation
Q1 I feel confident when conducting lecture in English.	3.3333	.57735
Q2 Studying and applying English is important because it will make me more educated and well-presentable.	3.0000	.00000
Q3 English is a very important part among all programs offered in KPTM Bangi.	3.3333	.57735
Q4 I want to use English more frequent that it will become natural to me.	3.6667	.57735
Q5 Applying English is important for my teaching career.	3.3333	.57735
Q6 I think that learning English is dull.	4.0000	.00000
Q7 I do not understand why other instructors feel nervous about speaking in English during lesson.	3.0000	1.00000
Q8 I feel anxious if someone asks me something in English.	3.3333	.57735
Q9 Learning English is a waste of time.	4.0000	.00000
Q10 I do encourage my students to speak-up in English during lecture.	3.3333	.57735
Q11 I love learning English.	3.3333	.57735
Q12 I have hard time thinking of anything positive when using English.	3.3333	.57735
Q13 I get nervous when students cannot understand my lecture delivered in English.	1.6667	1.15470
Q14 It is important to conduct lecture in English because it will be beneficial to both students and I.	3.6667	.57735
Q15 To be honest, I really have no desire to use English in my lecture.	3.3333	.57735

Q16 I tend to give up when I fail to deliver my lecture in English.	3.0000	1.00000
Q17 I would like to improve my English.	4.0000	.00000
Q18 My colleagues always encourage me to use English during lecture.	3.6667	.57735
Q19 My superior in the organization encourage us lecturers to use English during lecture.	3.6667	.57735
Q20 I would feel calm and sure about myself when I am about to give lecture in English.	3.3333	.57735

APPENDIX – B

Read each item thoroughly and tick the appropriate measurements that reflects instructors' attitude in using English during lecture. Below are the indicators for the scale to answer each question.
1= Strongly Disagree   2= Disagree   3= Agree   4= Strongly Agree
Note: Tick (/) only one option for each statement in the questionnaire.
Students' general perception in learning English

No	Item	1 SD	2 D	3 A	4 SA
1	Applying English is important for my teaching career.				
2	I feel confident when conducting lecture in English.				
3	Studying and applying English is important because it will make me more educated and well- presentable.				
4	English is a very important part among all programs offered in KPTM Bangi.				
5	I want to use English more frequent that it will become natural to me.				
6	I think that learning English is dull.				
7	I do not understand why other instructors feel nervous about speaking in English during lesson.				
8	I feel anxious if someone asks me something in English.				
9	Learning English is a waste of time.				
10	I do encourage my students to speak-up in English during lecture.				
11	I love learning English.				
12	I have hard time thinking of anything positive when using English.				
13	I get nervous when students cannot understand my lecture delivered in English.				
14	It is important to conduct lecture in English because it will be beneficial to both students and I.				
15	To be honest, I really have no desire to use English in my lecture.				
16	I tend to give up when I fail to deliver my lecture in English.				
17	I would like to improve my English.				
18	My colleagues always encourage me to use English during lecture.				
19	My superior in the organization encourage us lecturers to use English during lecture.				
20	I would feel calm and sure about myself when I am about to give lecture in English.				

THE INFLUENCE OF WHATSAPP APPLICATION AND VOCABULARY MASTERY TOWARDS STUDENTS' SPEAKING SKILL IN SMKS YP 17 CILEGON

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ABSTRACT

This research aims at investigating the influence of using WhatsApp and vocabulary mastery toward students' speaking skills. The investigation is carried out in True Experimental Research using pre-test post-test control design at SMKS YP 17 Cilegon, Accounting Department eleventh grade. the data is processed by using two way Anova. Sample taken randomly. The sample taken from Accounting Class eleventh grade consisted of 43 students. Accounting 1 for experiment class consisted of 21 students, accounting 2 for control class consisted of 22 students. Pre-test and post-test were done for vocabulary and speaking. The score for vocabulary test used multiple choice test while speaking score used speaking rubric based on observation. The result of the data analysed by spss 24 are the media or WhatsApp shows sig. 0,000 < 0,05. It means there is positive effect of using WhatsApp towards students' speaking skill. While from the table of Vocabulary sig. 0,000 < 0,05 means, there is positive effect of vocabulary mastery towards students' speaking skill. The result of WhatsApp and vocabulary is sig. 0,043 < 0,05 means There is positive effect of using Whatsapp and vocabulary mastery towards students' speaking skill. It can be concluded: 1) There is positive effect of using Whatsapp towards students' speaking skill. 2) There is positive effect of vocabulary mastery towards students' students' speaking skill. 3) There is positive effect of using Whatsapp and vocabulary mastery towards students' speaking skill.

KEYWORDS: Speaking skill, Vocabulary, WhatsApp Aplication.

1.0 INTRODUCTION

English as a foreign language in Indonesia has been taught since Elementary level. However, the researcher finds that many students in one vocational school in Cilegon, that is SMKS YP 17 Cilegon, still have low proficiency in English, especially in speaking skill. From the interview with students in class, most of the students said that they are not confident to speak or even they cannot speak English because they don't know some words in English.

Based on the interview with students at the school; they don't know the suitable words in English, pronouncing the words in English, and afraid of making mistakes or not confidence to speak. While based on the interview with the teachers, some problems in teaching and learning English are: most students lack of vocabulary, students' English skill score under school minimum score, *t*he limitation of study time

Those factors become problems. Students can speak in English fluently if their knowledge in English words are not low. Speaking is one of important skill when someone learns language. The successful of language learning can be first seen from the speaking performance.

The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speaker of the language (Brown, 2000; 267).

In this research, the researcher wants to optimize the using of gadget application as a media to study. In this case, the application used is WhatsApp. By optimizing WA as a media to study, the researcher believe that learning activity will be more fun because students can study and have discussion anytime

anywhere. Students can practice using English not only in the classroom at school but also at home and anywhere at anytime. Thus, this research is expected to answer the following 1) Is there any positive effect of using Whatsapp (X1) towards students' speaking skill (Y)?, 2) Is there any positive effect of vocabulary mastery (X2) towards students' speaking skill (Y)?, 3.) Is there any positive effect of using Whatsapp (X1) and vocabulary mastery (X2) towards students' speaking skill (Y)?

2.0 LITERATURE REVIEW

2.1 Speaking

Speaking is one of productive skill in language learning. One can be considered successful in language learning if he/she can speak the language fluently. Bygate (1991: 3), emphasizes knowledge of the language, and skill in using this knowledge for an effective communication.

Furthermore, Nunan (1995: 39) argues that speaking is an important aspect of language learning whether it is as a second or a foreign language and the success is measured by the ability of language learners to carry out conversation in the language being learnt.

Thus, speaking ability becomes an issue on language learning. Since speaking is an important skill to communicate with others, especially in this global era. One problem that makes language learners hesitate to speak is the lack of vocabulary and lack of confidence.

Further, Nunan (2015: 49) explained that there is distinction between 'reproductive' speaking and 'creative' speaking. In reproductive speaking, the learner reproduces language forms provided by the teacher or some other aural model. The learners were reproducing and manipulating the language models and cues provided by the teacher. In creative language use, the learners do not regurgitate the meanings of others, but create their own meanings. Both reproductive and creative language are necessary in developing speaking.

From those explanations from the expert above, it can be concluded that speaking is productive skill which plays important role in learning language. Since, the main function of language is to communicate and transfer message. People have social life where there must be social interaction and the most language skill used is speaking. So, in foreign language learning speaking plays important role. Someone can be considered successful in foreign language learning, firstly can be seen from his/her performance in speaking. Successful foreign language learner can produce and perform the language naturally.

2.2 Vocabulary

Words are important. They are fundamental in successful language acquisition. Before we talk about 4 skills in language learning, vocabulary comes first.

> Vocabulary development is crucial both from a theoretical and practical standpoint. Experts in the field of vocabulary development are in agreement that vocabulary is central to the language learning process, and as such, it is generally recognized that a focus on strengthening vocabulary is necessary at every stage of a learner's language development
>
> (Coombe, 2007: 113)

When someone first learning language, he\she must learn some vocabulary in the language. One can write a sentence because of vocabulary mastery. One can speak a language because of vocabulary mastery. Vocabulary mastery will make someone more confident in talking about many topics.

Thus, Vocabulary mastery is important in language learning. All language skills: speaking, writing, listening and reading need vocabulary mastery.

There are some definitions of vocabulary based on experts. Vocabulary is an essential building block of language and it makes sense to be able to measure learners' knowledge and use of it (Schmitt, Schmitt, & Clapham in Coombe, 2007: 113).

Vocabulary means a large collection of items. Learning vocabulary is important because it enriches someone's knowledge of words (Thornbury, 2002:14).

In line with Thornbury, Stahl (2005) defines vocabulary as knowledge; the knowledge of a word not only implies a definition, but also how that word fits into the world. Vocabulary knowledge is not something that can over the course of a lifetime.

Hornby (2000: 147) defines vocabulary as: (1) all the words that a person knows or uses; (2) all the words in particular language; (3) the words that people use when they are talking about a particular subject; (4) a list of words with their meaning. It means that a language that people used to talk a certain topic consists of a number of words.

From the explanation above, We know that vocabulary plays an important role in language learning. Vocabulary exists in four skill of language. someone can be said successful in the four skill of language because of vocabulary mastery she/he has.

2.3 WhatsApp

Information and Communication Technology (ICT) has become a popular issue on teaching-learning activity. Teachers are encouraged to be more update and creative to use technology and integrating it to teaching-learning activity. The use of modern technologies has changed the way educationists view teaching and learning processes.

One of them is using WhatsApp. WhatsApp is a chatting application where the users can also share video and pictures and no PIN required to get contacts, by saving the cell-phone numbers automatically the users have already got the contact who install WhatsApp aplication. Everyone can install this application freely from our smartphone. Everyone can also make group in WA and communicate by text or phone call, voice note, share video, pictures or even documents. WhatsApp is one of popular application among others.

WhatsApp had over 450 million monthly active users. Additionally, 700 million photos are shared daily, and 10 billion messages are also shared daily (Parmy in Amry,2014: 119).

The WhatsApp platform has the following collaborative features: (WhatsApp, 2010).
   a. Provide online students with the ability to exchange text messages, images, videos, and voice notes to their social network or group and contacts.
   b. Provide students or instructors with the ability to create a group (social network group) that supports the social interactions of up to 11 group members. Members can engage in discussion forums.
   c. WhatsApp Messenger provides the ability for students to send messages without limits. The application uses a 3G/EDGE Internet data plan or Wi-Fi to ensure continuous data transmissions across the WhatsApp mobile system.
   d. Students using WhatsApp through a variety of mobile devices, such as smartphones, Galaxy tablets, and so on can message one another through texts, images, videos, and so on.

The application allows us to use some feature which is beneficial to study. Students can have another atmosphere of learning, where they can ask and discuss anytime and anywhere.

WhatsApp instant messaging is a cross-platform smartphone messenger that employs users' existing Internet data plan to help themnetwork socially in real time (WhatsApp, 2010).

Yeboah (2014: 158) stated that in higher education, whatsapp is used for the enhancement of discussions and sharing information among students and their lecturers.

Whatsapp is popular application nowadays. The report from comScore in January 2017, showed that Whatsapp is the most popular and most users application in Indonesia if compared to other application such as Line and BBM. The users reached one million every month.

Alderman (2017) said that WhatsApp is an immensely popular, simple and versatile messaging app. It's currently used in over 180 countries, and over 50 million messages are sent on it every day. As of July 2017, more than 1.7 billion people were actively using WhatsApp, which makes it the world's second-largest social network.

Mwakapina (2016) said that WA gave positives impact on students in Tanzania, participants reflected that WA has helped them positively by providing enough opportunities to improve English vocabulary, giving broader understanding of the topics discussed in class, improving English language interactions, giving prior-information of what will be discussed in class, giving opportunities for students

to know their errors and mistakes, an opportunity for self and peer assessment and many other. While Riyanto (2013) said that using ICT (WhatsApp Application) is a good way to the development of the information and communication technology in this era. Thus, using Whatsapp can be the alternative to learn English

3.0 RESEARCH METHODOLOGY

Here, the researcher used quantitative method by using true-experimental design. The reason of choosing true-experimental design was the way the researcher took the sample. The researcher took two groups randomly. One group as experiment class and the other group as control class. The researcher used pretest-posttest control design.

The researcher gave pre-test and post-test to both groups to find out the influence of using WhatsApp application as the treatment.

Table 3.1

Class	Pretest	Treatment	Posttest
Experiment	T1	X	T2
Control	T1		T2

Where:
T1   ; Pre-test for experiment and control class
X   : Treatment for experiment class by using WhatsApp
T2   : Posttest for experiment and control class

The data analysis technique uses statistic formulation. By using SPSS 24 program in the computer. Descriptive statistic used to analyze the data. Further Two way analysis of variance (ANOVA) was used to analyze the data, since there were 1 independent variable and 2 dependent variables.

3.1 FINDINGS AND DISCUSSIONS

3.1.1 Finding

Statistic Descriptive Between Subject Factors

Table 3.1

Between-Subjects Factors

		Value Label	N
Media	1,00	WA	21
	2,00	Non WA	22
Vocabulary	1,00	Low Score	24
	2,00	High Score	19

Table 3.1 shows the data for students using WhatsApp media is twenty-one students and without using WhatsApp is twenty-two students. Students who got low vocabulary score is twenty four students and high vocabulary score is nineteen students.

Table 3.2
Descriptive Statistics

Dependent Variable: Speaking_Score

Media	Vocabulary	Mean	Std. Deviation	N
WA	Low Score	73,0000	1,93649	9
	High Score	79,7500	3,57071	12
	Total	76,8571	4,49762	21
Non WA	Low Score	64,9333	5,83667	15
	High Score	77,1429	1,46385	7
	Total	68,8182	7,56330	22
Total	Low Score	67,9583	6,16074	24
	High Score	78,7895	3,18990	19
	Total	72,7442	7,40043	43

Table 3.2 shows descriptive statistic. Students using WhatsApp who got low vocabulary score is nine students with mean value 73, and high vocabulary score is twelve students with mean value 79. While students without using WhatsApp who got low vocabulary score is fifteen students with mean value 64 and high vocabulary score is seven students with mean value 77.

3.1.2   Discussions

Tests of Between-Subjects Effects

Dependent Variable: Speaking_Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1640,146[a]	3	546,715	32,304	,000
Intercept	215171,568	1	215171,568	12713,904	,000
Media	282,028	1	282,028	16,664	,000
Vocabulary	889,831	1	889,831	52,578	,000
Media * Vocabulary	73,784	1	73,784	4,360	,043
Error	660,040	39	16,924		
Total	229844,000	43			
Corrected Total	2300,186	42			

a. R Squared = ,713 (Adjusted R Squared = ,691)

The meaning of the result of two way Anova above is Corrected model $0,000 < 0,05$ means model valid. Intercept $0,000 < 0,05$ means interceptt significant.   Media $0,000 < 0,05$ means influence significantly. Vocabulary $0,000 < 0,05$ means influence significantly. Media*Vocabulary $0,043 < 0,05$ means influence significantly. The lower model error values the better. R squared $0,713$ near 1 means strong correlation.

4.2.1 Hipotesis 1
Ha $\mu' \neq 0$: There is postive effect of using Whatsapp towards students' speaking skill
$H0$ $\mu' = 0$: There is no positive effect of using Whatsapp towards students' speaking skill

If probability value $> 0,05$ $H0$ is accepted, otherwise, if $< 0,05$ $H0$ is denied. From the table media or WhatsApp shows sig. $0,000 < 0,05$ $H0$ is accepted. It means Ha is accepted, There is positive effect of using WhatsApp towards students' speaking skill. From the result, it can be concluded that WhatsApp gives positive effect towards students' speaking skill.

4.2.2 Hipotesis 2

Ha $\mu' \neq 0$: There is positive effect of vocabulary mastery towards students' students' speaking skill
$H0$ $\mu' = 0$: There is no positive effect of vocabulary mastery towards students' speaking skill

If probability value > 0,05 $H0$ is accepted, otherwise, if <0, 05 $H0$ is denied. Vocabulary 0,000 < 0,05 means $H0$ is denied. Ha is accepted, there is positive effect of vocabulary mastery towards students' students' speaking skill. From the result, it can be concluded that vocabulary mastery gives positive effect towards students' speaking skill.

4.2.3 Hipotesis 3

Ha $\mu' \neq 0$: There is positive effect of using Whatsapp and vocabulary mastery towards students' speaking skill
$H0$ $\mu' = 0$: There is no positive effect of using Whatsapp and vocabulary mastery towards students' speaking skill

If probability value > 0,05 There is no positive effect of using whatsapp and vocabulary mastery towards students' speaking skill, otherwise, if < 0,05 There is positive effect of using Whatsapp and vocabulary mastery towards students' speaking skill. The data shows sig. 0,043 < 0,05 means There is positive effect of using Whatsapp and vocabulary mastery towards students' speaking skill. Ha is accepted. It can be concluded that Whatsapp and vocabulary mastery give positive effects toward students' speaking skill.

4. CONCLUSION

Based on the discussion in the previous chapter, it can be concluded : there is positive effect of using Whatsapp towards students' speaking skill. WhatsApp as one of learning media can improve students' confidence in learning and practice their English, especially Speaking.

There is positive effect of vocabulary mastery towards students' students' speaking skill. Vocabulary plays important role in speaking skill. Here, students who got high score in vocabulary also had good speaking skill.

There is positive effect of using Whatsapp and vocabulary mastery towards students' speaking skill. WhatsApp media and vocabulary mastery have positive effect towards students' speaking skill. The better WhatsApp used as learning media, the better students' vocabulary mastery, have positive effect toward students speaking skill.

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FOOD FOR 'TAUGHT': RECIPES FOR LEARNING VOCABULARY

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ABSTRACT

Food has always been a major unifying factor for Malaysians from all walks of life. Whatever one's culture, ethnicity, race or religion, food creates bonds among the citizenry. So what if the pronunciation of the ingredients and the end products are difficult and foreign? People are going to eat the food anyway. In the present era of digital technology it is very easy to access any information such as recipes from many sources. Therefore, to engage the students in the classroom, creative techniques can be applied. In this paper, the researchers would like to look at the teaching and learning of recipes of popular breads and cakes as an innovative way to grasp food-related words. Through the lens of language and culture the following aspects will be discussed i) word-diversity where new vocabulary (relating to breads and cakes) and word pronunciation are highlighted ii) semantics for the understanding of various ingredients and iii) syntax for recipe making processes. The basis of this research is to enlighten learners about the proper usage of words and language structure in regular activities such as baking and preparing meals through a few bread and cake recipes. Learners can benefit from lessons that include facets of their day to day life.

KEYWORDS: food, recipe, word diversity

1.0 INTRODUCTION

Food is an everyday affair. Human beings need to eat for survival. Food provides energy and sustenance. A topic on many lips in a gathering is almost undeniably something to do with food, especially so here in pluralistic Malaysia. This scenario has motivated the researchers to delve into popular recipes as a means of vocabulary building and sequential sentence construction in the language classroom.

Classroom activities that include hands-on learning enable learners to remember the things that they have learnt for a very long time. These activities also enhance their creativity while making them willing and happy learners. A facilitator could get the students to taste a slice of bread or cake and ask questions about the ingredients that went into the production of those samples.

This paper tackles the inter-relatedness of food and vocabulary as well as processes and the know-how that go into cake and bread making. With cookery shows and master chef programs getting much screen coverage, more and more people are beginning to explore various culinary delights. In Malaysia, our love of food extends to awards and prizes as in the Fay Khoo Award for Food and Drink Writing where personal narratives centred on food and culture are read and evaluated (Lin, 2018).

Malaysian multi-ethnicity also adds a patriotic angle to national day celebrations in August each year where every Malaysian can celebrate the favourite cuisines that unite us, from Nyonya foods to satays, to cendol to a host of other 'Malaysian' dishes (Aiman, 2018).

2.0 LANGUAGE AND CULTURE

Malaysia's multi-ethnicity has given rise to the food choices that the citizens make. Besides Malaysia- speak (Manglish), the people also indulge in various cuisines, sometimes making a 'fusion' of a few of them, such as mamak mee, nasi goreng USA and many others. Cultural and national identity can be maintained by language and culture (Samovar, Porter and McDaniel, 2007). Malaysia's cultural richness extends to mixing of foods and a lot of borrowing from ethnic groups like the Peranakans and the Chittys and the Portuguese, spilling over to mainstream cuisine. Our 'rojak' races (used here as a term of endearment) lead to our 'rojak' food varieties as well (Andaya and Andaya, 1982 & Say, 2018).

2.1 Word Diversity and Pronunciation

Teaching vocabulary in English and the learning of it is not always easy especially if English is not the lingua franca or the mother tongue. The researchers found that there are also 'borrowed' words from other languages that need to be learnt when it comes to food related terms. Ever so often, there are tongue teaser phrases like hor d'ouvres, croissant, tortilla, quiche, gourmet and so on. Words have crept into the English language from China, France, Germany, India, Japan, Korea and so many other countries and how is a normal Malaysian educated in the country expected to know any of the 'foreign' words?

Given the amazing diversity of 'alien' food associated words, it is important that one learns to pronounce the words and phrases well. A word like 'buffet' for example, has a silent 't' and it may come up in conversations where the student knows what it means but may not know the spelling of the word that corresponds to the way it is written. Even foods available at supermarkets may have difficult to pronounce words.

Influenced by culture, language has impact on an individual's perceptions and conceptualizations (Samovar, Porter and McDaniel, 2007) and the way words are pronounced by people in a certain country may not be the correct way but since that is the way the general public says them, they become the accepted ones.

2.2 Breads and Cakes: Food Semantics

Words convey different meanings to different people of various backgrounds and in different contexts (Samovar, Porter and McDaniel, 2007). If a learner is asked to look at recipes or food items, the construction of understanding will be based on the exposure that the learner has had at home or in social circles.

One can begin by looking at simple recipes for young learners, preferably one that is bread-related and one cake related. It is best to explain various breads such as buns, pancakes, garlic bread, brown bread, croissant, crepe and so on. Are there differences between these breads and perhaps, a little history about the regions of origin?

Indian breads include chapatti, naan, paratha and one popular 'bread' in Malaysia is the 'roti canai' believed to have originated from the Indian paratha. A popular French bread is the croissant and then there is the Mexican tortilla and the Italian pizza. We have the crepe, bagel, pretzels to name a few more. Variously named, these breads have found their way into the hearts of people all over the globe.

Cakes, like bread have flour as its basic ingredient. Cakes are popular among school-goers in the country and many can tell a swiss roll from sponge cake, or a fruit cake from a moon cake. Often, each festival in the country has certain 'foods/cakes' that are made or baked during the occasion.

With the rise of masterchef and other cooking shows, there is an increase in viewership as well as interest in baking, cooking and steaming foods. These shows are excellent for the viewer to learn new words, recipes and dishes. A segment can be played in the techo-equipped classroom whereby the student pays attention to the video clip as part of the assignment required to be completed by him or her.

2.2.1 *The Humble Pancake and the Arty Pizza*

Let's look at what the researchers call the humble pancake. How would the pancake help in an English lesson? For starters, the basic pancake has simple ingredients comprising of the following:

1. *self-rising flour*
2. *egg(s)*
3. *salt*
4. *sugar (to taste)*
5. *butter, melted*

6.   *olive oil*
7.   *vanilla essence (for the sauce if you plan that)*
8.   *cocoa powder*
9.   *honey/maple syrup*

Why the researches have labelled the pancake 'humble' is pancake can be plain as well as have many a filling, and pancakes may go with various sauces or syrup, popularly maple syrup.

The pizza dough ingredients are basically:

1.   *yeast*
2.   *sugar*
3.   *warm water*
4.   *all purpose flour*
5.   *salt*
6.   *olive oil*

Then one adds on onions, garlic, tomatoes, red and green peppers and whatever one desires as toppings. The fact that the ingredients are what the children know and see on a daily basis makes it less intimidating for them. Young students typically may get interested in making their own breads, pancakes and pizzas. On an advanced vocabulary context, the facilitators could graduate to crepes, flan and pies.

2.2.2   *Cake Capers*

Similarly, let's look at what people call the 'pound' cake. Traditionally, one pound each of four ingredients: flour, butter, eggs, and sugar went into its making. These cakes are usually baked like a loaf, and that may be served with powdered sugar or some icing.

Sometimes, in Malaysia, there is a tendency to call a similar pound cake by other monikers.

The marble cake (Reekie, 1977), for instance is hugely popular and the ingredients are:

1.   *butter or margarine*
2.   *sugar*
3.   *eggs, lightly beaten*
4.   *self rising flour*
5.   *vanilla extract*
6.   *cocoa*
7.   *warm water*

One can add on ingredients for the icing, if needed.

Never-fail sponge cake (Reekie, 1977: 11) this can be baked easily by anyone. These are the ingredients:

1.   *1 cup sugar*
2.   *3 large eggs*
3.   *4 tablespoons butter*
4.   *3 tablespoons water*
5.   *½ teaspoon vanilla extract*
6.   *1 rounded cup flour*

To finish:
1.   *3 tablespoons jam*

2. *confectioner's sugar, sifted.*

Once the basic ingredients are understood, then one can move to the measurements, in terms of teaspoonfuls, tablespoonfuls, cups, pinch, etc. An abundance of vocabulary can be found there too and can extend to the utensils and equipment used and the verbs needed such as whisk, whip, mix, beat, bake and so on. The verbs come in handy when looking to teach a child or a young student the concept of 'processes', which will be elaborated further in the paper.

Where cakes are concerned, it is also interesting that many love cakes and/or cupcakes and muffins but often cannot tell the difference between cakes and muffins. Muffin is generally considered a type of bread and cakes are well, cakes (https://www.diffen.com/difference/Cake_vs_Muffin). It would be worthwhile to teach words related to both (Spoon University, 2015) through a table as shown below.

Table 1: Differences between Cakes/Cupcakes and Muffins

	CAKES/CUPCAKES	MUFFINS
Added ingredients	Traditional cakes do not contain nuts and fruits.	Traditional muffins are made of berries, nuts and fruits.
Leavening medium	baking powder, baking soda.	Baking powder, baking soda. Does not contain yeast (except English muffins).
Frosting	Cakes can have frosting on top.	No frosting on top but can be glazed.
Flavours/Varieties	Cakes can be made out of virtually any flavour.	Plain, blueberry, orange-cranberry, chocolate chip, carrot, lemon-poppy seed, honey-bran, among others.
Type	Cake is food that is often baked and very sweet. Dessert choice.	Not too sweet – serves as a breakfast meal. Small quick bread.
Basic ingredient(s)	All purpose/self rising flour. Butter.	Sometimes replace all-purpose flour with whole wheat flour, oat flour or even various nut flours. May replace butter with a liquid form of fat, such as vegetable oil.

And of course we can have visuals (Bauer, 2003; Dreamstime, 2010; Krautter, 2015 & Tracy, 2017) as shown below:

Figure 1: Cupcakes

Figure 2: Muffins

2.3   Processes and Preparation: Making Syntax Matter

Once the ingredients are familiar, one can move on to the process of making or baking of various cakes. If one is to refer to a recipe book or search for information on the internet, nothing beats watching the process on YouTube as it is a visual, auditory experience. If the ingredients, all equipment and an oven are available, one can watch and follow the steps. Obviously, such an activity is not always convenient to execute in a classroom so the learners may try the activities at home with a little help from their parents, relatives or older siblings.

More importantly, the pupil learns what happens in a process that is more often than not sequential. Let's check out the pancake making process, followed by the marble cake making process.

2.3.1   Pancake Parlance

Pancakes are about the easiest 'breads' to make as can be seen in the instructions given below (Ronay, 1989: 205):

1. Mix the flour, sugar, baking powder and salt with a whisk.
2. Make a well in the middle and pour in cold milk.
3. Pour in a bit of butter or oil and egg or egg yolk(s).
4. Continue whisking until smooth and frothy.
5. Heat a lightly oiled frying pan over medium high heat.
6. Pour or scoop the batter onto the pan, using the amount desired.
7. Put the pancakes on a plate and serve with honey, maple syrup or sauce that you'd like.

Make as many pancakes as the quantity of mixture allows.

Many actually wonder at the simplicity of the process but that's almost all there is if one dos not want to fuss over various sauces to add to the pancake. Certain verbs like 'mix, whisk, pour, scoop' are learnt and so too nouns like batter and mixture, as well as an adjective like frothy. Often, cultural knowledge can lead to certain health consciousness in children for when students are taught what is good nutrition, the teaching becomes culturally relevant (Pang, 2018). As an example, some societies have pancakes topped with fruit syrups and just cut fruits like bananas as toppings to suggest inculcating some good nutrition sense.

2.3.2   Marble Cake Marvel

The researchers do agree that, while on the topic of nutrition, cakes may come across as 'sinful' health wise but with less sugar and added, cakes can have certain nutritious properties. Marble cake basic ingredients and the process of baking can be applied to other everyday common cakes such as butter cake, star cake, Milo cake, almond cake, etc with some added ingredients. The simple procedure needed to make a marble cake is listed below (Reekie, 1978: 16):

1. Grease a square or circular cake pan, lining the base with greased waxed paper.
2. Whisk the butter and sugar until light and fluffy.
3. Slowly, beat in the eggs. Sift in all the above and a tablespoon of flour into the mixture.
4. Divide the mixture into two parts, adding vanilla extract and flour into one half and cocoa into the other.
5. Put spoonfuls of the mixture alternatively in the prepared pan.
6. Bake for an hour (moderate oven) until golden brown.
7. Leave in the pan for a while and then cool.

In case of adding icing, other ingredients and procedures can be used. Students get to know verbs like 'grease', 'lining' and 'sift' and an adjective like 'fluffy'. They also get to learn that on following steps given, one can actually bake a cake all on one's own.

3.0   CONCLUSION

When the researchers first started out on planning innovative methods of teaching, they took into consideration the 'content' and 'context' of the subject matter, leading them to come up with a topic such as this. Whatever and however food is mentioned, it continues to be a topic of great passion, reverence and debate. Learners will always find new things and different aspects to glean from 'food'.

Educators can look to experimenting with numerous methods and techniques in imparting the basics of English language in an engaging, pleasurable manner. After all, as Dean Koontz, author of gripping thrillers, says "Where there is cake, there is hope. And there is always cake" (http://www.wiseoldsayings.com/cake-quotes/).

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COMMUNICATING IN THE 21ST CENTURY – THE EMOJI MOVIE

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ABSTRACT

Communication has evolved tremendously from the conventional to the new age digital media. From simple words, text messages have now come to include various symbols and icons popularly known as emoji. Emojis are now a familiar thing among all age groups and are used by practically everyone who has access to social media platforms. In the light of the popularity of emojis, a 2017 film release entitled 'The EMOJI Movie' has captured the attention of audiences worldwide. In this paper the researchers explore the nuances of communication through a textual analysis of the film. This film revolves around a cell phone in which lives an emoji named Gene. The many adventures and misadventures of Gene in the film introduces the audiences to numerous information technology (IT) terminology which is in keeping with what today's learners are supposed to be familiar with. Words like "textopolis, bots, instagram, hacker, spotify", etc are used in the film making it easy for the digital-literate audience to connect to the characters and situations in the film. From the perspective of language and communication, the following aspects will be examined i) language functions including the purpose of conversation ii) expressions of emotion and thought and iii) identity construction. In the present education scenario new literacies are the norm.

KEYWORDS: Emoji film, digital communication, language literacy

1.0   INTRODUCTION

Films have always been a medium of construction and generation of ideas and concepts that communicate different meanings to a wide audience. Almost every person has watched several films in his or her lifetime. With the advent of digital media, all one needs to do is download and watch whatever one would like to or one may even directly access them on a certain platform or popular service provider such as Netflix. Today's tech-savvy generation is familiar with all sorts of internet jargon and therefore, when Sony Picture Animation from Columbia Pictures released 'The EMOJI movie' the content of the film was all but familiar to these digital natives.

Largely about a particular cellular phone and its resident icons, that include 'emojis', the movie throws in quite a bit of a 'moral dimension' when the emojis are shown to have their own human-like characteristics. The film plot will be discussed in the coming sections of this paper. In this study, the researchers looked at how communication functions as conversation and can affect one's thought processes and even one's sense of identity. These are portrayed cleverly through some of the 'characters' in the film.

Reel experience can also encourage classroom interaction by breathing some fresh air into lessons in various subjects although given the themes of the conference, a clear example would be the language subjects, particularly the English language (The Star, 2018). Activities that include analysing a film after watching it and argue its strengths and shortcomings can encourage communication among peers.

This paper seeks to provide a textual analysis through which communication patterns are explained and ideas for classroom activities are encouraged, especially for the techno-minded learners.

2.0   LANGUAGE AND COMMUNICATION PATTERNS

According to Google's definition, communication is a 'noun' in which information is imparted or exchanged through the medium of speech and writing. It is also a 'means' by which information is sent and received via telephone lines, computers and other devices (https://www.google.com/search?source). This form of communication has given rise to new vocabularies that are slowly but surely finding themselves

into mainstream dictionaries. Internet related words like web, icon, mouse and a host of other terms are already incorporated into many of the leading dictionaries.

2.1   The Emoji Movie- Scape

The Emoji Movie, directed by Tony Leondis plots how a school boy named Alex owns a smart mobile phone that has a lot of activity happening in its own city of Textopolis where emojis wait to be used for the benefit of the sender and the receiver. Alex is interested in a girl in his class named Addie McCallister, to whom the first emoji he sends, backfires due to the meh emoji's incapability to function accordingly. In fact, trouble began when the wrong emoji gets sent to Addie's phone from Alex's one.

Emojis are a form of electronic communication which are represented by symbols that evoke various emotions and thoughts (https://www.google.com/search?source). In the animation, the emojis eagerly await their turn to be released from their little 'cubicles', which can be also an important indication of the certain emoji's popularity or unpopularity. Among the emojis, a few appear regularly, such as Smiler, who acts as an over seer of all the other emojis. The others are Gene, supposedly an unenthusiastic emoji who unfortunately emotes all that he feels, Hi-5, a particularly over enthusiastic icon; Jailbreak, who, as her name suggests, basically hacks into many computer systems, Gene's parents who cannot escape their own emoji traits and other icons that represent a range of emotions, all coming alive with human characteristics in the film.

Basically, Gene is a 'meh' emoji, an emoji that shows disinterest and is uninspiring but he wants to be able to express everything he feels instead of remaining a perpetual 'meh' character. He gets into trouble after he has a panic attack on being the chosen emoji for a certain expression, and in turn jeopardises the position(s) and existence of all the other residents of Textopolis. Gene escapes and runs into a series of adventures and misadventures, landing in a happy ending where all is restored (Leondis, 2017).

2.2   To Convey or Not to Converse

Human society functions primarily through language as needs and wants and emotions are conveyed through linguistic tools. People interact to fulfil certain needs (Samovar, Porter and McDaniel, 2007). Messages need to be conveyed and conversations need to happen. In an increasingly tech-toned environment, these messages are not conveyed or spoken in too many words. In fact, in the Emoji movie, although there are several conversation pieces, the boy Alex and his friends and classmates do not converse much and yet there is interaction taking place, and this interaction is taking place through the use of texts and emojis.

The emoji in charge of Textopolis rules the city within Alex's smartphone with an iron fist, yet Smiler, apparently the original emoji, is always smiling, and doing it broadly. It is interesting to note that behind the extravagant smile that Smiler permanently dons, there are tones of anger, frustration and heartlessness when she deals with the other emojis and icons who do not live up to their names. She persistently goes after those who, in her eyes break the rules or need deleting from the work station positions with the help of some vicious looking viruses.

Another major icon, the Hi5, who is considered a 'knucklehead' by Smiler and some others is perpetually on a 'high' and characteristically needs to be happy and is always trying to bring that out in the others. There is a good play of words in the use of the term 'knucklehead' as Hi5 is actually a hand with the expected five fingers that are used for the 'high five' gesture. Hi5 befriends Gene and they end up going on their (mis)adventures together. That also implies the need to preserve their friendship even when Jailbreak joins the two of them. Hi5 looks out for both his friends throughout the journey.

Gene, the major character in the film is a greenhorn who cannot wait to become a working emoji. He begs his parents to let him become a part of the 'working' community where he can be used to project a certain emotion but his father feels that Gene is not ready for 'work' whereas his mother thinks he is ready. Gene assures them that he would make the right faces but their interaction clearly indicates the father's reluctance at letting the son 'work' as he feels that his son has a long way to go.

When Gene and Hi5 first encounter Jailbreak and try to break the ice with her, she is hostile and wants to be left alone rather than converse with either of them. Conversation serves as a basic function of

language (Samovar, Porter and McDaniel, 2007) as can also be seen in the interaction between Gene's parents when they are overwhelmed by their son's responses and reactions. Towards the end of the film, thanks to the 'Gene' emoji, there is a short conversation that takes place between Alex and Addie signifying that Alex finally gets to befriend the girl he has a crush on. It is finally the 'Gene' emoji that makes Addie respond to Alex by her walking up to him and speaking to him. Language therefore is shown to serve cultural, societal as well as communal functions, which communicates empathy, solidarity and other emotions (Samovar, Porter and McDaniel, 2007).

The picture below (Grierson, 2017) shows the three characters on their journey. They are Gene (centre), Hi5 (the hand symbol on the left) and Jailbreak to the extreme right. Also spotted in the picture is the icon Poop, who also figures in the film.

Figure 1: The Emoji Movie Icons

2.3 To Emote or Not to Think

In this film, expression is seen in each emoji character; unfortunately, each is stuck with one expression or each icon is expected to explain or show a certain trait. This is why the lead emoji Gene becomes a 'malfunction' when he is unable to be uploaded to Alex's phone text on being the icon that Alex chooses. Gene is giving open expression to his feelings, yet he is 'punished' for expressing exactly what he feels. Because he fails to 'perform' his duty as a working emoji, he is hunted down by Smiler, with the help of some 'viruses'. In the action–packed scene sequence, it does take some quick thinking on the part of Gene, Jailbreak and Hi5 to avert a huge disaster. The trio then undergoes some pretty 'interesting' situations.

Jailbreak is also an icon who uses her mind to get into the corrupt systems to try to set them right. She is an escapee for she does not want to be confined to the cubicle-like arrangement in Textopolis. Jailbreak being a 'hacker' tries to find a way to help Gene stay on in Textopolis and not be 'trashed' away and deleted.

For the tech-smart young audiences, the movie can be very fascinating as it shows them what they are familiar with. There has been some criticism that the researchers had read about 'product promotion' in the film, such as blatantly advertising for social media apps and platforms such as Facebook, Spotify and Instagram. Despite such criticisms of the film, the mention of familiar concepts and subjects can fascinate the younger viewers.

Anyone who owns a smartphone would for example, be familiar with various apps found in the phone such as Candy Crush, You Tube, We Chat, Just Dance and so on. When on the run from the viruses, the three friends encounter the above mentioned apps and must finally find shelter in Dropbox, another popular icon. There is a scene where Spotify is shown as a flowing river of music which makes them wonder in amazement. That in the film is definitely a great show of the concept of 'streaming'. There are Facebook, Instagram, and all communication that are now available at the click of a button, which are also basic installations in any smart phone. Jailbreak also needs to break the Firewall, which again is a familiar term

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for 21st century learners. The term 'Cloud' is mentioned too, reflecting the actual cloud that one traditionally knows to store water, gases and other substances, to the new term where all information is contained.

Communication is therefore seen as our thought processes and how we conceptualize them through the language of the intellect. This involves creating words and terms for situations as reflected in the jargons above. Certain terms from the film is listed in the table below as they reflect the popular jargons used today.

Table 1: A list of social media related words and terms used in the movie

WORD/TERMS			
Apps	Emoji	Just Dance	Trash
Bots	Facebook	Malware	Troll
Candy Crush	Firewall	Reboot	You Tube
Cloud	Hacker	Spam	Virus
Dropbox	Instagram	Spotify	WeChat

One of the activities that may be carried out in say, an English language class to get the young learners to identify the words from the list that they might know and ask for the meanings of the words. Or learners can be teamed in pairs or threes and choose any two or three words and terms that they may want to explain to the rest of the class.

There are various other activities centred on the above given list that a facilitator can carry out in a learning environment, to encourage various though processes in the learners.

2.4 To Be or Not to Become

The EMOJI movie has an underlying moral theme which screams out to the audience about being oneself. This is cloaked in irony as that is exactly what Gene is not able to be. He is willing to be all else rather than be able to show the multiple emotions that he generally feels and wishes to express. This brings us to the language mechanism that communicates multiple identities and the maintenance of those identities (Samovar, Porter and McDaniel, 2007). Each emoji is contending to defend his or her expression. Even the trolls are shown to be identifying themselves as trolls however negatively viewed by the general populace; and the monkeys, as the monkey icon suggests, are up to some 'monkey' business.

There are some funny moments in the movie which can be enjoyed if the audience are familiar with certain information technology terminologies. For those not familiar with certain terms used in the film may learn a new thing or two.

Jailbreak is precisely named as she has had to break out of her comfort zone, being the smart person that she is. There are things that she wants to do and pursue rather than just play the original princess, the icon on the phone that she represents.

Hi5 is pleasantly surprised to know that she is actually the princess. In one of the scenes, Jailbreak is expected to do a dance, something she is uncomfortable doing despite her 'princess' stature, although she does enjoy the dance with Gene when she has no choice but to dance her way to safety. Her awkwardness at being found out that she is a princess is contrasted with her on-the-move hacking skills, which she is adept at and therefore completely at ease with. Jailbreak here communicates her identity which basically is a highly tech savvy princess with hacking skills.

After her interaction with Gene, she tells him towards the end that she likes him just the way he is. In fact, she is so confident about herself that she actually expresses that she is not some princess waiting around for her prince as she could be a princess in her own right. Hi5 mentions to gene to express his feelings for jailbreak while he still could as they were all in danger of being removed from Alex's phone.

Gene, whose parents love him and accept him for what he is takes the risk of letting him find himself. They are heartbroken not knowing where their child is after the 'work'; debacle, and often go off on guilt trips but they do not give up and go in search of him. Gene's mother misses him terribly when she spots parents with their child walking about in Textopolis.

Gene goes through a series of episodes where he learns to appreciate Hi5's friendship and, despite the odds, goes looking for Hi5 and rescues him from the trash, when in the course of their adventure, Hi5 was pushed into the trash as he is now an obsolete icon.

Gene also learns to appreciate Jailbreak who eventually does all she can to ensure that Gene and all the others are not erased from Alex's phone. In the final analysis, the malfunctioning Gene who has been a misfit and been wanting to 'fit in' finally realizes that it is okay to be himself, especially since he is liked for being the way he is. Gene's realization that being oneself is not a curse but a blessing redeems him in the film.

Identity therefore is a very important component in communication as often, we behave the way the society and the cultural milieu expects us to act. The researchers think that is perfectly alright as long as these help to enhance one's self worth and does not lead to putting up of a false front. However, often people are expected to mask their emotions in the interest of the family, community and the organization they work in.

Sometimes, anger and frustration are not expressed or even allowed to be expressed. This film, in the end subscribes to the fact that one should be happy just being oneself. This intra-personal communication to be comfortable with oneself is a way of redeeming oneself (Devito, 2009).

One of the ways to get learners to communicate better with themselves and their peers, who can be from various and multiple ethnicities would be to learn about the others in terms of the 'otherness' of culture and traditions thereby allowing them more interaction by way of asking questions (Pang, 2018).

3.0   CONCLUSION

This research involved the watching of the Emoji movie a couple of times to get what can be applied to a learning environment. There were of course multiple things to consider in the film but the language and communication seemed the best to work on as the film involves a whole cast of characters and their relationship and interaction with one another.

Communicating with others is important when one wants to avoid misunderstanding. Smiler from the movie refuses to understand that an emoji like Gene cannot be expected to show the emotion he is expected to show when he feels a whole range of emotions. That is why she insists on deleting what she calls a 'malfunction' rather than perhaps give him a chance to stay on and improve.

Learners must be encouraged at all levels to not be afraid of communicating with other learners, their facilitators and even themselves. Often, many education institutes place emphasis on soft skills, which are now becoming important sections in a work 'resume' for more communication skills are needed at various levels at the workplace. However, communication needs to happen in the home first, which is why even early childhood centres encourage parents to sit in when a child is learning a new skill at the centres.

Communication skills are not just limited to interaction between people but also encompasses the ability to express oneself well. Language learning is also a key to better communication skills, whatever the language learnt.

It is therefore important that educators ensure that the learners are well rounded in terms of interactive skills and other soft skills. One of the ways to do that is to actually bring in to the classroom materials that the learners are willing to learn and experiment with. Now with the amazing plethora of digital tools available, new literacies such as video and movies is the way forward.

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ASSESSING THE INTERDEPENDENCE OF SSC EFL TESTING, TEACHING AND MATERIALS: AN EVALUATION OF SSC CURRICULUM

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ABSTRACT

Secondary School Certificate (SSC) is an "O" level equivalent test in Bangladesh. This high-stakes test is a final achievement test which is centrally arranged in every year where over one million test takers take part under eight education boards through the country. Despite the introduction of Communicative Language Teaching (CLT) since late 1990s in Bangladesh, the CLT principles are ignored in teaching and testing in Secondary level English classes in Bangladesh. Numerous studies report that SSC EFL tests have harmful backwash effects as teachers and learners have become "test-wise" which is a sign of the deviation from the SSC curriculum guidelines. It is further criticized that SSC students and their teachers extremely depend on commercially published Note/ Guidebooks although there are two officially published textbooks known as **English for Today** (English 1st Paper) and **English Grammar and Composition** (English 2nd Paper) *edited by National Curriculum Textbook Board (NCTB). We also observed that SSC EFL tests do not include Speaking and Listening skills tests though the operational SSC English curriculum recommends that four major language skills e.g. Reading, Writing, Speaking and Listening skills have to be taught and assessed. Present study was designed to appraise the interdependence of SSC EFL testing, teaching and materials in the light of the guidelines of SSC English curriculum. In this study we used three methods namely questionnaires (for teachers and students), document analysis , past test papers analysis to gather data . The analysis of the data revealed that SSC EFL tests devastatingly affect teaching at SSC level and SSC EFL tests overwhelmingly influence teachers and students when they select reading materials. It is also found that neither the curriculum nor the education policy is followed in the classroom teaching. Exam centric teaching is prevalent everywhere. We noticed a mismatch among the mandated curriculum guidelines, classroom teaching and the teaching materials used what could foil the endeavor to achieve the objectives of the secondary English curriculum effectively. This study recommends some specific measures including the reformation of SSC EFL testing.*

Key words: Testing, Materials, Curriculum, Evaluation

1.0. INTRODUCTION

The documents of National Curriculum and Textbook Board (NCTB) claim that Communicative Language Teaching (CLT) is the functional teaching approach in Bangladesh at Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) levels since late 1990s. In Bangladesh, SSC is a "O" level and HSC is "A" level equivalent courses of study. English language testing and teaching methodology is supposed to uphold CLT principles as communicative language teaching approach is in action in Bangladesh. It is expected that English language teaching materials have been developed in line with CLT principles, teaching is carried out following the CLT guidelines and tests are developed to evaluate communicative competence. However, the implementation of CLT in secondary and higher secondary levels has been questioned by numerous researchers ((see Billah, 2015; Ali & Walker, 2014, Hamid & Baldauf , 2008; English in Action. (2010); Haider & Chowdhury (2012); Kabir, 2015a)

Some studies find that teachers are not trained enough to implement CLT. While a good number of studies have identified faulty testing system is thwarting / foiling the implementation of CLT. They argue that SSC EFL tests lack validity and reliability (see Kabir, 2007; Kabir, 2008; Kabir, 2009). In addition to that, the test items are very much predictable and it significantly contributes to the harmful backwash. In effect, teachers daringly narrow the curriculum and only some commonly found (which are regularly tested) items they tend to teach in the classrooms and learners also study following teachers' strategy what seriously restrict learning. Securing impressive grades is the motto of everyone. We reckon, in this race, CLT principles are sacrificed. As SSC is a high-stakes test, it has substantial effect on teaching and learning. It is massively noticed that all effort is given to ensure good grades where achieving communicative

competence is undermined. Good results are the desire of all main stakeholders. The total educational arrangement is test centric. Whether the curricular objectives are achieved or not that is rarely considered. A crazy competition is prevailing in our society to secure good grades where teachers, students, school authority, guardians and other stake holders join their hands.

Another group of researchers identified that textbooks published by National Curriculum and Textbook Board (NCTB) are not being properly used in the classroom teaching. NCTB has developed two English textbooks i.e. *English for Today* and *English Grammar and Composition* for the students of SSC level. These two books are developed in the existing CLT based curriculum. Tasks and activities are designed there to promote communicative competence. We noticed that teachers do not use these textbooks properly in the class. Even the students are not interested to use those. Instead, they all prefer to use commercially published guidebooks as they contain so called model questions (question following the patterns of SSC EFL tests) which are developed in line with SSC tests. Test centric teaching and learning prevail through the academic session what is known as "the teaching to the test". This tendency or practice certainly undermines communicative teaching and learning. As a consequence, students' communicative competence does not develop.

1.1 Rationale of the Study

We have observed that two vital language skills namely Listening and Speaking are neither taught nor tested at SSC level. Whereas it is officially claimed that CLT is functional in secondary level education. We have to acknowledge that there exists a very intricate relationship between testing, teaching and teaching materials in a teaching paradigm where CLT is functional. All of these three vital components mutually contribute to each other to make CLT effective. Unless they are well corresponding and integrated a curriculum may fail to achieve the desired goals and objectives.

1.1.2 Significance of the Study

Very naturally it is perceived that an interdependence is supposed to prevail between SSC EFL tests, teaching and teaching materials. In this study we endeavor to examine nature of this stated interdependence. So far our knowledge goes this degree of interdependence is not studied though there a good number of researches on all of the above individual components i.e. testing, teaching and teaching materials. That is why it is expected that this study will benefit our entire education administration.

1.1.3 Research Questions

The following research questions have been framed to investigate the level of interdependence of SSC EFL testing, teaching and teaching materials:
   a) How do SSC EFL tests influence classroom teaching and selection of teaching materials?
   b) How are the SSC EFL tests, teaching and teaching materials used at SSC level related?

2.0. LITERATURE REVIEW

It is curriculum that states the purposes of an educational programme and according to the purposes a detailed plan is laid out to implement the programme where the users of the curriculum are informed about the teaching contents and methodology of teaching. In addition to that, it states the assessment policy. Nunan(1988:158) maintains that a curriculum is the " principles and procedures for the planning ,implementation and evaluation and management of an educational programme". Candlin(1984) suggests (as cited in Nunan (1988:3)) "that curricula are concerned with making general statements about language learning , learning purpose and experience , evaluation, and the role relationships of teachers learners"
Richards, Platt and Weber (1985:70) hold that curriculum refers to "an educational programme which states:
   a) the educational purpose of the programme
   b) the content , teaching procedures and learning experiences which will be necessary to achieve this purpose
   c) some means for assessing whether or not the educational ends have been achieved".

2.1 Teaching Materials for SSC students

National Curriculum and Textbook Board (NCTB) is responsible to develop textbooks to carryout teaching and learning activities smoothly in line with the present CLT based curriculum. ***English For Today*** (English 1ˢᵗ Paper) and ***English Grammar and Composition*** (English 2ⁿᵈ Paper) are developed by NCTB for SSC students. Though it is expected and suggested that authentic materials (where necessary) have to be used for teaching purpose , most of the time teachers and students prefer to use guide/note books or sometimes NCTB textbooks. However, Shaha (2010:iii) reiterates that " the English For Today textbooks have been developed to help students attain competency in all four language skills, i.e. listening, speaking , reading and writing . The contents and illustration of the textbook have been developed in order to suit the learners' age and cognitive level". So, it is understood that the NCTB experts designed the textbooks as the effective tools of teaching and learning language with a view to achieving SSC curricular goals.

We are informed that SSC is a public exam which is centrally arranged by the Ministry of Education after the completion of a two years' intensive teaching. Teachers have to complete SSC English syllabus and prepare the students for the final (SSC) test. The nature of the test suggests that SSC is a kind of achievement test as it is "directly related to language courses" and its purpose is to "establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives" (Hughes,2003:10).

2.2 Achievement Test

"Achievement tests measure success in achieving objectives and are directly related to language courses followed" (Johnson and Johnson, 1998:4) . Experts classified achievement test into two types – a)Final achievement test and b)Progress achievement test. It is understood that SSC EFL test is a final achievement test because "final achievement tests are those administered at the end of a course of a study" (Hughes, 2003:10).

2.3.Relationship between Testing and Teaching

In Communicative Language Teaching , Breen and Candlin (1980:99) suggest that teachers may play three key roles . The first role "is to facilitate the communication process between all participants in the classroom.." the second role is " to act as an independent participant within the learning – teaching group" and the third role is "that of researcher and learner". Carroll(1980:5-6) finds " the interactive relationship between the language programme and the testing system , and their mutual derivation from an analysis of the learner's communicative needs".

Traditionally, the entire education system of Bangladesh is teacher centric. Our age old learning/teaching culture that we have inherited has taught us to accept teacher as "master". In general our people are yet to realize the importance of learner autonomy though officially CLT is accepted as a language teaching approach in this context. It has to be acknowledged that the high rate of illiteracy and English phobia has made English language learning an uphill task. The ever rising demand of English proficiency in the job market and young people's growing tendency to migrate in the advanced world especially to the BANA (Britain, Australia & North America) countries have had a huge impact on English teaching and learning. The overwhelming majority depend on teachers for formal and/or informal learning to improve their English language skills. On top of that English language teaching and learning at school and college levels is entirely controlled by teachers. We have already stated that SSC exams are arranged centrally after two years of teaching at class IX and X. It is expected that teachers will prepare students in these two years for the final achievement test, i.e. SSC. Hence there exists an intricate relationship between teaching and testing in the context of Bangladesh.

We reckon, in above context, exam plays an important role .It has certain effects on teaching and learning which is known as "backwash" or "washback". In the succeeding section we make a discussion on washback with view to exploring the term and to recognize its existence in our education system especially at SSC level.

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2.4. Washback

It is generally perceived that tests have positive/negative influence on teaching and learning. This influence or effect of any test is known as washback or backwash. So, washback denotes the effect of examination on classroom teaching and learning. The effect "may be beneficial , for example , when a test leads to improvement of syllabus and teaching. Negative backwash may occur when the test inadequately reflects course objectives, but exerts an influence on what is taught", Johnson and Johnson(eds) (1998:270). Watanabe, Y. (2004:19) assumes that ''washback is a highly complex rather than monolithic phenomenon''. Bailey,1996; Cheng,1997; Watnabe,1996b; Chih-Min Shih, 2010; have found that washback has influence on various aspects of learning and teaching

Washback is accepted as the direct impact of testing on individuals. Surely, washback is a complex phenomenon. Most testing experts agree that high stakes tests may generally have harmful backwash effect. If test items are predictable, certainly the test will result in harmful backwash. As a consequence the test will adversely affect teaching and learning. The very definition of washback indicates that tests may have positive or negative effect on teaching and learning. If a test is a kind of achievement test , it will certainly effect teaching materials.

2.5 Test's Impact on Materials

Achievement tests like SSC are closely linked with classroom teaching and teaching materials. In the previous section we have mentioned that SSC level students are supposed to follow NCTB textbooks. Besides using these prescribed textbooks both students and teachers are found to use commercial guide books / note books. Numerous reports suggest these commercially published books are greatly admired by the teachers and students for their utilitarian value. They contain sufficient numbers of model tests following SSC question pattern and their solution . Teachers get some readymade teaching and testing materials which save their time and labour to a large extent. Students also greatly appreciate those notes as they can use theses for test taking purpose. Each and every note book guarantees A+ (Golden A+) grade, highest SSC grade for the probable users. So students are greatly allured / provoked to procure those expensive note books. Justifiably, present SSC EFL tests influence the selection of the materials that the teachers and students use. Most teachers depend on the commercial materials to unburden themselves from their professional burden and to perform better in the classrooms.

Teachers' unwillingness and unpreparedness, business issue and some other contextual limitations encourage them to use guide/ note books. The ground realities have necessitated them to choose these commercial books instead of NCTB textbooks. As a consequence teachers are also bound to use those materials though it is unlawful to use in the classrooms. Formal textbooks which focus on developing communicative English are kept aside and teachers and students entirely depend on different commercial books.

3.0. METHODOLOGY

The current study included basically two methods i.e questionnaires (for teachers and students) and document analysis and past test paper analysis. By employing the above methods this study tried to ascertain the interdependence of SSC EFL tests , teaching and selection of teaching materials used. This case study incorporated both qualitative and quantitative perspectives to allow for a more robust data set.

3.1. Context

This study was conducted in Chittagong city, one of the major cities of Bangladesh which is under Chittagong education board. We chose three government and five private secondary schools randomly among them two were girls' and rest of them were boys' schools for collecting data. Government schools are exclusively controlled by the government and very small in number whereas the nongovernment schools are administered by the concerned school authorities and these are also partially funded by the government and they are the majority in number .However, both types schools have to comply with the government directions. We basically adopted a mixed-method approach in this study.

3.1.1 Methods

3.1.2. Respondents

The current study was conducted with 12 teachers from 8 secondary (high) schools 30 SSC students from those schools. All teacher respondents are engaged in teaching with an experience of minimum 15 years to maximum 32 years .And student participants are from class-X (SSC examinee) comprising both boys and girls.

3.1.3. Instrumentation and Data Collection

Two questionnaires constituting 12 items were employed to collect data from teachers and students. The items of the questionnaires were concerned with textbook used, tasks and activities practiced in classrooms , teaching materials other than the NCTB textbooks and language skills taught in the class.

In addition to these questionnaires we analyzed SSC English Teacher's Curriculum Guide (TCG) , two previous SSC test papers(2016 and 2017) .The TCG contains objectives of the curriculum, teaching methodology, sample lesson plan, assessment policy, etc. The analysis of the previous test papers helped us understand the nature of the test.

3.2. Data Analysis

In the above section we have mentioned that 12 teachers and 30 students were interviewed to determine the level of interdependence between testing, teaching and teaching materials. Furthermore, we analysed TCG and previous year's SSC question papers . The analysis of TCG helped to discover education Ministry's guidelines for teaching and teaching materials .On the other hand , the analysis of the past test papers showed what skills are tested and what type of items are usually chosen for the test. The subsequent discussion is made on the findings through analyzing the above mentioned data . The discussion is presented here in accordance with the research questions where the findings are noted and excerpts from different data sources are inserted as evidence.

3.2.2. Past test papers analysis

SSC English 1ST Paper test covers reading and writing skills. In writing five types of tasks such as writing paragraph by answering questions, completing a story, describing graphs and charts, writing informal letter/ Email and dialogue writing are included.

SSC English 2ND Paper mainly tests grammar and writing skill. The grammar section comprises of gap filling with clues and without clues, substitution table, right forms of verbs, reported speech, changing sentences, completing sentences, tag questions, sentence connectors, punctuations, etc. The composition items include writing CV with cover letter, writing formal letters/ Emails, paragraph writing by listing/narrating/comparison and contrast/ cause and effects, and composition writing.

If the total marks distribution is calculated one will find that 90 marks is allocated for writing skill test , 60 marks for grammar skill while 50 marks for reading skill test. So it is understood that SSC English syllabus and tests consider developing writing skill as the most important language communication skill.

We have analyzed the SSC question items of the year 2016 and 2017.We found that there is no existence of listening and speaking skills tests. There are basically three areas – reading ,writing and grammar . Writing part is getting preference in the test of both papers. Most of the writing items are copied from previous year's question papers. Topics of essay, paragraph, letter, e-mail, dialogue and story writing are regularly repeated. The topic that Chittagong education board set as dialogue in 2016 was :
 Write a dialogue " between two friends about their preparation for the SSC examination". It is found that this topic was also set in letter writing part .

A dialogue on *tree plantation* is set by Chittagong education board in 2017 which also set by Sylhet education board in 2016.

The analysis of the past exam papers showed that this item is also repeated regularly in different boards' questions in different academic sessions. Some of such evidences are presented below:

i.   Write a letter/ Email "to your friend congratulating him /her for excellent results in SSC examination". It is set 15 times in different education boards' questions since 2004.

ii.   Write a letter/ Email "to your friend telling him /her you intend to do after SSC examination". It is set 13 times in different education boards' questions since 2006.

Write a letter/ Email "to your friend telling him /her the importance of reading newspaper regularly". It is set by Chittagong education board in 2009,2013, 2016 and by Jessor board in 2013.

We found that the following stories were set more than once by different education boards:

i.   The story of " a witty crow…" is set by Chittagong Board in 2016 & Sylhet Board 2017.

ii.   The story " Unity is strength…" is set by Rajshahi Board in 2015,Cumilla Board 2017 & Sylhet Board 2017.

iii. The story "S…low and steady wins the race …" is set by Dhaka Board in 2017 & Sylhet Board 2016.

A job application with CV for the post of an assistant teacher is set in 2015 is set by Chittagong education board in 2015 .The analysis of different year's question papers has revealed that this same item has appeared six(6) times in different education board's question.

In the question of Chittagong education board in 2016 students were asked to write a job application with CV for the post of a " Medical representative" which was set twice by others.

The 2nd task is letter or Email writing. Here I desire to justify how far this task is incongruence with communicative language testing.

i.   In 2015 Chittagong education board asked the SSC candidates to write "a letter for financial help/ full-free studentship" .This item was set twice( ) .

ii.   In 2017 Chittagong education board asked to write "a letter to enhance library facility" which was also set two (2) times.

The third item is to compose a paragraph.

i.   In 2015 Chittagong education board asked students to write a paragraph on "A Farmer / Life of a Farmer" which was also set four(4) times ( )

ii.   While "Traffic Jam" and " Benefits of Early Rising" were set in 2016 and 2017 respectively. However, these two were not repeated in the recent past.

Composition writing is the fourth and final writing task of English 2ND Paper.
 "Your Hobby", "Use of Computer in everyday Life" and "The Season I like Most / Spring" were set respectively in 2015, 2016 and 2017 by Chittagong Education Board. The first topic was repeated twelve(12) times, the second one was repeated(4) four times and the last one appeared (9) nine times in the same test.

So it is clear to us how frequently different items are repeated in SSC and we can assume this tendency will lead to harmful backwash.

3.2.3. Analysis of the Curriculum

SSC Curriculum:
In Bangladesh, a Communicative Language Teaching (CLT) based curriculum has been in action since 1995 which replaced Grammar Translation (GTM) based language teaching method. The present curriculum considers English as a "skill-based" subject whereas the former one considered English as "content-based" subject.

The Teacher Curriculum Guide (TCG) records that SSC English curriculum is designed to achieve the following objectives:

1. Learners will acquire competence in Listening ,Speaking, Reading and Writing skills.
2. Learners will be capable of making effective communication in real life situations at pre intermediate level.
3. It will develop creativity and critical thinking through English language.
4. It will make learners skilled human resources by developing English language skills…

The curriculum suggests the SSC level students that ….
" you can listen to a person speaking English and understand what he/she is saying; you can read something and you understand what it is about. Also you can take part in a conversation / discussion and you can express your ideas /feelings; etc. in speaking or in writing. All these functions you can do in English, that is ,you can communicate in English"(P-xiii-xiv). So here English is considered as a skill based subject and language skills have to be developed through practices.
Also the National Curriculum 2012 states that "the curriculum focuses on teaching- learning English as a skill based subject so that learners can use English in their real life situations by acquiring necessary knowledge and skills ,learning about cultures and values, developing positive attitudes ,pursuing higher education and finding better jobs, nationally and globally "(p-73).

3.2.4. Questionnaires analysis

In order to answer the stated research questions we used questionnaires for teachers and students besides document and past test paper analysis. Both the participants shared their experience, views and opinions regarding the influence of SSC EFL tests on classroom activities. In response to a question 88% of them responded that teachers use commercial guide books in the class instead of NCTB textbooks as the commercial guide/note books are more useful than NCTB textbooks. None of the teacher and student participants said that they used NCTB published *"English Grammar and Composition"*(English 2nd Paper textbook). However, 18% of the teacher participants said that they prefer textbook (*English For Today*) to guidebooks because it is prohibited to use guidebooks in the class.
We also asked a question to the teachers to explore the reason behind using guide-books. Teachers opined that NCTB textbooks do not contain sufficient test items for practicing .They replied that " As the NCTB books do not contain sufficient exercise in line with SSC EFL tests , I cannot but suggest students to buy those". Another teacher said that "Our main goal is to ensure good result in English. Without these guide/note books it is impossible"
On the other hand only two respondents replied in different manner.
One said " It's illegal to use guidebooks in the class" .Another replied " NCTB books are written by experts .So they are better".
From the responses of the student participants we were informed that guide-books are very much popular among them.They all highly admired the guide-books for their effectiveness. They cannot even think of appearing SSC examination without using guide-books.
One said " It is needed to do well in the examination".
Another participant said " There are model tests in guidebooks'' and " teachers use it .So I need it to follow the class".
We asked the teachers how guide-books can help students. The participants said that it is a very crucial learning aid for the students. They all need to prepare for the SSC exam. They like it because :
"test items , especially the writing part is predictable. So, students prefer to memorize some predictable items".
Another teacher said " most of the questions are set from previous year's question .Our duty is to make sure that they can answer all the questions".
Students also consider guide/note books as indispensible part of their academic life. They tremendously like it for its utilitarian value. They opined that the contents of the guide/ note books are chosen in line with SSC EFL question patterns. They not only contain model questions but also provide answers to those questions. Some of the participants argued like these:

" we memorize the answers to the probable questions which helps us to get A+"

" guidebooks are helpful. We get ready answer there"

" textbooks are not useful, guidebooks are valuable for exam"

We also asked the participants what skills are taught and practiced regularly in the class. Teachers and students alike replied that SSC EFL tests test only Reading ,Writing and Grammar skills. Neither Speaking nor Listening skill is included in the test. So these two skills are hardly taught in the class. None shows interest in these two skills.

One student participant said that "SSC exams don't include Listening and Speaking skills .So we do not spend time practicing these skills in class".

Another one replied : " Our target is to obtain A+ . So don't waste time practicing Listening and Speaking skills". It was found that all of the student participants considered Listening and Speaking are unnecessary language skills .

We found that even most of the teacher participants do not feel that Listening and Speaking skills should be taught. Their line of thought is similar to that of students'. They also feel that the skills that are not tested should not be seriously taught. Their total attention is on Reading and Writing skills which are tested. They are even under some pressure from different corners. One said that " No student/guardians/ school authority want that I should teach Listening and Speaking skills because in SSC they don't need to answer anything on Listening and Speaking skills". Another teacher said " I might face resistance from authority if I teach Listening and Speaking skills". However, one participant said that " There is no environment to teach Listening and Speaking skills in my school".While one teacher "The class is very big , we don't have sound box".However, three teachers said that they sometimes arrange listening and speaking sessions in the class.

We wanted to know whether Teachers prepare class lecture .They acknowledged that it is not possible to prepare the class lecture. They don't have available resources around them. It consumes a lot of time. They argued that " we don't need to prepare lectures as we get them ready in guidebooks"

"We practice guide books model test all the year round and prepare our students for test"

Three respondents said that they prepare lectures sometimes , not always.

4.0. SUMMARY OF THE FINDINGS

The findings of the study indicate that SSC tests have a harmful impact on teaching and selection of teaching materials. As everyone's interest lies in final results, test taking strategies receive total attention .This tendency deviates the teachers and students from their professional duty and responsibility. Although NCTB textbooks are given to every student free of cost in the beginning of the academic session, students and teachers prefer the expensive commercial guide books as they contain model test questions which are very much helpful for SSC test preparation. As most test items can be predicted and guide books contain their answer these books are tremendously popular among the users. We can presume an overwhelming effect of SSC test on our entire educational arrangement. Test centric activities dominate that is why teaching to the test is feared .The above test pattern encourages students and teachers alike to procure commercially published guidebooks. Due to present test nature two vital language skills i.e. Listening and Speaking skills are ignored though they are crucial for developing communication skills. This study found an intricate relationship between test, language teaching and selection of teaching materials. Indeed, the relationship is elaborate and multifaceted. We understand every academic activity is test centric. We are convinced that SSC EFL tests have powerful control over teacher's teaching, learning and selection of materials. Nevertheless, here the power of test is abused.

From the above data we answered to the research questions in the following section :

Research Question 1: How do SSC EFL tests influence classroom teaching and selection of teaching materials?

Answer: The teachers and students' interview responses revealed that present SSC EFL tests immensely influence teaching and the selection of teaching materials. Present SSC English tests include merely writing and reading skills test. Despite the curriculum state that all four major language skills should be taught and

tested , from the interview responses and past test papers analysis we come to know that Speaking and Listening skills are not taught and teaching aids on these skills are also not available . One of the objectives of learning English in SSC level is " to acquire competence in all four language skills , i.e. Listening, Speaking, Reading and Writing". However, a contradictory picture is seen when the interview responses and past test papers were analysed. So a detrimental influence on teaching and selection of teaching materials of SSC EFL tests is detected.

Research Question 2: How are the SSC EFL tests, teaching and teaching materials used at SSC level related?
With a view to answering the above research question we interviewed teachers and students .As SSC is an achievement test and CLT principles have been accepted to teach English in Bangladesh, it is reasonably accepted that both teaching and testing will follow CLT based curriculum guidelines and teaching materials are to be chosen following the education policy.From the interview responses we have got data which are incongruous with CLT .Tests exert an immense influence on teaching and selection of teaching materials. It appears that achieving good test scores is more important than developing communicative competence. Top most priority is given on results. Teachers dedicate their total teaching to make students "test wise". We presume that a bad test leads to ineffective and poor teaching and it also influences on the selection of inappropriate teaching materials.

4.1. Recommendations

The analysis of the above data of the current study revealed that there exists a mutual relationship between SSC EFL tests, teaching and teaching materials. However, this link between them is not at all as per the SSC curricular guidelines. We found it is having some detrimental effects on our education system. We recommend the following measures to improve the existing undesirable condition of our education system:

i) Present SSC EFL tests have to be reformed following the curricular guidelines.
ii) Measures have to be taken to ensure beneficial washback.
iii) Authentic tasks should be chosen for teaching.
iv) Classroom activities have to be closely monitored by the competent authority to ensure that the curriculum is properly followed.
v) NCTB textbooks should contain sufficient practice items to promote communicative competence.
vi) Four skills have to be taught and tested at SSC level.

5.0. CONCLUSION

Though the study involve a very small data , we understand that SSC EFL tests have a very damaging influence on teaching and selection of wrong teaching materials. It seems that the objective of teaching and learning of English is to ensure a good grade at secondary level education what is a clear deviation from SSC English curriculum . In this race of obtaining good grades in SSC test, we reckon , the curricular goals and objectives are ignored and test centric teaching-learning activities are getting preference. It is the predictable nature of SSC EFL tests which is blamed for this damaging practice. We assume that only good tests can ensure good teaching and selection of appropriate teaching materials what present SSC tests fail to ensure.

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When asked "What books teachers mostly used in the class and why?

##In response to the following question**: "Why do you suggest students to procure guide books in spite of having NCTB textbooks?**

Why do you use guide books and spend time in test preparation?"

Do you practice Listening and Speaking skills?

Do you prepare your class lecture?

IMPROVING STUDENT'S SPEAKING SKILL THROUGH JUZZ 'AMMA LITERAL TRANSLATION

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ABSTRACT

This study aims at investigating the improvement of students' speaking skill through Juzz 'Amma literal translation on English day program. In order to fulfil this purpose, thirty six of tenth grade students were participated as samples. The investigation is carried out in the Class Action Research at SMKN1 Anyer, grade X, for Chemistry class. The using of Juzz 'Amma Literal Translation is to improve their speaking skill so they can obtain a better score in speaking test. This study is carried out in three cycles, first cycle was conducted in two meeting, second cycle was conducted in two meeting, and third cycle was also conducted in two meeting. The result of each cycle showed the inprovement after implementation of the action. The mean score of students before the action was 63 for all aspect. After the process of implementation, this number increased. The main score after the action in cycle 2 was 75. The mean score after the action in cycle 3 was 84. The results suggested that low-proficiency learner's benefit from first language usage, where high-proficiency students seem to both prefer and benefit, but that is crucial for teachers to know their students' level and when to use Juzz 'Amma Literal Translationt to improve students's speaking skill.

KEYWORDS: Speaking skill; Juzz 'Amma Literal Translation; Class Action Research

1.0 INTRODUCTION

The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. With speaking, learners can influence their listeners. It means of expressing and showing social positions and moving the solidarity of societies as well (Celce-Murcia, 2001: 103). Therefor, the skill of speaking is very crucial for daily activities.

Hence, speaking is important in both inside and outside the classroom. It is a tool by which speakers of foreign languages have more opportunities to get jobs and it is also the skill whereby people be friends or separate others. A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion (Baker and Westrup, 2003: 5). It shows that learning language is not only how to read and how to do many exercises, but the most important thing is how to use that language in speaking.

The government has emphasized the important of speaking skill for Vocational High School student (SMK), through Inpres number 9, 2016 about revitalization of SMK in increasing quality and competitiveness. One of the government programs is SMK English challenge which can be followed by all vocational students. It is hoped can improve students' skill since they are designed to work after graduate, and most of companies prefer choosing employee with good English skill.

Basically, the purpose of speaking is helping listener understand easily. However, it is difficult for students to use English if they rarely practice to speak it. The students have no self-confidence to use English in spoken language and have difficulties in learning English especially on speaking subject. It happens because some reasons such as students' background, goals, ability, and interest. The teacher's creativity is needed to create an interesting class, with the use of appropriate technique or method to make students enjoy studying English. According to Arends (2007: 25):

Teacher needs many approaches to meet their goals with a diverse population of students. A single approach or method is no longer adequate. With sufficient choices, teacher can select the approach that best achieves a particular class of students, or the models that can be used to promote the students motivation, involvement and achievement.

It is informed by EF (English First) in its annual report, namely EF EPI, the result that the English proficiency of students in Indonesia is low. The value of EPI (English Proficiency Index) 2017 in Indonesia is 52.15, still far below other ASEAN countries such as Singapore, Philippines, Malaysia, and Vietnam. Indonesia is still ranked 39th in the category of low proficiency, compared to Singapore which has the EPI 83.1 is ranked 5th in the world, as the only country in Asia that has achieved very high proficiency category. Malaysia and the Philippines are ranked 13th and 15th with high proficiency category, meanwhile Vietnam is ranked 34th with moderate proficiency, based on data taken from EF EPI, (2017: 6-7). It shows that Indonesian students' capability are left behind, even from south-east asia country.

Based on the problem about English proficiency of Indonesian students, practitioners such as teachers need to find some strategies that suitable for students to improve their skill. In this study, the teacher as a researcher used strategy through student's habit, Juzz 'Amma Literal Translation Strategy on English Day Program. It was chosen since at SMKN1 Anyer, reciting Juzz'Amma is one of a habit before beginning lesson in the morning. By entering English literal translation in students' habit, they would be more familiar with English and improve their speaking skill.

Juzz 'Amma is a part of Quran, and the last juzz in Quran. For Muslims, the holy Quran is the message of the Almighty God which has been transmitted to His messenger, the Prophet Mohammad SAW, through revelation. This was in response to God's command: Read. Muslims are required to read Quran, reflect on its verses, and Act accordingly. Since the Quran is in Arabic, it has been translated into many languages in order to convey the message of God to people across the world. This holy book has raised the status of Muslims all over the world; the more they read, reflect on its verses and make it part of their life, the more God will raise their status in this life and afterlife. As the Prophet said: "Verily Allah raises some people by this Book and lowers others by it". Considering the high importance of the The Holy Quran for Muslims, it is necessary to learn about it and pass on the information to our students.

A good way to gain this information is by reading the stories of the Quran. Through these stories, the students will be introduced to past nations and ancient civilizations, the prophets and their people, the believers and the disbelievers, and the oppressors and their fates. This holy book describes various categories of people with different characteristics and gives the choice to the reader in terms of the path she/he should follow for salvation in this life and afterlife.

Furthermore, because of the status of English as an international language, these stories have been translated into English to convey the message of God to a great number of people. It is possible to use these stories for learning English in general and speaking in particular.

Therefore, an idea came into the researcher's mind to see whether using Quranic verses would lead to the learning of English speaking. To data, several researchers have attempted to use Quranic lessons for teaching English (e.g., Salehi, Davari, & Yonus, 2015). According their research shows that Quran has influence and can be a good media in learning any subject, include English.

Although the primary focus of Quranic studies is on theological research, fewer studies have been conducted in real educational settings. Within the existing literature, only a few studies have explored the effects of Quranic lessons on language learning. To the best of the researcher's knowledge, no research has been conducted yet to examine the usefulness of Quran's verses for learning and teaching speaking. Therefore, investigating the improvement of Quranic verses on speaking learning of Indonesian EFL learners is worth considering.

Juzz Amma Literal Translation is one of the strategy applied on English Day Program which is conducted in the classroom and performed it every Friday, mixed with Dakwah training. Students were asked to arrange the English Day agenda in English, such as master ceremony, reciting juzz 'Amma using English literal translation, speech, poem, singing religion English song, English pop song, games, quiz, and any other activities.

Teaching foreign language is a challenging task; in language learning, speaking skill is considered a core productive part of learning. The four skills are speaking and writing (oral skills) are said to relate

language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills.

Speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process: (1) pronunciation (including the segmental features: vowels and consonants; and the stress and intonation); (2) grammar;(3) vocabulary;(4) fluency (the ease and speed of the flow of speech (5) comprehension (Harris in Ikhwan, 2014: 81) .

There are some characteristics that must be achieved to make good performance of oral speaking (Brown, 2001: 270-271).The first difficulty in speaking is clustering. Here, fluent speech is not in the form of word by word but in the form of phrase. By having such clustering, students can organize their output both cognitively and physically.

The second difficulty in speaking is redundancy. It means through redundancy of language the students have an opportunity to make clearer meaning. From this feature of redundancy, students can gain advantages for themselves.

The third difficulty in speaking is reduced form. Most of problems that appear in teaching spoken English are contractions, elisions, reduced vowels, etc. In this case, if students do not learn colloquial contractions, their speaking sounds unnatural.

The forth difficulty in speaking is performance variable. Occasionally when students speak to others, they still have difficulty to speak fluently. They still produce kinds of hesitations, pauses, backtracking, and corrections during their speaking. By identifying their hesitation phenomena, the speakers of native and non-native can be distinguished.

The fifth difficulty in speaking is colloquial language. Students are required to be familiar with colloquial language. They should have capability both in speaking and producing those aspects of colloquial language that is the words, idioms, and phrases.

The sixth difficulty in speaking is rate of delivery. In this characteristic of fluency, teachers are supposed to help their students in achieving an acceptable speed together with other attributes of fluency.

The seventh difficulties in speaking are stress, rhythm, and intonation. They are categorized into the important characteristics to produce English pronunciation. In English, the pattern of the stress-timed rhythm and its intonation convey important message.

The eighth difficulty in speaking is interaction. Students can learn the way they do conversational negotiation through creative ways of speaking skill.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate.

In designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

In language learning process, teacher have important role. They are facilitator for the learner in carrying the tasks that have been arranged. They are responsible to control the process of the language learning, while the learners are active participants in the class. They are involved in the tasks and also give their opinion and feedback on the tasks.

Indonesian government has launched literate movement massively, not only in education field, but also in all institution. It means that the speaking skill should be started through reading. By having reading or literation habit, people will be able to speak well. According to Juniardi and Irmawanty (2011: 37)

Reading is a process of understanding. The essence of understanding is very clear, as one reads the aim to understand the text. By understanding the text or information then it is

related to the learning process. In academic activities or learning to read is part of the learning process.

Alderson J.C. (2000: 12) states that 'reading is built from two components: word recognition and comprehension' Krashen and Terrell, cited by Naela Hikmiah (2010: 28) point out that 'reading enables the learners to comprehend better which is an important factor that can develop language competence they need for conversations'. Through reading, language learners can learn vocabulary knowledge which may facilitate their speaking performance and their usage of structure in the target language.

Grabe (Cited by Naela Hikmiah, 2010: 79) suggested reading skill strategy which comprises six components which can have an effect on learner's speaking performance. These include: 1) Automatic recognition skills 2) Vocabulary and structural knowledge 3) Formal discourse structure knowledge 4) Content/world background knowledge 5) Synthesis and evaluation skills/strategies 6) Meta-cognitive knowledge and skills monitoring.Thus, it is accepted fact that reading helps learners to acquire suitable vocabulary and grammatical structure of the sentence. By reading learners understand how words fit together. **'**Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading in comprehension' (Nunan, 2003: 68). Juzz 'Amma Literal Translation Strategy is a kind of reading process that can improve students' speaking skill. According to Bright and McGregor, as cited by Listya (2014: 52):

> 'where there is a little reading, there will be little language learning. The students, who want to learn English, will have to read unless they move onto speaking track'. Thus, it is clear that reading not only develops writing skill but also helps in improving speaking with speech fluency and sentence accuracy. It creates a sound understanding of semantic and grammatical structure of the language. It is also believed that the students who read a lot are likely to speak well. This is because 'A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader. 'An authentic text is one that possesses an intrinsically communicative quality' (Lee, 1995: 324).

It shows that through reading (in literation movement), students will try to uderstand the meaning, find some new vocabularies, and finally they will have confident to speak English. Besides, there is also a listening process when the teacher ask student to read aloud, another students will listen and it will make students are exposed with English.

Ikhwan in his English Disertation (2013: 5) stated that In Islam, God is the ultimate source of knowledge and the Qur'an is the primary source of religious learning. The Arabic term *Qur'an* is a verbal noun that carries the connotation of a "continuous reading," "recital," or message that is recounted or listened to over and over again. Thus, the term may be translated into English as "recitation," "recital," or even "teaching." God "speaks" the Qur'an and human beings learn by listening. The response of Muslims to God's command is, "We hear and obey" (2:285). Those who actively listen to God's teachings and obey his commands prosper and are saved (24:51); the hypocrites who say, "we hear" but do not listen (8:26) do not respond to the call and are lost. Muslims are encouraged to "listen to God's verses when they are recited," and should not "become arrogant, as if [one] had not heard them" (45:8).

The only use of the verb *darasa* in the Qur'an that does not refer to Jews or Christians is in *Surat al-An'am* (6. The Cattle): "Thus do we display our signs (*ayat*), so that they may say to you [Muhammad], 'You have indeed studied (*darasta*)!'? And so that we may make (the Message) clear for a people who understand" (6:105). Here, the practice of formal study is referred to in a mocking tone, for in the context of the wider discourse in which the verse appears, real learning is "learning by seeing" (cf. Higton, 2). This latter type of learning is referred to in the Qur'an as "The Eye of Certainty" (*'ayn al-yaqin*, 102: 7). In the following verses, learning by seeing involves the visionary experience of revelation, the display by God of signs to be read by those with discernment, and spiritual sight as a form of consciousness, the sight that comes from the "eye" of the soul.

It is possible for teachers to download the Quranic verses in English from websites. Homework Writing Assignment is on personal experience. The teacher can begin by downloading the application of the English translated version of the Quran word by word translation, selected verses from various Surah, and informing the students where the text is from and also the person who translated the text. The teacher can begin the lesson by saying that today's lesson is about raising our awareness to the things that are around us in order to be grateful for what we each have. Then the teacher can inform students on the activities that the students will be participating in for the session.

The teacher can begin by asking the students to read the verses on the handout from selected various surah, all depicting miracles from God which some of us want to enjoy and not be grateful for. Instead we want to forget the existence of The Most Powerful Being and Creator -God, not realizing that it is to our advantage that we can go about our lives with certainty that there is God up above watching over us. However, there must be conviction of Belief within each one of us which comes with a sense of gratitude and complete submission. Then the teacher can go through each verse to raise student's awareness of the miracles that we take for granted, for example, the successive changes of day and night. For each verse, the teacher has prepared to highlight several vocabulary words.

This technique, Learning Through Juzz 'Amma Literal Translation, text of selected Quranic verses in English and the suitable activities carried out in the classroom, each plays its own role in a teacher's successful critical reading session. They are an integral part of the whole teaching session. The same set of intended learning outcomes or objectives was achieved at the end of the Quranic Critical Reading session. Basically, Juzz 'Amma Literal Translation Strategy is a reading process through habitual activities of reading Quran that has been doing at SMKN 1 Anyer. It is a literation habit every morning before the first lesson started. One of the habits is juzz amma literal translation every day, conducted after reading holy Qur'an every Tuesday and Thursday and singing national song every Wednesday. On Friday, Juzz 'Amma Literal Translation is conducted on English Day program and Dakwah Training.

The implementation of Juzz 'Amma Literal Translation in the classroom as follows: in the first and second meeting in cycle 1, all students were asked to download Al-Qur'an by Words translation. Teacher selected 10 short verses of Juzz 'Amma and asked them to re-write down in their book. They had to write carefully by paying attention of each word, and make sure that there is not mistaken. Then, teacher asked the students to memorize three *surat* with correct pronunciation in front of the classroom. Students had to check their pronunciation before performing in front of the class room through dictionary or digital dictionary. Students with incorrect pronunciation had to try more. After memorizing three *surat*, students made two sentences by using words taken from those *surat*, then read aloud in front of the classroom. Moreover, the content about past event was also contained in the students' books.

In the third and fourth meeting of cycle 2, students were asked to memorize three *surat*, and did the same thing as in cycle 1. Then, they made three sentences by using words taken from those *surat,* then read aloud in front of the classroom.

In the fifth and sixth meeting of cycle 3, students were asked to memorize four *surat*, and did the same thing as in cycle 1. Then, they made a paragraph by using words taken from those *surat*, then read aloud in front of the classroom. Some of the representative would perform on English day program.

English Day Program at SMKN1 Anyer is blended with Dakwah Training every Friday. In the morning, teachers were ready in front of the school gate for welcoming students. Every student should give greeting and give at least one question in English. After that, all students follow Dakwah Training.

All the agenda in Dakwah training use English for communication. The agenda includes reciting holy Qur'an, speech, poem, reciting Juzz 'Aamma literal translation, singing English song, games, and etcetera. In every week, teacher asks the representative of the student from each class to recite five short verses of Juzz 'Amma, while the audience listening to reciting Juzz 'Amma literal translation. Teacher asked the students to download Qur'an English-Indonesian Translation in their cellphone and keep it during the program.

2.0 METHOD

In this study, researcher used classroom action research method (plan, act, observe, reflect and revise) to help researcher to improve professional knowledge and skill. Doing classroom action research

helped researcher to become a systematic and critical thinker and to reflect on expected and unexpected situations that happened in and outside the class.

The design of the research is based on the concept of improving students' speaking skill by using action research procedures to investigate how their skill in speaking could be improved. The data were obtained by using both quantitative and qualitative methods. Nunan (cited in Elyidirim and Ashton, 2006: 4)

> Classroom action research occurs when teachers reflect critically about the teaching situation, identify learning or instructional problems and institute methods to solve them. The basic steps include exploring and identifying a problem in the classroom, collecting data and reflecting on the problem, thinking about something that will possibly fix the problem, developing and instituting a plan of intervention, and reporting on the final results.

This study is an action research project of improving students' skill in speaking. There are several purposes of action research for development such as school-based curriculum development, professional development strategies, in pre-service and graduate courses in education and in system planning and policy development (Beverly, 1993, p. 1).

The research took place at tenth grade SMKN 1 Anyer, located at Anyer Serang, Banten. Its setting is the Chemistry class of tenth grade SMKN 1 Anyer.There are twenty six classes. They consist of seventh classes for tenth year, nine classes for eleventh year, and ten classes for twelve year. This school implements two different curricula. Grade XII students use KTSP, while grade XI and X students use the curriculum of 13. The study was conducted in this school because firstly, based on the observation, it was found that students' speaking skills are still low. The next reason is that the researcher found opportunity to implement new program (English Day) which can be blended with the program that has been existed before (Dakwah Training every Friday and literalizing Juzz 'Amma every Tuesday and Thursday) continuously.

The focus of this study is to improve the speaking skills of the grade X students through literalizing Juzz 'Amma. This study was conducted in the second semester in the academic year of 2017/2018. The schedule of conducting the study was suited with the schedule of English subject of the targeted class. Each meeting lasted 120 minutes. One cycle consisted of two meetings, so the whole section was six meetings.

The data obtained from observation and observation sheet test would be calculated in percentage to determine the student's mastery level. To calculate the level of mastery using the formula as follow:

$$The\ level\ of\ mastery = \frac{\sum NS}{\sum S}\ x\ 100$$

Explanation :
   NS = Numbers of indicator obtained
   S   = Numbers of all indicaton

3.0 FINDINGS AND DISCUSSION

The following discussion explained the role of Juzz 'Amma literal translation in improving the students' speaking ability through the process of implementation.

1. To make the pronunciation better, the students need more chances to do practice. During the speaking practice, they could learn from others. Sometimes, they also corrected their pronunciation each other. The researcher also helped them by giving them feedback on their speaking during and after the practice stage.Juzz 'Amma literal translation were considered to be useful strategy since they could help students' in improving their speaking skills ability
2. The students made improvement on their vocabulary mastery. By doing repetition, the students were accustomed to the words related to the topic that were taught. The various verbs helped them

in memorizing the vocabulary easily. During the activity, they could learn from their friends by asking other when they faced with the difficulty in vocabulary. The other students could remind each other if there was another whom forgot the vocabulary. After the implementation of the six actions, the students' ability in vocabulary mastery was better than before.

3. The English translation contained many verbs which could improve students' vocabulary, pronunciation, and learn more about English structure including recount text through Qur'an. From those various verbs, the students could find new vocabularies to be pronounced and memorize them easily.

4.0 RESULT

The research was conducted in three cycles. There were two meetings for the first cycle, two meetings for the second cycle, and two meetings for the third cycle. In each meeting, Juzz 'Amma literal translation strategy with various activities were used.

Before implementing the action, researcher conducted pre test to obtain students' speaking scores on each aspect of the students' speaking skills. Furthermore, the mean scores of the pre-test would be compared to the post-test mean scores to find out if there was improvement after implementing the actions.

The table below showed the result of pre cycle as a pre test to know the students' speaking skill before the action. The data showed that the mean of pre cycle was 63.
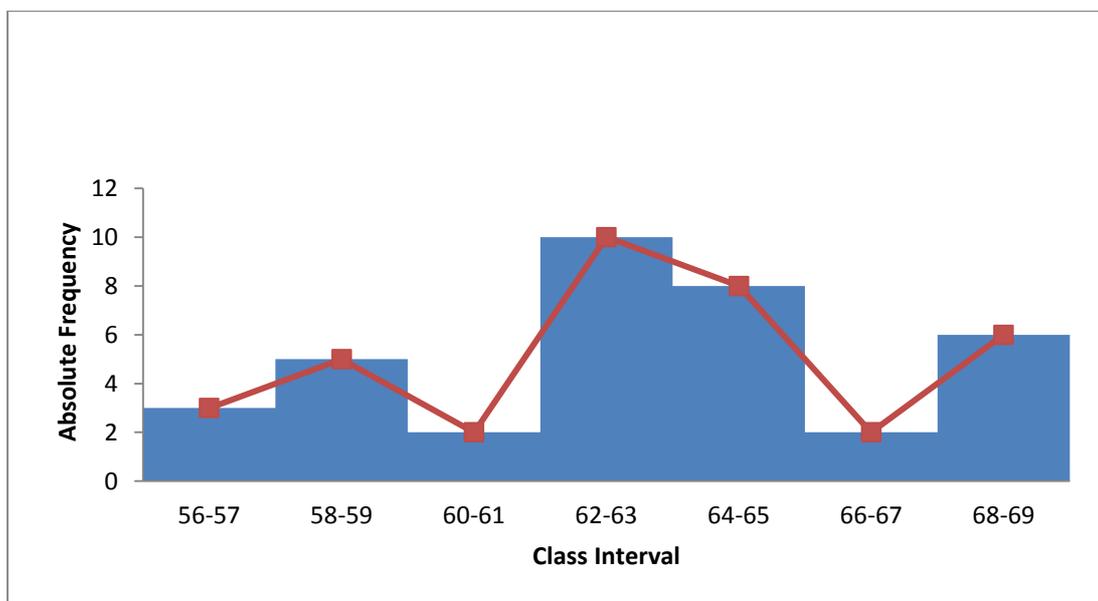
Figure 3.1: Frequency Distribution in pre-cycle

From the pre-test, it could be seen the frequency of students' speaking score. The highest score was still under the criterion of minimum completeness. The data showed that the highest score of pre-test was 69.

Based on the pre test, reseracher conducted this class action research in three cycles. Based on the reflection of cycle 1, the students had shown improvements on their motivation, confidence, pronunciation, vocabulary, fluency, grammar and structure of recount text.   However, they still got problems in fluency and structure of recount text especially in the use of simple past tense. Therefore, the researcher and the collaborator decided to continue to cycle 2 and cycle 3. In cycle 2 and cycle 3, there were found that the students had improvements in every indicator. The result of the three cycles can be seen in the following chart.
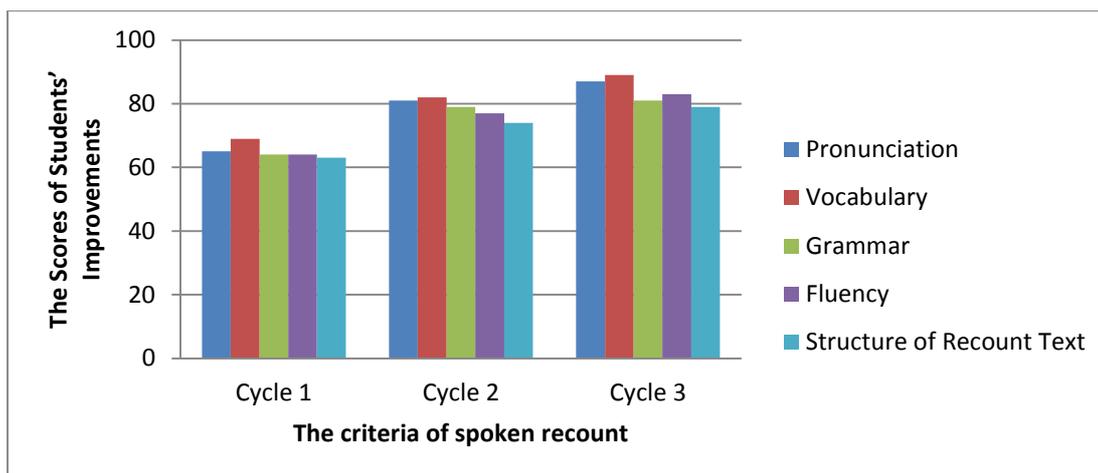
Figure 3.2: The Students' Improvements in three Cycle

The chart above shows that the number of students who achieved each indicator improved. It indicates that the use of Juzz 'Amma literal translation strategy and the accompanying actions were successful in improving the students' speaking skills.

As the result, there were changes that occurred during the implementation of the actions. Here is the summary of changes that happened before and after the actions were conducted.

Besides the result above, the success of the actions was also indicated by comparing the results of pre-test and post-test. Some indicators of spoken recount aspects such as pronunciation, vocabulary, grammar, fluency and structure of recount text improved. The difference of mean scores between the pre-test and post-test based on each indicator can be seen in the table below.

Table 3.1

The Mean Score of Each Indicator in Pre-test and Post-test

Indicators	Pre-test	Post-test
Pronunciation	63	87
Vocabulary	65	83
Grammar	63	78
Fluency	63	77
Structure of recount text	63	77

The data on the table above shows that the mean scores of the post-test is higher than the pre-test. It means that there were improvements on students speaking skills that could be seen from the improvements of each aspect of spoken recount text.

5.0 CONCLUSION

The action research was held to improve the students" English speaking skills at grade X. The subjects of this research were the students at grade X of SMKN 1 Anyer in the academic year 2017/2018. The research aimed at improving the students' English speaking skills at grade XI of SMKN 1 Anyer through Juzz 'Amma literal translation strategy. During the implementation, the use of reflection to overcome problems that emerged in the previous cycle. The researcher conducted the cycle with different surat of Juzz 'Amma in each cycle. Since it was an action research, the researcher did the actions collaboratively with the collaborator.

The improvements were on all aspects of spoken recount text i.e. pronunciation, vocabulary, grammar, fluency and use structure of recount text. Based on the qualitative data, the success of the research could be seen from the students' achievement during the process of implementation, while qualitative data could be seen from the increase of students' mean score of each aspect in pre-test.

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"IS THE STRATEGY TEACHABLE?" A TEXTBOOK ANALYSIS ON THE REPRESENTATION OF ORAL COMMUNICATION STRATEGIES

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ABSTRACT

In the English Department of a university in Indonesia, the Intensive Course (IC) textbook plays a very important role in preparing pre-service teachers (PSTs) in their first year of undergraduate study. The textbook is the main learning resource for them because it compiles learning materials on all aspects of the English language, such as listening, reading, speaking, writing, grammar, and vocabulary. Although the textbook design aims to help PSTs and lecturers to access learning and teaching materials from the same resource, the textbook seems to pose challenges for both parties, especially for the PSTs. We have noticed from the textbook uses that the presentation of English oral communication was problematic. Many dialogs, for example, in the speaking sections, were written in a straight-forward way, with particular features of everyday English oral communication were underrepresented. The study presented in this paper, therefore, aims to examine how the textbook represents oral communication strategies, viz. strategies that help learners find ways to overcome particular communication breakdowns. Driven by a qualitative approach, data were collected mainly from the textbook, and analysed using a content analysis method. The findings of the study suggest that including oral communication strategies instruction into the textbook can provide PSTs with much opportunities to engage effectively in everyday use of English in particular given context in Indonesia.

KEYWORDS: Oral Communication Strategies, Textbook Analysis, English Department, Intensive Course

1.0   INTRODUCTION

Efforts to develop learners' oral proficiency in the English language across English classrooms in Indonesia is an essential part of the Indonesian school curricula for teaching foreign language subjects. To complement this effort, researchers suggest a need to continuously examine the language teaching materials, such as textbooks, that helps teachers to create stimulating classroom atmosphere for their students to learn and practice using English. Unfortunately, limited number of studies investigate how English language learners maintain involvement and handle potential breakdowns in English communication, especially in the context of Indonesia. Looking into English Teacher Education Programs, such as English Department at a university located in the Province of Gorontalo, Indonesia, where textbooks remains as ubiquitous sources throughout many classrooms in the department and where options to select and use textbooks published by myriad of domestic/international publishers are available, it is a crucial contribution to examine the extent to which some of these textbooks meet the current need of promoting oral proficiency through highlighting the notion of oral communication strategies (OCS) in the ELT textbooks.

Studies seeking to examine English language textbooks have been done extensively. However, in the context of English Teacher Education programs as in Indonesia, studies investigating how communications strategies are included in the ELT textbook used widely in the country and whether or not lecturers are concerned about the strategies instruction in the classroom remain underexplored. This issue is also present within the English Department at a university located in the north part of Indonesia. Studies which specifically look at how IC textbooks promote communication strategies, such as paraphrasing, topic avoidance and gesture use, that help language learners operate independently using the language they learn are relatively limited. To address this issue, the study reported in this paper sets out the following research questions.

1. What types of communication strategies that are introduced in the IC textbook?
2. How are the strategies introduced in the IC textbooks?

In the following section, context to the study is presented, followed by the introduction of OCS. A review of relevant previous studies then follows. Findings and discussion are presented afterward. This article ends with some suggestions presented in the conclusion section.

2.0   LITERATURE REVIEW

2.1   Context to the study
IC is a course offered to students in their first year of study at the English Department, in a university located in Indonesia. The course is a 12 credit program that caters to first semester students at the department, seeking to provide the students with opportunities to improve their language skills before they embark on semester 2. In this program, students learn a wide range of integrated language skills and contents, such listening, speaking, reading, and writing, as well as pronunciation, vocabulary and grammar. This program runs from Monday to Thursday, and is delivered on the basis of 3 credits per day.
The textbook used to teach IC is designed by the lecturers appointed by the head of the department. This textbook covers a wide range of topics, following the six basic language skills, namely, listening, reading, speaking, writing, grammar, vocabulary and pronunciation. The first four skills are the sub-course of IC, weighing 12 credits in total. Students enrolling into this course are required to have a full 16 meeting attendance, as well as to take the mid and final tests for a complete pass of the course. Failure to pass this course will result in re-enrolling into the course in semester 3. As this course features many important aspects, efforts to continuously improve its efficacy have been undertaken by lecturers at the department. To complement this effort, this study took part by contributing to the analysis of the textbook being used by the lecturers and students (henceforth refers to PST/pre-service teachers), which so far has been underexplored.

2.2   Oral communication strategies (OCS)
OCS can be defined as strategies to help language learners anticipate speaking problems (Smith, 2003). It also concerns how these learners use certain types of the strategies to carry out successful communication in the language they learn (Ghout-Khenoune, 2012; Jamshidnejad, 2011). Learners use a series of OCS to overcome certain communication problems (e.g. 'a-let-it-pass-strategy') because the normal flow of L2 interaction can be interrupted due to the occurrence of the problems (e.g. not knowing how to say a particular L2 word). OCS also refers to 'learners' verbal and non-verbal means to resolve interactional problems, to negotiate meaning, to stay in the conversation and keep the channel of communication open'. According to Tarone (1981), OCS includes at least the following categories, including time stalling strategies (Dörnyei, 1995).

1. Paraphrasing
    1.1 Approximation
    1.2 Word coinage
    1.3 Circumlocution
2. Borrowing
    2.1 Literal translation
    2.2 Language switch
3. Appeal for assistance
4. Mime
5. Avoidance
    5.1 Topic avoidance
    5.2 Message abandonment

There are a number of functions of OCS uses. For example, OCS helps speakers negotiate meaning (Tarone, 1981). In addition, OCS uses do not only help language learners to overcome communication

difficulties, but also to remain involved in a L2 conversation. Language learners may need to use particular OCS to anticipate difficulties when communicating using the language they learn, without necessarily engaging the interlocutor to negotiate meaning.

2.3 Previous studies

There are a number of previous studies which investigates ELT textbooks for various purposes. For instance, Abid (2011) examined how selected online English textbooks used widely by students in Indonesian schools consider features of authentic oral communication. Abid found that the representation of certain types of the features is limited, and suggested that ensuring adequate representation of such features may help learners be familiar with how real life English conversation takes place. This is in line with Ahmed (2018) who believes that task in English language teaching textbooks should facilitate learners in learning social communicative functions, not only linguistic features. Ahmed claims that "creative tasks in the language textbooks lead to genuine communication and co-operation", which further promotes learners' independent use of the language they learn outside language classroom situations.

Another study is from Gilmore (2004), who analysed the representation of 8 discourse features of 7 dialogues in course books and compared them to the authentic interactions in ESL context. Gilmore found that there were only 4% of backchannel occurrence, whereas in the authentic interactions (recordings of the dialogues) the occurrence reached 30,2% level. He reported that sufficient coverage of certain features of authentic interaction in English textbooks could help learners find ways to improve the way they interact orally using English. One study that examines the representation of CS in ELT textbook is by Faucette (2001). Faucette examined seventeen textbooks used in the target language community, i.e. an English speaking country. She concluded that there were limited numbers of effective practice activities to foster OCS. She suggested that it would be useful if textbooks writers could design more high quality materials to teach OCS, which then provided learners with useful ways for overcoming particular communication breakdowns.

The studies presented above indicate that analysing the representation of OCS in ELT textbooks, particularly the IC textbook as the main source of language learning for the IC course program is a potential research area to investigate. This signals that the need to compensate for the gap is crucial, and analysing the IC textbook for the purpose of this present study is beneficial, particularly, for a sustained pedagogical improvement in the English Department where the study was carried out.

3.0 METHODOLOGY

A qualitative approach was chosen for collecting and analysing data of this present study. The data was collected from the Intensive Course textbook used by lecturers and PSTs in the English Department of a university located in the Province of Gorontalo. The textbook was written by a team of lecturers, and designed for teaching the basic skills of the English language, such as listening, reading, writing, speaking, vocabulary and pronunciation, to new students majoring in the department. The collection of data was preceded by a pilot study, in which the researchers collected data from the first two lessons of the textbook, and combined the results to see whether the data collected showed similar results. When both researchers agreed upon the results, collecting data from the texbook was begun. A checklist system as presented in the study by Faucette (2001) was used, and modified to fit the purpose of the present study. The checklist entails a series of OCS. The data collection was first done by looking at Unit 1 Lesson 1, all the way to Unit 6 Lesson 4. In each unit and lesson, when OCS was present, the corresponded OCS in the checklist was ticked. For analysing data, this present study notes details of the representation of OCS in aspects of presentation of contextual information, presentation of meta-pragmatic information, and forms of presentation. A rich description of the IC textbooks was provided which helped ensure the transferability criteria, though this study wass not originally intended to be generalized.

4.0 FINDINGS AND DISCUSSION

The study found that, as seen in the table below, oral communication strategies were underexplored in the IC textbook. First, definition of OCS was not explicitly addressed in all lessons of the textbooks, and

so were the classification of the strategies. Second, the use of other terms relating to how language learners handle oral communication breakdowns, such as communication tactics, was not identified. Third, only particular kinds of OCS were introduced in the textbooks, and such introduction, for the purpose of developing the quality of the PSTs' oral communication skills, needs improvement in some ways. These OCS are circumlocution and time-stalling strategies. In the table below, the numbers under the OCS column represent the types of OCS defined by Tarone (1978), which are: (1) Approximation; (2) Word coinage; (3) Circumlocution; (4) Literal translation; (5) Language switch; (6) Appeal for assistance; (7) Mime; (8) Avoidance; and by Dörnyei (1995), which is (9) Time stalling.

Table 1. Representation of OCS in the IC textbook

Unit	Oral communication strategies (Tarone, 1978)									Sections
	1	2	3	4	5	6	7	8	9	
1	x	x	√	x	x	x	x	x	√	Listening and Reading
2	x	x	√	x	x	x	x	x	√	Listening, Vocabulary and Speaking
3	x	x	√	x	x	x	x	x	√	Listening and Speaking
4	x	x	√	x	x	x	x	x	√	Listening, Vocabulary and Speaking
5	x	x	√	x	x	x	x	x	√	Listening, Vocabulary and Speaking
6	x	x	x	x	x	x	x	x	x	Not available in all sections

The data showed that only two types of OCS were introduced in the textbooks, namely circumlocution and time stalling (including back channelling) strategies. These strategies were introduced in Lesson 1 to Lesson 5. No explicit introduction of the strategies was detected in Lesson 6, however. In each of the lessons, the strategy representation was identified in certain aspects of language skills or sections. These were listening, vocabulary, reading and speaking sections. First, this study found that circumlocution strategies were introduced in two ways. First, learners were given particular words related to specific topics, followed by their definitions. For example, when learning about majors in university, PSTs were given names of major and their description, such as "English Education" (major) and "learn about English knowledge" (description). Second, PSTs worked on exercises where they had to find out the meaning of certain words/phrases from the given answers or they defined the words/phrases on their own.

Those two ways provide PSTs with skills to define unknown/unfamiliar concepts/terms/names when having conversations in English at times of difficulties. However, PSTs do not have much opportunities to elaborate on the skills because follow up activities that help them build on the skills were limited. They might have learnt that they could define things when they could not express the right words, but they might not be able to apply these regularly in conversation. Not all speaking sections, for instance, would allow PSTs to use circumlocution when they talk in English. If it would, however, PSTs might not be aware of using it or that the circumlocution they use could help them maintain conversation in English.

With regard to time-stalling strategy, this present study found that the textbook introduced several expressions, namely, "well", "uhm", "wow", and "yeah". These expressions were found in the dialogs within the listening and speaking sections, reminding PSTs about the nature of real-life conversation, where pauses or false starts often appear and, thus, driving the speakers to use particular expressions to anticipate such communication breakdown. Yet, further analysis of the textbook indicated that there was inadequate amount of instruction for both PSTs and lecturers about whether or not using some of these expressions could help PSTs manoeuvre when speaking English with, for example, their peers in the classroom. There was only one section in the textbook where the use of "well" was explicitly taught to PSTs. This section was listening, and PSTs were asked to match questions with the right responses (sentences), which entailed "well" in the beginning of the sentences. Not all samples of dialogs were followed by speaking practices where PSTs might be encouraged to apply certain features of the expression.

5.0   CONCLUSION AND IMPLICATIONS

This study has found that the representation of oral communication strategies was inadequate in the IC textbook used by lecturers and PSTs in the English Department. Although examples of particular uses of OCS were found in some sections in the textbook, there was not enough instructions for lecturers and PSTs about how to effectively apply certain OCS for communicative purposes. Despite the fact that two OCS strategies were identified in the textbook (circumlocution and time-stalling strategies), relevant follow-up activities are urgently needed to promote their uses in conversation. Not all studies support teaching certain OCS in the classroom, though, because learners can simply pass on their developed strategies in their first language to a second language they learn (e.g. see Kellerman, 1991), but some other studies do (e.g. Willems, 1987; Faucette, 2001; Jamshidnejad, 2011). Being familiar with using particular OCS can help PSTs comfortably negotiate meaning in English conversation at times of difficulties. They will have learnt how to fix misunderstanding with peers, for example, that can potentially disrupt the flow of conversation done in English, as well as to improve the quality of their involvement in the conversation. Lecturers, as suggested by Maleki (2007), play a very important role here in order to raise learners' awareness about OCS and its uses, and textbook promoting OCS uses can best complement lecturers' efforts to do so.

In conclusion, promoting OCS in the IC textbook help lecturers realise the goal of the English Department in educating candidates of English language teachers in Gorontalo. Dörnyei (1995) suggests several ways to promote OCS in the classroom. First, lecturers continuously encourage PSTs to use certain OCS and not to be afraid of making mistakes when communicating orally in English. Second, relevant samples of OCS use are introduced in all learning resources for PSTs to learn, including the IC textbook. PST should not only learn from textbook dialogs that they read and role play with peers, but also see from videos how particular OCS are used in conversation. This reminds PST that English conversation in different settings does not always run smooth, and delays can often occur.

The study presented in this paper, however, did not investigate the perspectives of lecturers teaching the intensive course subject, the PSTs, as well as the textbook writers. A further investigation in this area may be useful in the analysis of OCS representation in the IC textbook as well as in the future design of teaching and learning materials in the department.

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THE USE OF CONTENT - BASED INSTRUCTIONS IN THE EFL CONTEXT TO IMPROVE THE ACADEMIC ENGLISH LANGUAGE PROFICIENCY FOR NON-MAJORED STUDENTS

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ABSTRACT

Content-based instruction (CBI) is not a new concept in the field of language teaching. Historically, this approach originated from English speaking countries such as the US, Canada and European countries where children of multinational immigrants study content subjects in English. It is "an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (Richards & Rodgers, 2001, p.204). By reviewing some linguistics, pedagogical rationales as well as principles for the application of CBI in EFL context, we would like to propose some teaching models in which an English language instructor can be a content teacher or language competent content teacher can play the role of a language teacher or even a team teaching model. To put aside the issues of syllabus designs, material preparation, and classroom procedures, the benefit of CBI is enormous in terms of improving academic English language proficiency for non-English majored students.

Key words: Content-based instruction in EFL context.

1. INTRODUCTION

The integration of language and content in one syllabus has attracted many authors in the field of English as a second language (ESL) and English as a foreign language (EFL) teaching and learning. There have been many efforts to help English learners achieve academic success by linking content learning and language (Pohan & Kelly, 2004). It aims to develop students' content knowledge and language skills via providing authentic and meaningful academic context. According to Stoller (2002, p.109), the integrated nature of content and language in content-based instruction (CBI) views "language as a medium for learning content and content as a resource for learning and improving language". Stoller (2008, p.59) regards CBI as an 'umbrella term' for approaches that combine language and content learning even different degree of emphases may be placed on language and content. The key features of the CBI approach are explained as follow; (1) Students are presented with authentic reading texts from the subject area,which they need to learn, to read not only literally but interpretively and critically as well. (2) Content- based instruction gives students the opportunity to respond orally to content-based material, an opportunity not ordinarily afforded them in the content classroom. (3) A format is provided in which students synthesize factual informationand ideas from lecture and reading sources. (4) Content-based teaching allows students to improve academic skills – note-taking, summarizing, and paraphrasing from texts and lectures besides language skills – Listening, Speaking, Reading and Writing. This would enable the learners to be better academicians.
In this article, we would like to take advantages of successful models in ESL to adapt to the EFL context in Vietnam. By reviewing key issues of the approach, which has been of great success in the world, we hope that curriculum developers, syllabus designers might find some useful information for the context of Vietnamese teacher education.

2. A BRIEF HISTORY OF CBI

The term content-based instruction , or content and language integrated learning (CLIL) as it is known in Europe, refers to a variety of instructional models in which academic subject matter is taught in a second or foreign language, such that students learn academic content and language skills simultaneously.

The notion of studying academic content in a second language is not new; the concept was advocated by St. Augustine as early as 389 A.D. (cited in Brinton, Snow, & Wesche, 1989). In Europe, long after Latin had ceased to be spoken in the vernacular, it continued to be the language of academic instruction. In more recent times, upper-class European families have often sent their children to study abroad in order to learn a foreign language.

In modern times, the integration of content knowledge and foreign language stems in Canada and the United States where immigrants from all over the world settle down whose children are not English native speakers. These offsprings need to study content subjects and English language simultaneously. In Great Britain, a 1975 government report advocated a focus on reading and writing in all academic subject areas, not just English classes. The slogan associated with this report, "every teacher an English teacher," That means teachers of other subjects can be teachers of English. This is not totally applicable for non-English speaking countries like Vietnam. However, we can do it vice verse or just take the advantages of teachers of English whose knowledge of other subjects is adequate. The ideas of how to run a CBI class will be discussed in detailed later on. In the next part of the article we will discuss some reasons for the introduction of the CBI.

3. RATIONALES FOR THE USES OF CBI

3.1. Cognitive perspective rationales

Content based language instruction involves integrating the learning of language with the learning of content simultaneously; here, content typically means academic subject matter such as math, science, or social studies. The fundamental concepts for the introduction of CBI approach came from second language acquisition (SLA) reseach and cognitive learning theory in which the process of acquiring literacy skills goes through three stages namely; the cognitive, the associative, and the autonomous. (Anderson, 1983). In terms of SLA, Krashen (1985) emphasizes the importance of comprehensive input that is meaningful and understandable to the learners. Input must be comprehensible to the learner and be offered in such a way as to allow multiple opportunities to understand and use the language. If comprehensible input is provided and the pupils feel excited then language acquisition takes place. Furthermore, this content is meaningful and understandable since it is drawn from the context relevant and appropriate to the interest and cognitive level of the learners. According to Krashen, the only path to second language acquisition is through comprehensible input, not conscious grammar learning based on form-focused instruction. He posits that ESL/EFL classes that promote second language acquisition focus on meaning not form. English learners in content-based ESL/EFL classes naturally and incidentally acquire English and its structure because they comprehend the language expressed in content-related concepts. Brinton, Snow and Wesche (1989) present the rationales for CBI. First, the CBI removes the arbitrary distinction between language and content. The second, it reflects the interests and the needs of the learners. Third, it takes into account the eventual uses of the learners' will to make use of the second or foreign language. It exposes the learners to authentic materials and tasks. Fourth, it offers optimal conditions for second language acquisition by exposing learners to meaningful, cognitively demanding language. Last, it provides pedagogical accommodation to learner proficiency levels and skills.

3.2. Pedagogical perspective rationales

Pedagogically, Richards & Rodgers (2001, p. 207) assert that "people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself". CBI also fits well within a general communicative approach to language teaching and learning. Communicative approaches maintain that language is a tool for communicating and is therefore best learned by using it to communicate, that is, to read, listen to, speak and write about meaningful topics. As such, "the curricula of the so-called content subjects (e.g., geography, history, business studies, etc.) constitute a reservoir of concepts, topics and meanings which can become the object of 'real communication' where natural language use is possible" (Dalton-Puffer, 2007, p. 3). Wiesen (2001) confirms that students who learn authentic content can be highly motivating, especially for older students who will appreciate the fact that what they are learning in ESL/EFL class is relevant to their academic success and will make them better prepared to handle class work in the mainstream. Chamot & O'Malley (1994) posit that the reading

included in content-based ESL instruction will help students acquire technical vocabulary unique to content areas, as well as the grammar used in academic language. Content-area reading and class discussions will provide background knowledge that English learners often lack in content areas, and that knowledge will make mainstream classes more comprehensible (Brown, 2004a).

4. BENEFITS OF CBI IN ENHANCING LANGUAGE PROFICIENCY

The use of CBI in language programs has many benefits: (1) Learners are exposed to a considerable amount of language through stimulating content. Learners explore interesting content & are engaged in appropriate language-dependant activities. Learning language becomes automatic. (2) CBI supports contextualized learning; learners are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Hence students make greater connections with the language & what they already know. This enhances the practical usability for the learners. (3) Complex information is delivered through real life context for the students to grasp well & leads to intrinsic motivation. (4) In CBI information is reiterated by strategically delivering information at right time & situation compelling the students to learn out of passion.(5) Greater flexibility & adaptability in the curriculum can be deployed to suit students interest. (6) CBI effectively increases learners' English language proficiency & teaches them the skills necessary for the success in various professions.With CBI, learners gradually acquire greater control of the English language, enabling them to participate more fully in an increasingly complex academic & social environment.

5. A CONTINUUM OF LANGUAGE - CONTENT INTEGRATION

All of the programs, models, and approaches that integrate language and content share a common phenomenon: students engage in some ways with content using a non-native language. The instructional experiences in which students engage may be placed on the continuum below.

Content-based instruction in language teaching A continuum of language and content integration	
Content driven	**Language driven**
Content is taught in L2/FL Content learning is priority. Language learning is secondary. Content objectives determined by course goals or curriculum. Teachers must select language objectives. Students evaluated on content master	Content is used to learn L2/FL Language learning is priority. Content learning is incidental. Language objectives determined by L2/FL course goals or curriculum. Students evaluated on content to be integrated. Students evaluated on language proficiency.

Myriam & Met (1999)

6. MODELS OF CBI

A variety of CBI models are currently in use. According to Stryker and Leaver (1997), all of these models share three characteristics: (a) they are based on a subject-matter core, (b) they use authentic language and texts (with "authentic texts" defined as those primarily produced for native speakers), and (c) they are appropriate to the needs of specific groups of students. Depending on the aim of the course, i.e. language or content, the CBI class can be of the following models.

6.1. Theme-based models

Theme-based model falls on the continuum of the more language-driven position. Topics in theme-based model are usually chosen to meet students' needs and interests, and meaningful learning, and intrinsic motivation can thus be activated. Language instructor is responsible for teaching both content and language.

Explicit language aims which geared towards developing four language skills are placed with more importance than content learning objectives. This model is very often used in EFL context with intermediate to advanced proficiency students.

6.2. Sheltered models

Sheltered model falls in the continuum of the content-driven end. This type of CBI program is often adopted in university context where ESL students are placed in regular subject courses with other native speaking students. This model is sheltered since special assistance is given to learners to help understand regular classes. Mastering the content of the subject is the main objective for sheltered CBI program and language learning is placed with less emphasis. In sheltered program, the subject is commonly taught by a content specialist with knowledge of second language acquisition, although he/she may also work collaboratively with a language teacher with subject matter knowledge.

6.3. Adjunct models

The adjunct model serves both content and language goals and thus lies rather in the middle of the continuum. The adjunct program is usually offered in L1 English context where ESL students are given special language courses, in parallel with the content course, so students can be equipped with necessary language and academic skills to master the content of the subject. Adjunct type of CBI program can also be adopted in EFL context where EFL teachers with subject knowledge design various teaching activities to foster students' language skills.

7. A SUGGESTED MODEL FOR EFL CONTEXT IN VIETNAM

CBI can be one of the above proposed models. However, in the EFL context in Vietnam, institutions may choose the theme-based model in which the language specialist takes the main responsibility. In this program, language has primacy, and content facilitates language growth. Content learning may be considered a gratuitous but welcome by-product, but neither students nor their teachers are held accountable for ensuring that students learn it. Here, content provides rich avenues for meaningful and purposeful language use (Brinton, Snow and Wesche, 1989; Curtain and Pesola, 1994; Met, 1991). In this program design, content taught in the foreign language enriches or reinforces instruction in the student's native language, but does not substitute for it. In fact, the responsibility for content learning lies with another teacher.

8. CHALLENGES OF USING CBI

The benefits of CBI in the EFL context are undeniable to improve the academic language proficiency. However, there are some practical issues for CBI to be well operated.

8.1. Qualified teachers for a CBI program

The integration of content and language may pose unique challenges to teachers whose experience and training may be either as a content specialist or a language specialist. According to Stryker and Leaver (1993), teachers play the following role during CBI lessons: (1) They must be knowledgeable in the subject matter and able to elicit that knowledge from their learners. (2) Teachers are responsible for selecting and adapting authentic materials for use in class. (3) Teachers must create truly learner-centred classroom. (4) Teachers must keep context and comprehensibility foremost in their planning and presentation. (5) Teachers must contextualize their lessons by using content as their point of departure.

Teachers in content-based programs may be content specialists who use the target language for instruction, or language specialists who are using content for language instruction. To be effective in their roles, they will need the knowledge, skills and concepts required for content delivery in a second/foreign language. All teachers in content-based programs have similar professional needs, but the degree to which they will need certain knowledge or skills may vary by their assignment.

8.2. Materials in a CBI program

Materials are very important during the instructional process of English language. They play an essential role in the development and practice of CBI. The same material must bear certain characteristics. The characteristics are as listed with reference to Stryker and Leaver (1993): (1) Materials must contain the subject matter of the content course. (2) Materials must be authentic – like the ones used in native language instruction. (3) Examples must be drawn from realia and real life experience and contemporary issues from newspapers, magazines, radio and TV. (4) Material must bear linguistic simplification to adopt texts and promote comprehensibility.

9. CONCLUSION

As shown in this paper, the integration of language and content in a EFL program brings great benefits for learners in terms of improving their academic language proficiency. Language learning becomes more interesting and motivating. CBI offer a wide educational knowledge to learners in the form of the different topics instructed. It helps students develop valuable study skills such as note taking, summarizing and extracting key information from texts. Developing collaborative skills, especially when using group work, which can have great social value. However, there are some operational issues to be considered in order to make use of CBI in a language classroom such as; teacher qualification and material development.

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HUMOUR COMPETENCE: A NECESSARY CAPACITY OF APPRECIATING HUMOUR FOR EFL LEARNERS

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ABSTRACT

Humour competence is an important aspect of socio-linguistics for EFL learners to understand and appreciate humour. Differences in language uses, cultures and society can cause obstacles for achieving humour competence. However, it is necessary to define exactly what knowledge is necessary to a non- native speaker to process humour in L2 (Attardo, 1994). This paper is concentrated on an application of Semantic theory of humour by Raskin (1985), scalar implicature of unqualified humour support to humorous texts by Hay (2001) and pragmatic competence (Bachman, 1990) for formulating EFL learners' ability to appreciate humour in English jokes.

KEYWORDS: Humour, competence, joke, appreciation, theory.

1. Introduction

Humour is a necessary element of human beings but it is culturally and linguistically complex and sophisticated (Bell, 2007). Man needs knowledge to understand, comprehend, appreciate and create humour. It is humour competence. Raskin (1985) states that humour competence is the ability of the native speaker to pass judgement as to the funniness of a text. With this definition, there is a wonder whether an L2 speaker can appreciate L2 humour. More clearly, Vega (1990) remarks that humour competence is considered the fifth component of the theortical framework for communicative competence in which it involves knowledge of the semantic mechanisms of humour, grammar, discourse rules, communication strategies, social norms of language use, and world knowledge. Moreover, Attardo (2002: 161) defines humour competence as "the capacity of a speaker to process semantically a given text and to locate a set of relationships among its components, such that he/she would identify the text (or part of it) as humorous in an ideal situation" and that "humour competence is analogous and in fact part of the semantic competence of speakers: being able to recognize a sentence as funny is a skill equivalent to being able to recognize a sentence as synonymous with another sentence" (Attardo, 2002). It is obvious that Vega's and Attardo's definitions have give green light to EFL speakers that they can appreciate and even produce humour when they reach humour competence.

However, understanding and recognizing humour seems difficult for EFL learners. In some non-native contexts in which English is not used out of the classroom, what one culture can laugh at (superiority), laugh about (incongruity) or laugh in spite of (relief) may vary widely from another country (Geddert, 2012). Actually, differences in language uses, cultures and society can cause obstacles for learners in trying to achieve humour competence. In order to understand humour, language learners need to be able to comprehend the literal meaning as well as the implied meaning, which needs a certain level of language proficiency. Moreover, it is believed that anyone who is considered to have sense of humour can find it easy to appreciate and create humour. In fact, many researchers have had studies on humour use in the language classroom (Trachtenberg, 1979; Deneire, 1995; Schmitz, 2002; Bell, 2009). Importantly, Attardo (1994) states that "it is necessary to define exactly what knowledge is necessary to a non- native speaker to process humour in L2" (1994: 212).

2. Humour and sense of humour

What is humour? In Emirad (2008)'s study, previously, term "humour" derived from the Latin word "humour" which referred to the four basic body fluids such as blood, phlegm, black bile and yellow bile. At that time it was believed that good health depended on the balance of these four fluids in one's body. Diseases or bad temperaments occurred for the incorrect mixture or disorder of these fluids. A person was recognized to be in good health when these fluids were balanced. In the 16th century in England, humour

pertained a prevailing mood quality which could be positive (good humour) or negative (bad humour). Thus, there appears to be an expression "To be in a good humour" meaning that a person is in a cheerful mood (Ruch, 2002). Besides, humour was related to a virtue when it contributed to tolerance and benevolence (Beerman and Ruch, 2009). During the 9th century, humour was emanated as an essential virtue with an association of a strong and optimistic character (Martin, 2007).

Today, humour is preferable to any place and is settled as a valued characteristic in anyone who has a sense of humour. Moreover, humour is an umbrella term that covers all the synonyms and overlapping meaning of humour and humour-related subjects not just in neutral and positive format as comic, ridicule, irony, mirth, laughable, jolly, funny, ludicrous, merry, etc. but on negative forms as sarcasm, satire and ridicule (Ruch, 1996; Attardo, 2014). The 20th and 21st century have seen a series of studies on humour topic towards positive outcomes of using humour in health, education and the workplace (Lockyer, 2006; cited in Fabel, 2014).

Term "sense of humour" is understood with reference to both humour creation and humour appreciation, which is so all-inclusive and highly-prized that Eysenck (1972) remarks "He has a grand sense of humour is also synonymous with: He is intelligent, he's a good sport, and I like him immensely" (Eysenck, 1972). Thus when a person is said to have sense of humour, he firstly can laugh at things he finds to be funny, laugh a great deal and easily to be amused, and secondly he can tell funny stories and amuse other people (Eysenck, 1972). However, not all people have sense of humour always laugh at humour and vice versa, a person who has little sense of humour can appreciate and laugh at a comic because humour appreciation is an element of the mind while sense of humour is mostly in favour of in-born (Eysenck, 1972). Thus it can be stated that sense of humour relates to human behavior and is part of humour in terms of ability. Then what part of humour can be appreciated and what knowledge to be developed for the ability?

3. Humour appreciation

It is complicated to classify humour because there is no universal theoretical framework which can satisfactorily account for all types of humour and the functions that they serve. However, humour has its classification. Humor can be either verbal or non-verbal, a subjective experience or serve communicative purposes, draw upon common everyday reality or consist of fiction and imagination, charm or attack, be created spontaneously or be used as a well-prepared technique of personal and professional interaction and even can be a simple joke told among friends or amount to the sophistication of Shakespeare's plays (Ermida, 1968).

Actually, jokes have the characteristics of verbal humour (VB) which is related with words, sentences, texts and discourse. A joke is made up of grammatically well-formed sequence of words and postulates some conventional linguistic analysis of text and make statements involving concepts such as "words", in spite of the fact that it sometimes goes beyond the convention labeling needed for purely linguistic purposes (Ritchie, 2004).

A peculiar element of contrast is symbol of the joke. Fischer (1889) proposes the characteristics of verbal humour be seen as a *playful judgment* which is merely a force which is necessarily used both to imagine objects and clarify them. The force can illustrate thoughts or more clearly it helps produce a comic contrast. Joke contains a contrast, but not between ideas. It is the contradiction between the meaning and meaninglessness of the words (Lipps, 1898). In fact, joking is merely playing with ideas, at least two which are distinct and irreconcilable but self-consistent (Koestler, 1964). A typology of verbal humour in terms of humorous techniques includes two properties: (1) *Condensation*; and (2) *Double Meaning or displacement,* "a change in the way of considering something" (Freud 1905: 74). It is proven to be equivalent to the incongruity/ contrast theory (Aubouin, 1948) that "the pleasure in a joke arising from a "short circuit" …the two circles of ideas that are brought together by the same word" (Freud, 1905: 120), which means one circle of one idea to another and being apart are "circumlocution" for contrast (Aubouin, 1948).

Actually, the contrast is an alternative element of the incongruity theory which is among the three theories of humour (Raskin, 1985; Attardo, 1994). Incongruity is the core of all humor experiences. It contains something unexpected, out of context, inappropriate, unreasonable, illogical, exaggerated, and so forth and serves as the basic vehicle for the humor (Wu, 2013). In other words, incongruity is regarded as

the prerequisite of the humour and the humorous effect arrives when the incongruity is interpreted. Dolisky (1992: 35) says "the humorous effect comes from the listener's realization and acceptance that s/he has been led down the garden path..."

Ross (1998: 7) explains the incongruity that humour is created out of "a conflict between what is expected and what actually occurs in a joke, the most obvious feature of much humour is an ambiguity of double meaning, deliberately misleading the audience, and a punch line". Keith-Speigel (1972) says "Humour arising from disjointed, ill-suited pairings of ideas or situations or presentations or ideas or situations that are divergent from habitual customs from the bases of incongruity." And more clearly, Gruner (1978) defines "Incongruity, associating two generally accepted incompatibles; it is the lack of a rational relation of objects, people, or ideas to each other or to the environment." Ritchie (1999) concretely describes the way the incongruity-resolution concretely works in case of a joke formation. A joke consists of a "set-up" and a "punch line". The punch line conflicts with a perceived interpretation of the set up. The punch line can be resolved with an alternative interpretation of the set up. Also, Attardo et al. (2002: 27) confirms that to create humour, the incongruity must be resolved.

Similarly, the process of appreciating the humorous effect of a joke is to experience two phases. Suls (1972, 1977, 1983) suggests a model highlighting the role of incongruity and resolution in the generation of humorous effect. It consists of two stages in which the key of humour lies in the initial one in which an incongruity is detected by the hearer. Then while the hearer tries to solve the incongruity or make sense of the joke, he or she will search for a cognitive rule that reconciles the incongruous part, and upon finding a resolution to the incongruity, he or she will be relieved and perhaps will also be humorously entertained (Martin, 2006: 64).

The process of perceiving and understanding in this two stage model is a cognitive one and generally agreed (Ruch, 1992: 31), but the way resolution is achieved is various in different jokes. Joke (2) is simply found the wife's utterance by the end of the joke for its resolution. On other occasions, the hearer has to "backtrack and choose another interpretation (initially more unlikely and not as relevant, but eventually correct) in order to realize she or he has been fooled into selecting that initial interpretation (the one initially relevant), and set upon a different path of joke resolution" (Yus, 2016). Thus, it is not easy to understand the incongruity because it has a level of difficulty in interpreting the language of incongruity. Obrst (2012) graphically depicts a spectrum of the linguistic humour at a linguistic structural level focused on the incongruity theory (Figure 1). Under the incongruity theory, a linguistic structural level comes up from a basis on sound or word, syntactic attachment, sentence to higher grades as discourse, genre, world etc. It is an incongruous generation which is given by the humor provider and then possibly understood by the humor consumer as permitting anomalous interpretations. In order to understand such above cognitive process, speakers, especially EFL learners of L2 need to achieve humour competence (Attardo, 2008).
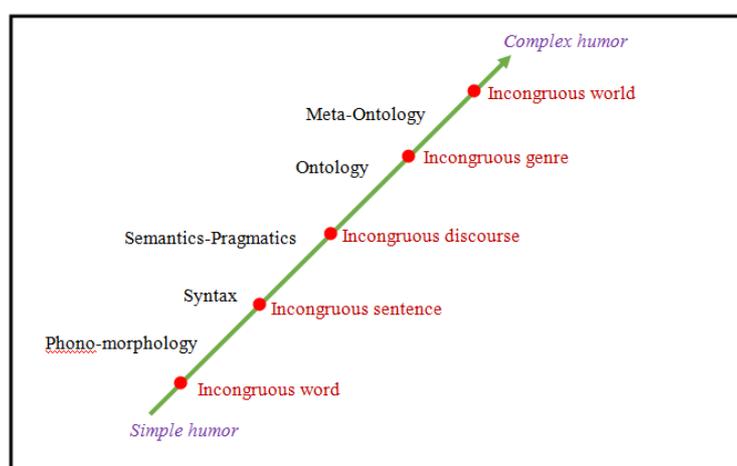

Figure 1. Linguistic humour structure spectrum (Obrst, 2012).

4. Components of humour competence

In order to appreciate humour in jokes a person has to have humour competence because "*the humor competence would allow a given speaker to recognize humor, just like a native speaker could recognize a grammatical sentence, without being able to explain why it was grammatical*" (Attardo, 2008). Then, there appears to be one main interaction between the joke audience and the humorous text (the joke) which is divided into three sub-correlations in the process of making sense of or appreciating humour in English jokes.

At first, humour competence is considered in the correlation between the joke audience's linguistic knowledge and the language of the joke, which leads to a successful interpretation. Typically, Raskin's (1985) Semantic Script Theory of Humour proposes a semantic-pragmatic process of humour manifestation. The so-called semantic *Script-switch trigger* plays an important role in the operation of a humorous text. It is a switch from a normally-constituted text into a humorous script (Raskin, 1985) that makes up the joke. The contrast of the two scripts, an incongruity between the two induces a humorous effect, so jokes contain elements of contrast as mentioned above or ambiguities of different types (Obrst, 2012).

Raskin (1985: 51) defines humour competence (HC) is "*the ability of native speaker to pass judgments as to the funniness of a text*" in his proposed semantic theory of humour with the aim at formulating a set of conditions which are both necessary and sufficient for a text to be funny. The conditions for interpreting a joke text should be ascertained between the reader and the writer of the humorous message. Sequentially, the prerequisite for a joke text to be funny is focused on the term of "*share*" (Raskin, 1985). They are reader/hearer and the joke text writer/speaker who have to share the knowledge of presupposition, implicature of the ambiguity, the context, the language and the structure of the text (Freud, Raskin, 1985; Ritchie, 2004). Consider the following joke:

(1) *In the dinner of a southbound train, a honeymoon couple noticed two nuns at another table. When neither could decide what they should order from the menu, the husband volunteered to settle the question by asking the nuns, who seemed to be enjoying their meal very much.*
"Pardon me, Sisters," he said, pausing politely before the nuns' table, "but would you mind telling me your order?"
One of the nuns smiled at him. "Not at all," she said cheerfully. "We're Carmelites!"
(Hoke, 1965: 194)

It is sure that reader/hearer cannot interpret joke (1) when he/she does not satisfy the conditions for a text to find it funny. The conditions are as follows.
- The presupposition to be shared: *Carmelite nuns*
- An implicature to be interpreted by R/H: *order*
- A possible world to be recognized: *Dining on the train*
- Humour language occurring: *speech act joking (misunderstanding)*
  (Raskin, 1985: 57)

In his semantic theory, Raskin (1985) highlights the importance of linguistic theory with two components of the "*lexicon*" and the "*combinatorial rules*" that supply speakers with knowledge of word meaning and sentence meaning for complying with the requirements of detecting and marking the source of ambiguity, disambiguating a potentially ambiguous sentence in a non-ambiguous linguistic or extralinguitic context, interpreting implicatures where present and potential implicatures wherever possible, discovering the presuppositions of the sentence if any, and characterizing the world in which the situation described by the sentence takes place, in the aspects pertinent to the sentence.

In addition, The SSTH represents a pragmatic process of humour expression when there is a transfer from bona-fide into non-bona fide communication. In the premise of the so-called no-bona fide communication, humour is created when jokes flouts Gricean Cooperative principle and its maxims (Grice, 1975) and has its own principles.

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Later, Raskin and Attardo (1991) developed the SSTH into the GTVH (General theory of verbal humour), in which new elements of humour competence are added, namely six knowledge resources including (1) the Script opposition, (2) the Local mechanism, (3) the Situation, (4) the Target, (5) the Narrative strategy and (6) the language. That means a speaker has to pass these if he/ she knows the two different and opposite scripts of a joke, the playful logic instrument of the opposition, the contexts involving he objects, participants, places, activities in joke-telling, the stereotypes or the butt of the joke, type of the jokes, and information or wording in jokes (Attardo, 2002).

However, Raskin's (1985) semantic theory just introduces humour competence on the surface of linguistic competence and semantic competence in relation with words and sentences and rules, but there are no other ideas on culture or society that supports to develop humour competence. Chiaro (1992) constitutes humour competence with three elements, namely the linguistic, the socio-cultural and the poetic which indicate respectively for (i) the ability to understand the meaning of the words to be signaled in a joke, (ii) the ability to identify the social context or the cultural feature to be attached in the joke and (iii) the ability to interpret or read the figurative language to be embedded. The model shows a strong social dimension of understanding humour in jokes. Consider the following joke.

(2)   *Guess who quit smoking?*
         David Koresh. (Carrell, 1997)

Joke (2) is at first a common type of question and answer in the mode of bona-fide communication (Raskin, 1985) where there are smoking people and it is normal when people stop smoking. However, it is a real joke in the form of riddle. The punch line "David Koresh" should force the audience to reinterpret the question if he was a smoker but then realize that the joke plays on "smoking" that is the character Koresh is related with a social event in America. If the audience interprets the implicature in the punch line, the mode of communication is changed (shifted) into non-bona-fide communication. If the audience still sees the question as a normal one, the communication does not change. Then the joke text fails because no humour can possibly result on the part of the audience and that text can never get any level of humour competence. And this takes place unconsciously. Carrell (1997: 179) also suggests two main factors to affect this failure: *one is that the audience is unfamiliar with the form of the joke text; and the other is the audience is not in the possession of one or more of the semantic scripts necessary to identify and subsequently process the text as a joke, or both.*

With joke (2), the problem is not at its structure, but its content. The joke text hinges on the knowledge of both David Koresh and the fire at the Branch Davidian compound near Waco, Texas, on April 19, 1993 (Carrell, 1997). The audience cannot interpret the joke because they are not in the possession of such script, the one which contains that information. Simply they see the question and answer are in bona-fide conversation because they do not know who David Koestler is. Thus it can be practically known that joke competence is the ability to read the second script of the joke. And the audience can be "*equipped with more information from the joke teller and endeavor to reprocess the joke text through his or her joke competence*" (Carrell, 1997: 180). This creates a second correlation between the joke audience's style reference and the language of the joke, which results in either appreciation or non-appreciation (Carrell, 1997).

Hay (2001) has also proposed a similar point when discussing humour support strategies. She (2001) talks of qualified and unqualified humour support, of which the latter involves a scalar implicature (where "implicature" is taken to mean communicative implication). The three implicatures are *1. Recognition, 2. Understanding,* and *3. Appreciation* (2001: 67), which is similar to Chiaro's three "mental operations" above. However, researchers have wondered that when a joke is appreciated there may be a neglect of being amused. So Hay (2001) when discussing humour support strategies, adds a fourth element of *agreement* into the three implicatures discussed (*recognition, understanding, appreciation*). That is, in such cases there is dependence between *appreciation* and *agreement*. Hence, she also notes that it is possible for someone to be simultaneously offended and amused so that they support the humour but express disagreement e.g. '*laughter followed by an explicit cancellation such as "that's cruel*'" (2001: 76). This appears an interaction between joke audience's attitudes and beliefs and the content of the joke, which induces either appreciation or offence.

Integrating the model of humour competence (Chiaro, 1992; Hay, 2001), it is obviously seen that the knowledge to be essential for appreciating humour in English jokes is acquired in a system of competence: **linguistic-semantic competence, socio-cultural competence and poetic competence**.

5. Humour competence interfaced in pragmatic competence

Pragmatic competence (PC) is defined as "the ability to use language effectively in order to achieve a specific purpose and to understand language in context" (Thomas, 1983), "the ability to communicate your intended message with all its nuances in any socio-cultural context and to interpret the message of your interlocutor as it was intended" (Frazer, 2010). Pragmatic competence is a subcomponent to the more level of communicative competence (Frazer et al., 1980, Chomsky, 1980; Canale & Swain, 1980; Bachman, 1990).

Bachman's (1990) and later Bachman and Palmer's (1996) propose an overarching model, named "*Communicative language ability*" which consists of both the knowledge and the capacity for executing that competence in appropriate, contextualized communicative language use (Bachman, 1990: 84). This model contributes to broadening the concept of communicative competence, which afterwards is employed extensively in the second language learning and assessing and covers the model of communicative competence. It entails two major dimensions: *organizational competence* and *pragmatic competence* (Bachman, 1990: 84-87). Organizational competence consists of grammatical competence and textual competence and pragmatic competence encompasses two main abilities of illocutionary and sociolinguistic competence.

It can be seen that components of Bachman's language competence drive for joke competence and humour competence comprising linguistic-semantic competence, socio-cultural competence and poetic competence. Deniere (1995: 295) points out that "well-developed communicative competence implies humour competence, and vice-versa". Deniere (1995) also stresses the language learners also need to develop "a certain level of cultural competence in the target language because a language learner cannot appreciate the humour of that language even if he/she is competent at the target language (Bell, 2007). That is, the non-native speaker needs to become acculturated in the culture of the language she is learning if she ever hopes to understand that speech community's humour. Thus pragmatic competence is essential for humour competence because it provides knowledge of pragmatic conventions to be acceptable and knowledge of sociolinguistic conventions to be appropriate for the language functions in a given context both in competence and performance (Bachman, 1990: 87-90).

Illocutionary competence, in Bachman's (1990) pragmatic competence, relates to the theory of speech acts referring to utterance acts, propositional acts, and illocutionary acts. These acts respectively indicate "saying something", "expressing a prediction about something" and "the function performed in saying something" (Searle, 1969). Additionally, perlocutionary act is the effect of a given illocutionary act on the hearer (Austin, 1962; Searle, 1969). Bachman (1990: 90) clearly describes that to accomplish a success in driving a meaningful utterance it is necessary to use illocutionary competence with a range of abilities as follows.

(i) To determine which of several possible statements is the most appropriate in a specific context.
(ii) To perform a propositional act which is grammatically well-formed and significantly.
(iii) To be able to be complied by non-language competency factors

Sociolinguistic competence refers to the ability to perform the language functions, mentioned above, in appropriate ways for various language use contexts. Sociolinguistic competence includes *sensitivities* to language variety differences, to register or language use variation within a variety, to naturalness or native-like manner, to cultural references and figures of speech. Of all the sensitivities such as the ones to differences in dialect or variety, to differences in register, and to naturalness which concern the language performance, and especially the *ability to interpret cultural references and figures of speech* which is related with the interpretation of cultural and figurative language. However, joke telling means reciting jokes which is the lowest level of humour production, so the ability to interpret cultural references

and figures of speech is taken as one important element which is suitable with humour interpretation as the key point of humour appreciation.

Obviously, both humour interpreting and producing holds responsible to illocutionary competence and sociolinguistic competence. Likewise, a person who wants to be able to interpret the humour in jokes or tell jokes should be proficient at pragmatic competence. He/she should be able to perceive the humorous language of the joke, be aware of the figurative and cultural styles in the joke and agree with the humorous type of the joke text for appreciating it. Actually, it can be stated that humour competence is interfaced with pragmatic competence in terms of appreciation and performance with system of competence (Table 1). This system of competence is necessary for EFL learners to develop their humour competence in the broad communicative competence.

Table 1. Interface of humour competence and pragmatic competence

	Humour competence (Appreciation)	Pragmatic competence (Performance)	System of competence
1	- To recognize the source(s) of ambiguity - To detect and mark the source of anomaly - To disambiguate a potentially ambiguous sentence in a context - To detect and interpret implicatures		Linguistic-Semantic competence
2	- To discover the presupposition of the sentence - To characterize the world in which the situation described by the sentence takes place.	To interpret cultural references and figures of speech	Socio-cultural competence (Poetic competence)
3	- To understand the humorous language in social context and culture - To agree to the message that the joke conveys To appreciate the humorous language	- To determine which statement is the most appropriate in a specific context - To perform a propositional act which is grammatically well-formed and has signification - To be able to be complied by non-language competency performance	Illocutionary competence (Poetic competence)

6. Conclusion

Humour competence is viewed as part of overall communicative competence (Vega, 1989), and this is "not controversial" (Attardo, 1994). L2 humour competence is hence needed to be taught in the context of teaching English as a foreign language. Firstly, humorous language helps enrich learners variations of the English language used in different geographic regions (Bachman, 1990). Secondly, learners enhance their knowledge of culture through cross-cultural studies because each culture has its own set of values, norms, and unwritten rules of what is appropriate in humour, and these largely determine its content, target, and styles (Hertzler, 1970). Thirdly, humour education helps learners embody to the

cognitive and mental theory of learning. Lastly, sociolinguistics proposes that true competence in a language is determined by the learners' ability to use language appropriately in the needed contexts. This proposal would certainly include the appropriate comprehension and appreciation of tone variance within written language as an essential part of academic competence. Verbal humour of the characters in humorous episodes which are analysed reveals important aspects in the definition of social identity and originality (Ajtony, 2008).

Many researchers have had studies on humour competence in recognition, comprehension, perception and appreciation and achieved positive results (Table 2). Welo (2009) investigated the problems of understanding jokes in the English language and explored about the advantages of English jokes to improve reading comprehension for Thai Students. Questionnaire containing five jokes was sent to fifty subjects of English major and French major. The jokes were taken from The Reader Digest Magazine following some criteria concerning the length of jokes, joke context, language complexity, and variety of situations. The results show that the students always read English jokes 2-3 times per week and few read English jokes every day. Wulf (2010) proposed a humour curriculum based on a taxonomy of microskills directly drawn from Morain (1991) and Attardo, Hempelmann and diMaio (2002) and Schmitz (2002). Wulf (2010) also suggested a sample activity of teaching telling jokes and collaboratively discussing their meaning in class. Petkova (2013) did a study on documenting the effect and perceptions of this curriculum in an intensive English program in Southern California and also investigated the perceptions of second language learners of English about humour in their native language as compared to perceptions about humour in English. By using mixed methods combining a quasi-experimental pre-test post-test design with qualitative data collection, the results showed a T-test with a statistically significant difference in students' perceptions about humour in English. Particularly, Hodson (2014) in Japan had a study on humour competence for university EFL students by using a combination of explicit teaching of humour theories and knowledge schema, teacher- and learner-led analysis of humorous texts, and student presentations and suggested that humour competence training during the course may have aided participants' appreciation of English humour. Recently, Tran (2018) has done her research on developing the ability to make sense of humour in English jokes for Vietnamese tour guide students in Nha Trang City. Her study, the first one in Viet Nam, was successful in discovering that Vietnamese learners of EFL can be taught with the competence of humour and consequently can appreciate and recite English jokes.

Table 2. Empirical research on humour competence

Study	Teaching goal	Proficiency	Languages	Research goal (Humour competence)	Design	Assessment/ Procedure/ instrument
Erin Baldwin 2007	Jokes, film clips, cartoons	Doctoral students	L2: English	Perception	T-test	Questionnaire/ Comprehension questions
Douglas Wulf 2010	Joke categories	Advanced students	L2: English	Appreciation Socio-cultural knowledge	Classroom-based	
Zsuzsanna Schnell 2010	Jokes	Preschool children	L2: English	Comprehension	Classroom-based	Visual humorous test
Melody Geddert 2012	Reading materials	First-year students	L2: English, Chinese, Punjabi	Recognition	Survey	Preliminary investigation/ Questionnaire
Maria Petkova 2013	Jokes	Advanced students	L2: English	Perception	Quasi-experimental	Pre test, post test
Richard J. Hodson 2014	Humorous texts: written and spoken	Advanced students	L1: Japanese L2: English	Appreciation	Experimental groups	Follow-up joke ratings

	(Numerous materials)					
Tran Thi Ai Hoa 2018	Jokes	Intermediate students	L1: Vietnamese L2: English	Appreciation and recitation	One-group experiment	Pre-post tests

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FOSTERING UNDERGRADUATE STUDENTS' COMMUNICATIVE COMPETENCE THROUGH CLASSROOM-BASED INSTRUCTION IN AN EFL CLASSROOM: DOES MODE OF INSTRUCTION PLAY A ROLE?

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ABSTRACT

Competence feature prominently in daily routine of communication. Accordingly, teaching and learning communicative competence should be primary concern in language education, including English education. However, there is relatively little research on the role of instruction in fostering communicative competence of learners in an EFL classroom due to its unfamiliarity on instructional paradigm. This study investigated the instructional effects of teaching in four modes (Storytelling and Anecdotes, Arguments and Formal/Informal Debates, Interviews and Conversations, and Role play). A seven- minutes oral semi-direct tape test was then developed and administered. Thirty-six EFL learners equally distributed to four different modes. The test consisted of 5 short information questions and 10 social situations to which the subject was requested to respond. In carrying out the study, Performance and Paralinguistic Elements Assessment Scheme (PPEAC) was made, to assess the communicative competence. Concerning to significant differences among the four competence-teaching modes, the one-way analysis of variance (ANOVA) was utilized. Meanwhile, the reliability of the study was conducted on the raters wherein the reliability of the raters was shown to be significantly high. The validity of the test was established by conducting face to-face interviews with subjects prior to the taped tests. The results showed that degree association between the overall ratings on the taped test and the overall ratings on the interview test was significant, though not significant for individual criteria. Further, ANOVA results revealed significant differences among the four competence-teaching modes. Discussions and pedagogical implications are provided in the paper.

KEYWORDS: Communicative competence, linguistics, EFL classroom, instruction

1.0 Introduction

Communicative competence (henceforth CC) has recently drawn the attention of scholars and researchers of foreign language education and has, subsequently, resulted in competence talks and systematic utilization of the term "*communicative competence*" (Weimann & Buckland, 1980*)*. For one, Communicative competence has always been the pose of every language classroom wherein instructions and strategies are geared toward the components on organizational, pragmatic, systematic and psychomotor (Brown, 1994) that anchored on two things; the communicative knowledge and the ability to perform in certain situation **(**Hymes, 1971). Two, it composes the individual's ability to use the communication process and its ability to function in society (e.g., Argyle & Kendon, 1967; Dance & Larson, 1972; Duncan, 1968) and its tied to actual performance of the language in social situations (Allen & Brown , 1976). Three, the concept of communicative competence has the potential to bridge the gap between theory and performance in everyday social settings (Wiemann, 1980) . Lastly, it requires communication skills in order to *receive, understand,* and *apply* the substance of their lessons **(**Weimann & Backlund, 1980**) .** However, that *"communicative competence*" does not enjoy such a definition. To put this into lighter perspective, competence is the main concern in the process, which is not only for communicative behavior, but also to the social situation or context in which the participants find themselves with the purpose in interacting **(**Larson et. al., 1978**).** Allen and Brown (1976) underscore the significance of this function in communication studies with reference to the educational process. Thus, they suggested " that functional speech communication behaviors are of such crucial significance that they must be emphasized progressively throughout the school experience and that our nation's schools have largely ignored the functional communication needs of children and youth, (p. v). In this note, there is, however, some

problems that language teachers might encounter in fostering communicative competence of the learners, for such, it challenges language teachers to make language teaching relevant and effective (Prejoles, 1997); it requires language teachers to know the underlying system of knowledge and skill needed for communication (Canale & Swain, 1987); and, requires language teachers to know a further distinction between underlying capacity and its manifestation in real communication or performance (Bagari and Djigunovi , 2007). As to how the learners may possess communicative competence within the periphery of EFl classroom, teachers needs to know the needs of the learners know and know how, particularly on how the instructional mode works in the process of fostering communicative competence of learners. By all accounts, fostering communicative competence appears to be one of the most challenging task of language teachers, for the reason that, language teachers must deliver and foster four areas of knowledge and skill such as linguistic competence, sociolinguistic competence, strategic competence, and discourse competence (Canale & Swain, 1980). Similarly, Orillos (1998) mentioned that in teaching process, functional aspects of language particularly on illocutionary competence and sociolinguistic aspects with such considerations as politeness, formality, metaphor, register, and culturally-related aspects of language should be included in process and on the instructional aspects.

Thus, the present study tries to investigate the instructional effects of teaching in four modes (Storytelling and Anecdotes, Arguments and Formal/Informal Debates, Interviews and Conversations, and Role play) in fostering communicative competence of thirty EFL undergraduate students. As there are only a small number of studies relating to instruction in fostering communicative competence in ASEAN context. Concerting to different perspective of communicative competence, this study attempts to fill a gap in the literature. The study will lead language teachers, educators, and curriculum designer to the wider perspective of fostering student's communicative competence through several mode of instructions.

1.1 Communicative Competence

The notion of communicative competence has been constantly changed and adapted to the context of its use (Pillar, 2004; Bagarić & Djigunović, 2007). As Ingram (1985) mentions that "the notion of communicative competence evolved in order to account for the fact we have already observed that linguistic competence does not adequately account for how language is used or the forms that occur in actual use" (p. 226), but also how this ability functions in a truly communicative setting – that is, " in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more of the interlocutors" (Savignon , 1972 : 8). Hence, it can be observed that these notions have been conceding in one point, and that is - communicating with other people comprehensively and understandably. This notion has been a product of multi-perspectives. First, Chomsky's Perspective of communicative competence came about in reaction to the following assertion made by *generative-grammarian*:

> Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech- community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky, 1965: 3) .

Having the same token, Chomsky (1965) believes that communicative competence is an outcome of full competence embedding a person's perfect grammatical knowledge of a target language. Chomsky put the description of language form (competence) and how language use (performance).

Second, communicative competence from *sociolinguistics perspec*tive, Hymes' (1971) criticized the claim of Chomsky that linguistic competence does not include a social aspect of language. Further, Hymes (1971) describes communicative competence " is seen as an aspect of what from another angle may be called the ethnography of symbolic forms, the study of the variety of genres, narration, dance, drama, song, instrumental music, visual art, that interrelate with speech in the communicative life of a

society and in terms of which the relative importance and meaning of speech and language must be assesse"
(p. 284). To put in context, communication process is determined by its speech community or certain society and actual communicative event in question, which consists of the following components such as setting, participants, ends, act sequence, key, instrumentalities, norms of interaction and interpretation, and Genre (see Hymes, 1974; Coulthard, 1985; Jaworski & Coupland, 1999; Kramsch, 1993; and Wardhaugh, 1998) .

Third, the *ethnographical point of view*, Saville-Troike (1996), argues that in communicative competence, linguistics variations should be taken into account, as it carries social meanings sometimes pose serious problems even for advance students of a certain language, English in particular. Therefore, knowledge of the full range of the linguistics codes, including those utterances and features that transmit social information. Moreover, Saville-Troike (1996) distinctly divides a central construct of communicative into three categories of knowledge in terms of communicative competence: linguistic, interactional, and cultural knowledge. Thus, these categories and variations need to be reviewed as part of of one's communicative competence.

Fourth, the *interactional perspective*, Gumperz (2001) , defines it as "Interactional Order," which pertains to the organization of discourse functioning to combine the linguistics and social elements, argues that one should look at talk in context as one form of communicative practice. Adding that talk is not just a matter of individuals in encoding and decoding messages , but also something by which conversationalists attempt to attain their communicative goals in real-life communicative exchange . Gumperz (2001) emphasizes the importance of how interlocutors share signaling conventions necessary to carry on their conversations. One aspect of the productive and interpretive processes is- contextualization cues. Contextualization cues, defined as linguistic, paralinguistic, or interactive features habitually used and perceived by interlocutors in order to realize this signaling effect, take many different forms such as the selection of a certain style or code, the use of certain syntactic or lexical forms, and strategies involving conversation openings and closings, just to name a few (Gumperz, 1982).

Lastly, the perspective from *Second Language Acquisition (SLA)*, Canale and Swain (1980) proposed a theoretical framework in which they outline the contents and boundaries of three areas of communicative competence such as grammatical, sociolinguistic, and strategic competence *(see the detailed description below)* . Sociolinguistic competence was further divided by Canale (1983) into two separate components namely, sociolinguistic and discourse competence. He defines communicative competence as "the underlying systems of knowledge and skill required for communication" (Canale, 1983: 5). What is intriguing and interesting about their framework of communicative competence is that even the aspects of skills that are needed to employ the knowledge are now assumed to be part of one's competence within the communicative process. According to Calle (1983) communicative competence, is then, distinguished as actual communication , wherein , "the realization of such knowledge and skill under limiting psychological and environmental conditions such as memory and perceptual constraints, fatigue, nervousness, distractions, and interfering background noises" (Canale, 1983: 5). Comparing to Canale and Swain's construct of communicative competence with that of Chomsky's in a broad sense, Chomsky's "competence" is equivalent to the "grammatical competence" mentioned by Canale and Swain, and all other aspects of their framework are lacking in Chomsky's definition. As far as performance is concerned, Chomsky's performance and Canale and Swain's actual communication point to roughly the same phenomenon of uttering sentences in real communicative process. The four aspects of communicative competence they identified are briefly outlined below:

> *Grammatical competence:* The mastery of L2 both phonological and lexicogrammatical rules and rules of sentence formation; that is, to be able to express and interpret literal meaning of utterances such as acquisition of pronunciation, vocabulary, word and sentence meaning, construction of grammatical sentences.

Sociolinguistic competence: The mastery of sociocultural rules of appropriate use of L2; that is, how utterances are produced and understood in different sociolinguistic contexts such as understanding of speech act conventions, awareness of norms of stylistic appropriateness, the use of a language to signal social relationships, etc.)

Discourse competence: The mastery of rules concerning cohesion and coherence of various kinds of discourse in L2 , for instance, the use of appropriate pronouns, synonyms, conjunctions, substitution, repetition, marking of congruity and continuity, topic-comment sequence, and to mention but a few.

Strategic competence: The mastery of verbal and non-verbal communication strategies in L2 used when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to enhance the effectiveness of communication, for example, paraphrasing, how to address others when uncertain of their relative social status, slow speech for rhetorical effect.

To switch from a more theoretical description of the communicative competence background to the empirical studies domain, it's worth noting that only a few empirical studies seem to have been conducted on EFL classroom and analysis from CC (Communicative Competence) perspective. As the first instance, Lasala (2013) studied the communicative competence of the secondary senior students, the researcher anchored the conduct of the study on the theoretical model of communicative competence of Canale and Swain that communicative competence is important to the development of a communicative approach to language learning and that the study of grammatical competence is as essential to the study of communicative competence as is the study of sociolinguistic competence. Study revealed that the level of communicative competence in oral and writing skills of the students is both acceptable; however, they differ in their numerical values. In terms of grammatical competence in oral skill, the average rate is 3.10 while the respondents obtained an average rate of 2.91 in their writing skill. In terms of discourse competence in oral skill, the average rate is 3.10, while the respondents obtained an average rate of 2.68 in their writing skill. In sociolinguistic competence in their oral skill, the respondents obtained an average rate of 3.29 and 3.01 in their speaking skill. For the strategic competence, the respondents got an average rate of 3.12 in their oral skill and an average rate of 2.73 in their writing skill. However, in the researcher's study , it can be noticed that

Tuan (2017) tried to study level of communicative competence covering linguistic/grammatical and discourse has aimed at constructing a proposed English language program for 5 key universities in Vietnam. The major findings of the study generally reveal that the students' level of communicative competence is a factor of their parents' academic influence. Their linguistic/grammatical and discourse competence is helped by their chance for formal and intensive learning, conversing with a native speaker of the English language, rich exposure to social media networks, and reading materials written in English. Moreover, the students' greatest strength along linguistic competence is on the use and function of noun, pronoun and preposition, while their weaknesses are on the use and function of conjunction, adverb, interjection, and verb. It is a general finding that the 4th year students who are linguistically competent on the whole system and structure of a language or of languages in general (consisting of syntax, morphology, inflections, phonology and semantics) have the tendency to speak or write authoritatively about a topic or to engage in conversation. It can be noticed in this study and even the findings, that the researcher focused on two notions, that are, sociolonguistics perspective and grammatical competence perspective.

Further, Ocampo (2016) reported the results of an action-research project focused on improving students' communicative competence in English through the task-based learning approach. The findings revealed the students' significant improvements in their communicative competence in English. Findings also show that implementation of the task-based approach was affected by factors related to the teachers' role and others related to students' performance. It was also pointed out in her study that the teachers should pay careful attention to providing students with enough exposure to English and balanced opportunities for oral and written production in order to improve their communicative competence. Also, teachers should not

forget how much influence students' interests, learning styles, and needs have on their learning process and production.

Weyers (1999), on the other hand, studies the effect of authentic video on communicative competence given that exposure to video programming has been shown to increase students' comprehension, thus the study aims to assess the impact of exposure to authentic Spanish-Language telenovela. Findings revealed that student viewers demonstrated a statistically significant increase over their counterparts in a control group not only in listening comprehension but also in the number of words they used in discourse and inn two components parts of communicative competence, specifically, their confidence in generating output and the scope and breadth of their discourse. Further, the study shows that authentic television programming is valuable tool in developing communicative competence of students.

Another study concerning to strategies in boosting communicative competence, Palacio (2010) examined the effective strategies that teachers can use to help ESL students improve their speaking skills and class participation. Results indicated that both communicative and social strategies as well as exposure to independent reading help ESL students improve their communicative skills and class participation. Further, it was concluded implementation of storytelling, role playing, and information gap exercises, as well as in-class peer tutors, can help ESL students improve their speaking skills and class participation. Combined with the instructional strategies of storytelling, role playing, and information gap exercises, evidence clearly shows that having an opportunity to read independently is important.

Outside the realm of English within actual instruction, Rankin (1997) proposed a tool to increase communicative competence of foreign language students through "ELF chatroom ". He mentioned that popular online *"chatroom"* can be incorporated in to course syllabi of foreign language courses as a regular homework assignment to encourage students to use the target language actively and frequently. By scheduling regular visits to an FL-specific chatroom, the EL instructor can greatly increase the amount of time students spend communicating in the tar- get language. The FL chatroom allows the instructor and students to continue more in-depth discussions-grammatical, cultural, and literary-outside of the classroom. The research pointed out that The FL chatroom is not meant as a replacement for in-class discussions; rather, it should supplement learning and increase the amount of communicative practice afforded FL students. Time spent in the FL chatroom is centered exclusively on conversing in the target language about a specific and contextualized topic. The FL chatroom allows instructors to monitor the progress of their students in the target language with regard to both fluency and accuracy.

In a similar attempt Gilmore (2011), explored the potential of authentic materials to develop Japanese learners' communicative competence in English. Communicative competence was operationalized with a batch of eight different tests: a listening test, a pronunciation test, a C-test, a grammar test, a vocabulary test, a discourse completion task, an oral interview, and a student-student role-play. The results indicated that the experimental group out- performed the control group in five of the eight measures, suggesting that the authentic materials and their associated tasks were more effective in developing a broader range of communicative competencies in learners than the textbook materials.

As is quite evident from this short review of the studies conducted on strategies, concepts, and instruction in developing communicative competence of learners. Further, to the best of the researchers' knowledge, no study has investigated the communicative competence potentiality of different mode in boosting learners' competence in communication yet. Such a formal observation underscores the role context plays in understanding communicative meaning, and that role is further examined in this study employing different contextual modes: Does the mode of fostering communicative competence (Storytelling and Anecdotes, Arguments and Formal/Informal Debates, Interviews and Conversations, and Role play) play a significant role in developing competence.

2.0 Methods

The study employed a quasi-experimental research design. The main independent variable was the four different modes of presenting communicative situation (CS), with competence gain CG) as the dependent variable. Thirty-six volunteer language learners from English department, faculty of Education in one public university were randomly assigned into each of the four experimental groups as explained next.

2.1 Participants

Thirty male (N = 19) and female (N = 11) language learners ranging in age from 15 to 21 participated in this research. It is worth noting that all of the participants are enrolled in Public speaking course. All participants came from the same ethnic, cultural and linguistic backgrounds, with Thai language being their mother tongue and English their foreign language. Based on student's records and pervious English exams, participants were more or less homogeneously at lower/ mid-levels. The experimental group (fostering communicative competence through Storytelling and Anecdotes) included 7 participants, the next experimental group (fostering communicative competence through Arguments and Formal/Informal Debates) included 9 participants , then the next group (fostering communicative competence through Conversations and interviews) included 8 participants, and finally, the last experimental group (fostering communicative competence through Role play) consisted of 8 participants.

2.2 Instruments

A seven- minutes oral pre-semi-direct tape test and oral pre-semi-direct tape test were administered. Since there was no feedback as to students' performances on the pretest, repeated measures item ordering effect did not apply to reduce validity. The test consisted of 5 short information questions and 10 social situations to which the subject was requested to respond. The semi-direct tape test was piloted with a group of language learners similar to those in the main study and its validity and reliability were established by experts in the field who were professors with more than ten years of experience teaching English language related courses with scholarly publications in these areas. With no major modifications, the final test enjoyed a Cronbach reliability index of .84.

Further, the tools used for teaching communicative competence in each group were, respectively, Storytelling and Anecdotes, Arguments and Formal/Informal Debates, Role play, and Interviews and Conversation. These tools used were collected from different sources such as YouTube, daily conversation module, magazine, workbooks, and to mention but a few.

Concerning to the assessment scheme, *Performance and Paralinguistic Elements Assessment Scheme* (*PPEAC*) *was made. PPEAC has* two sets of observation instruments, namely, the communicative performance and paralinguistic elements, each comprising two rating schedules, were formulated to assess each subject's oral communicative skills for the pre-semi-direct tape test and oral post-semi-direct tape test. Thus, criterion-referenced scale was used, such this scale comprised progressive levels of frequency criteria: *never, infrequently, sometimes, frequently, mostly and always.* As of the contents of the assessment scheme were illustrated below:

Communicative Performance (CP) comprised a set of communicative statements, namely, *Linguistic Competence (LC), Discourse Fluency (DF), Sociolinguistic Competence (SC), and Strategic Competence (SC)*. As described earlier, Linguistic Competence encompasses linguistic communicative categories, and the other three competencies incorporate a combination of both linguistic and paralinguistic communicative categories. The linguistic categories assessed were *Accuracy, Appropriacy, Comprehension, Fluency, Intelligibility and Range* (see Appendix 1).

Paralinguistic categories (PC) assessed were Kinesics, *Proxemics, Prosodics and Confidence*). The assessment of these paralinguistic categories focused on gaining a measurement of the general aspects of paralinguistic behavior (see Appendix 2).

2.3 Procedures

At the beginning of the experiment, the Researchers asked the students a situational question wherein they need to respond at the outset of the experiment, assessment scheme was used to assess student competencies before the experiment. The pretest session ended with a short informal introduction to the course. In an effort to keep the teaching/learning time the same for all groups, eight one-hour treatment sessions were held wherein 15 situational communicative activities taught in each session to each group as follows:

Storytelling and Anecdotes Group (SAG1): The researchers gave a "scenario in different settings such as market, school, office, park. and so on" to be enacted by the participant. Before doing it so, SAG1 should brainstorm first and write their concept in a paper which serves as their script. There was an allotted time in this settings.

Arguments and Formal/Informal Debates Group (AF/IDG2): Situational questions were written in a piece of papers, wherein, participant could respond to the question. Other students were allowed to question the argument of the participant, thereby, participants will be given limited time to answer the question. It is worth mentioning that 100 situational questions were given prior to the activity.

Conversations and Interviews Group(CIG3): The researcher gave a situational communicative activity such as in the market, school, workplace, and many more. Then, the participants could choose among those activities. Participants also were asked to write a script of the conversation. Moreover, after the conversation, the other participants were given a task which was to make a question about the conversation of group who have performed, and questions will be asked to the performing participants.

Role Play Group (RPG4): Participants were presented with a list of situational communicative activities in the context of short stories. Participants were requested to form groups of two or three. Each group was given situational communicative activity such as in the market, school, workplace, and many more. They were instructed to practice the dialogue with their partner(s).

Following the completion of treatments, students were asked to take the post-semi-direct tape test (i.e., the same test as the pre-semi-direct tape test described above) with the aim to measure their communicative competence at this stage.

3.0 Data Analysis

A one-way Analysis of Variance (ANOVA) was used to compare the post and pre-semi-direct tape test results among the four groups, with the latter intended to identify any main effect for instructional mode.

Result

To investigate whether the groups differed at the pretest stage, a one-way between groups analysis of variance was run on the pretest scores. Table 1 represents the related descriptive data.

Table 1
Pretest Scores

Descriptive						
Pretest Scores						
					95 % Confidence Interval for Mean	
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
SAG1	7	2.8824	0.62438	0.23599	2.30490	3.45981
AF/IDG2	8	2.6140	0.53370	0.18869	2.16779	3.06015
CIG3	8	2.0000	0.54460	0.19255	1.54470	2.45530
RPG4	7	2.5420	0.59937	0.22654	1.98769	3.09634
Total	30	2.4961	0.63528	0.11598	2.25886	2.73329

As Table 2 shows, there was a bit significant difference among the groups at the commencement of the experiment.

Table 2

ANOVA					
Pretest					
	Sum of Square	Df.	Mean square	F	Sig.
Between Groups	3.139	3	1.046	3.177	0.041
Within Groups	8.565	26	0.329		
Total	11.704	29			

A one-way between groups analysis of variance (ANOVA) was carried out on post-test scores of the four groups to explore the impact of teaching mode on their idiomatic competence. Table 3 shows the related descriptive statistics.

Table 3
ANOVA Posttest Results

Posttest score						
					95% Confidence Interval for Mean	
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
SAG1	7	3.3361	0.45211	0.17088	2.9180	3.7543
AF/IDG2	8	3.2757	0.64628	0.22850	2.7354	3.8160
CIG3	8	3.9191	0.84175	0.29760	3.2154	4.6228
RPG4	7	4.3655	0.34378	0.12994	4.0476	4.6835
Total	30	3.7157	0.73492	0.13418	3.4413	3.9901
Total Mixed Effects			0.61454	0.11220	3.4851	3.9463
Random effect				0.25543	2.9028	4.5286

The value of significance according to Levene's test of equality of variances in Table 4 shows that the assumption of homogeneity of variances was not violated.

Table 4
Levene's test of Homogeneity of variances

Test of Homogeneity of variances			
Posttest scores			
Levene's statistics	df1	df2	Sig.
2.75	3	36	0.063

As Table 5 illustrates, there was a statistically significant effect for teaching mode, F (3, 26) = 5.158, P=.006.

Table 5
Tests of Between-Subjects Effects

ANOVA					
Posttest Scores	Sum of Square	df.	Mean Square	F	Sig
Between Group	5.844	3	1.948	5.158	0.006
Within Groups	9.819	26	0.378		
Total	15.663	29			

The results of the post-hoc comparisons using Tukey's Honestly Significance Difference (HSD) test (as per indicated in Table 6) stated that the mean score for the RPG4-Role Play Group (M= 4.3655, SD= 0.34) was significantly different from the CIG3-Conversations and Interviews Group (M=3.9191, SD= 0.84). The SAG1-Storytelling and Anecdotes Group (M= 3.3361, SD= 0.45) displayed a mean significantly different from AF/IDG2-Arguments and Formal/Informal Debates Group (M= 3.2757, SD=0.64). Further, the result shows the RPG4-Role Play Group proved to be significantly different among other groups. While there were bit differences between the CIG3-Conversations and Interviews Group and the SAG1-Storytelling and Anecdotes Group, between AF/IDG2-Arguments and Formal/Informal Debates Group and AF/IDG2-Arguments and Formal/Informal Debates Group. The group outperformed each other in a descending order with RPG4-Role Play Group outperforming CIG3-Conversations and Interviews Group, and among other groups.

Table 6
Multiple Comparison

Multiple Comparison						
Posttest Scores Tukey HSD						
					95% Confidence Interval	
(I) Teaching Group	Teaching Group	Mean difference	Std Error	Sig	Lower Bound	Upper Bound
SAGG1	AF/IDG2	0.0604	0.31805	0.998	-0.8121	0.9329
	CIG3	-0.58298	0.31805	0.281	-1.4555	0.2895
	RPG4	-1.02941*	0.32848	0.021	-1.9305	-0.1283
AF/IDG2	SAG1	-0.0604	0.31805	0.998	-0.9329	0.8121
	CIG3	-0.64338	0.30727	0.182	-1.4863	0.1996
	RPG4	-1.08981*	0.31805	0.010	-1.9623	-0.2173
CIG3	SAG1	0.58298	0.31805	0.281	-0.2895	1.4555
	AF/IDG2	0.64338	0.30727	0.182	-0.1996	1.4863
	RPG4	-0.44643	0.31805	0.508	-1.3189	0.4261
RPG4	SAG1	1.02941*	0.32848	0.021	0.1283	1.9305
	AF/IDG2	1.08981*	0.31805	0.010	0.2173	1.9623
	CIG3	0.44643	0.31805	0.508	-0.4261	1.3189

* The mean difference is significant at the 0.05 level.

Based on these results, it can be therefore claim that there is strong evidence to justify the significant differences among Storytelling and Anecdotes, Arguments and Formal/Informal Debates, Questioning and Interviews, and Conversations mode of fostering communicative competence of language learners, thereby implying that teaching mode does indeed play an important role in fostering communicative competence skills. The order of effectiveness for the teaching modes was Role play, Conversations and Interviews, Storytelling and Anecdotes, and Arguments and Formal/Informal Debates group.

4.0 DISCUSSION

The present study investigated the effect of different modes on the communicative competence of thirty male and female Thai English language learners majoring in English. It found a significant effect for teaching modes, the most beneficial was role-play. However, there were significant differences between the conversations and interviews (CI) and the arguments and formal/informal debates (AF-ID) mode in favor of the conversation and interview group. There were also significant differences between Role-play group (RPG4) and the conversations and interviews (CIG3), and arguments and formal/informal debates (AF/IDG2), such that the RPG4-Role play group outperformed the other two. Thus, in a descending order from the most to the least effective in fostering communicative competence, the positions were Role play, Conversations and Interviews, storytelling and anecdotes, and arguments and formal/informal debates**.**

In the RPG4-Role-play Group, since the learners were trying to visualize the conversation in order to play the roles of their interlocutors, it seemed to them that they were communicating comprehensively to convey the message of the play. As Qing (2011) points out, "in this activity, students play different roles in a particular language scene to solve the practical problems they may encounter, and use of language, movement, facial expressions and other means to act out what happened in that scene" (p. 37). This is to say, that the full performance of the role-play engages learners create active classroom atmosphere, mobilize the enthusiasm of the students (Islam, 2012) which consist understanding the structure and memorizing the script that enhance their *linguistics competence (* Whalen & Morris, 2005), thus , construct and build their *discourse competence* throughout the play (Gardner, 1999) . In other words, RPG4-Role-play Group illustrates communicative competence, as communicative competence contain language form (competence) and language use (performance) to establish speaker-listener's internal grammar that judges the grammaticality of sentences used in the script of the play (Chomsky , 1965), and also embeds a range of other sociolinguistic and conversational skills that make learners be able to speak and know how to say what to whom, when (Hymes, 1974). Further, RPG4-Role-play Group consists of the following components such as setting, participants, ends, act sequence, key, instrumentalities, norms of interaction and interpretation, and Genre (Hymes, 1974; Jaworski & Coupland, 1999; Wardhaugh, 1998). Moreover, as in the SAG1- Storytelling and Anecdotes Group, where students retell the story having read or heard by using the storytellers' own words based on their understanding about the story, according to to Akhyak and Indramawan (2013) story-telling improves the students' English communicative which includes students' fluency, grammar, pronunciation, vocabulary, and content, because students retell stories in a different word construction, as student needs to construct strategically ' strategic competence' (see Safdarian, 2013; Julia, 2015; Fikriah, 2016). However, in this study, **it** seems that SAG1- Storytelling and Anecdotes Group is significantly different from RPG4-Role-play Group, this might be line to the claim of Dewi (2016) , that " the causes of the students' low speaking skill are as follows: (1) not having enough time in practicing speaking, (2) not having enough vocabulary, (3) not having interest in speaking because of uninteresting teaching method, and (4) not being able to relate the speaking content to their real life" (p. 342), that is why, they cannot perform well in this mode of instruction . Contrary to RPG4-Role-play Group, because student needs to act their role as it is ' collaborative activity' , which means students have to be responsible of their roles and expand their outcome as much as they can (Ones, 1982; Krebt, 2017) . It is therefore reasonable to infer that this settings, which arguably provides condition for both communicative process and retention of skills in general and communicative competence in particular, is called up in role-play and then in story-telling.

The outperforming of RPG4-Role-play Group in comparison to all other groups could also have due to the fact that in designing and performing the script, the students needed to interact with another cooperatively, whereas there was no much interaction in CIG3-Conversations and Interviews Group and SAG1-Storytelling and Anecdotes Group or in the AF/IDG2-Arguments and Formal/Informal Debates Group wherein learners were mostly engaged in individual task. Teamwork and cooperative learning have proved to result in more effective learning (e.g. Khabiri & Masoumpanah, 2012; Qing, 2011). Teamwork and cooperative learning are two of the key elements within an extended role play task. Students will be able to take part in authentic communication about their group task presentation while at the same time improving their ability to speak clearly and effectively with each other (Qing, 2011) , thus Role plays are an essential dress rehearsal which enables learners to do more than learn a set of phrases as they will experience how communication and interaction might take place in a variety of situations. Interaction is said to provide input in fostering communicative competence , motivate students, affect negotiation or interactional modification, illustrate to students how knowledge is generated and arrived at, takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes, and enrich the learning experience by building academic and social skills (Gass, 1997; Krashen, 1985) . Thus, equal opportunity to participate encourages groups to allow all group members space to play important roles in the group, that is why, Students begin by imitating the episode plots. Since students have the freedom to select their own characters to portray, so, a high level of interest will be maintained . Similarly, Swain (1995) states , " when a collaborative effort is being made by participants in an activity, their speaking (or writing) mediates this effort. As each participant speaks, their 'saying' becomes 'what they said', providing an object for reflection" (p. 113). Thus, as Swain puts it, when "our students' performance outstripped their competence" (p. 113), there is a good reason to believe that when students collaborate ideas through interaction, particularly on role play activity, where student seemingly *performed* according to their roles. Following the Canale and Swain's perspective in communicative competence, student's concept of skill refers to how they can use the knowledge in actual communication 'in certain role-play' and its manifestation in real communication, that is to say, in *performance* within the context. Such "performance" notions are in line with this study's findings in which both the RPG4-role Play and CIG3-Conversations and Interviews group outperformed the SAG1-storytelling and anecdotes Groups. Conversely, given the collaborative nature of instructional mode, the RPG4-role-play performed better that the conversations and interviews (CIG3), storytelling and anecdotes group (SAG1), and arguments and formal/informal debates (AF/IDG2) groups. The role-play was, however, considered a more sensitive measure of students' discourse competence because learners had more opportunities to take responsibility for topical coherence and topic development in the absence of a NS interlocutor.

The Conversations and interviews group (CIG3), on the other hand, outperformed the storytelling and anecdotes group (SAG1) and arguments and formal/informal debates group (AF/IDG2) in the study. Again, this suggests that the explicit focus on conversational strategies on how learners respond to each other (such as turn-taking; developing conversation; using reactive tokens, discourse markers, or hesitation devices) in the experimental treatment was effective in bringing about changes in the learners' strategic or discourse competencies. However, findings revealed that CIG3- Conversations and interviews group has a less significant effect compare to PRG4-role-play group, thus factors were considered; first, anxiety, self-confidence, and motivation were the primary factors, as student needs to be independent during the experimental treatment; second, the planning stage, according to Bashir et. al. (2011) speaking anxiety for ELLs can be reduced by providing planning time prior to a conversational activity . This planning time also can help increase confidence in learners that they can perform the task; third, the discourse and strategic competence of both the speaker and listener, as the elements of speaking which refer to the language features that learners should have knowledge about (Harmer, 2001) and to the processes of language and information in the same time when an interlocutor interacts with them (Kouicem, 2010). This is to note, that both listeners and speakers should have " communicative competence" in conversation and interviews process to achieve " performance" . However, Færch and Kasper (1983) explain "although problems in interaction are necessarily shared problems and can be solved by joint efforts during the process, they originate in either of the interactions, and it is up to him (the speaker) to decide whether to attempt a solution himself or to signal his problems to his interlocutor and attempt to get the problem solved on a cooperative

basis" (p.g 67). In this way, opportunities for learners to talk with others and receive feedback can be limited, due to the competing demands on teachers' time and limited time were given to each member of the group. Unlike in PRG4-role-play group where learners were given a responsibility in each segment of the play to act.

Although the SAG1- storytelling and anecdotes group is not parallel to the effect of the Conversations and interviews group (CIG3) and role-play group (RPG4) in the process of fostering; However, it is worth noting that there were significant effect of SAG1- storytelling and anecdotes group in fostering communicative competence of undergraduate learners, as result shows the difference from pre (M=*2.88*) to post test (M=*3.33*). As Peck (1989) explains, in storytelling activity, it exposes learners to increase vocabulary *(grammatical competence)*, practice pronunciation and its sequence (discourse *competence*), and body language techniques and vocalization (sociolinguistics *competence*). Confirming the better performance of the Conversations and interviews group (CIG3) and role-play group (RPG4) in comparison with the AF/IDG2- arguments, Zuhriyah (2017) and Velasquez (2015) suggested that in story telling the design of the materials used is essential specially if it is adapted or created for learners in an early age. For instance: colorful flashcards, realia (real objects) and videos. In addition, the material presented call their attention and increase participation in the target language , which could help them to remember the vocabulary because they can see the image or relate it with something. Thus, in executing this mode genre of story and allotment of time should have considered. As such, speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why , and how to speak. Further, Deacon and Murphey (2001) consider storytelling very useful to start conversations and to engage in discussions because when students try to converse in the target language, they lack vocabulary and grammar most of the time; however, if students hear a story and retell it later, they will know the vocabulary with which to converse beforehand (p. 4). Uribe (2010) agrees that storytelling is "a form of engagement" which is useful strategy "to enhance oral language and vocabulary development" (Herendeen, 1995, p.12).

Meanwhile, AF/IDG2- arguments and formal/informal group has less significant effect in fostering communicative competence in this study compare to the other groups (e.g. SAG1, AF/IDG2, and CIG3). This is to say, that during the experiment, AF/IDG2- arguments and formal/informal members were not given much time in giving their opinions and points of view due to the lack of motivation, the use of poor communicative activities, or activities that are monotonous or without context. Compare to other experimental groups where learners could create a collaboration within the activities, AF/IDG2- arguments and formal/informal group, on the other hand, cannot create much collaboration since this activity is more on " battling ideas" by which low learners cannot fully exercise their ideas considering the allotted time given in the argumentation stage and it needs " critical thinking" (Sonalo & Padilla, 2017) . Correspondingly, in can be noticed that AF/IDG2- arguments and formal/informal group has a significant effect in terms of their development from pretest score *(2.61)* to posttest score *(3.27).* As Krieger (2005) mentions, that in the process of debate activity , there were aspects that could develop over the time , such it engages students in a variety of *cognitive* and *linguistic* ways. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing. Similarly, Snider (2011) claims that "debate is about change" (p. 97), referring to the cognitive ability of the learners that can be developed during the process of the activity.

Finally, the better performance of all other groups over the AF/IDG2- arguments and formal/informal group can also be attributed to the fact communicative competence carries social meaning which includes full collaboration within the context, full range of the linguistic codes, including those utterances and features that transmit social information (Saville-Troike, 1996); sociolinguistics and discourse competence (Canale & Swain, 1980); consists of setting , participants, act sequence, key, instrumentalities, norms of interaction, and interpretation (Hymes, 1971); interactional order (Gumperz, 2001); and performance (Chomsky, 1965). As is conveyed in the present study, the role-play (RPG4), storytelling and anecdotes (SAG1), and conversation and interviews (CIG1) group had access to more of

the context in which the communication was used that the AF/IDG2- Arguments and Formal/Informal Debates Group. In this regards, Gumperz (2001) claims the role of context as one important form of communicative practice. On the same ground , Ocampo (2016) reported that in order to improve their communicative competence, teachers should consider the students' interest, learning style, and on their learning process and production. Similarly, Palacio (2010) investigated the role of style and interaction in fostering communicative competence varies on the settings and motivations of the students.

The promising finding of this research is that language teachers should pay attention to instruction as an inevitable and inseparable part of the learner's overall competence in the language. The research suggest that teachers try new technologies for fostering communicative competence of learners. New technologies, compared to more traditional strategies that would motivate learners to interact within the context, offer learners an authentic context in which to comprehend the meaning and grasp the gist of the competence Concerning the widespread varieties of English such as English as a lingua franca, to improve language learners' communicative knowledge (e. *g grammatical competence, sociolinguistic competence, discourse competence, and strategic competence*), it is extremely important to follow English Medium Instruction with specific reference to competency (Canale & Swain, 1980) and to increase learners' opportunities for exposure language within the boarders. When compiling textbooks or exercise books, language teachers and researchers should also consider the incorporation of equal distribution of communicative knowledge (e. *g grammatical competence, sociolinguistic competence, discourse competence, and strategic competence*). They may also resolve to create innovative communicative knowledge-based listening-speaking activities and to teach and explain more communicative competence in authentic contexts, thereby increasing learners' communicative competence. During instruction, language teachers may purposefully explain in detail the formation of communicative competence along with their elements, and suggest projects that offer language learners ample opportunities to foster student's communicative competence.

5.0 CONCLUSION

Based on the findings of the present study, it can be posited that the use of role-play, followed by conversation and interviews, storytelling, and arguments and formal/informal debates, positively impacts learner's communicative knowledge. By all accounts, role-plays appear to captivate learners' attention and interest, and, in direct way, further stimulate their ability to communicate and convey their ideas accurately and comprehensively. As shown, interactional instructions accompanied by task-based are more demanding which may result in more effective to foster learner's communicative competence.

To the best of the researchers' knowledge, there are not nearly enough exercises or orderly explanations of communicative competence in teaching materials/textbooks in Thai's language education system and few English courses, if any, come with an CC' component. Teachers seldom impose other communicative elements in their classroom instruction of lesson which potentially owing to their own limited communicative knowledge. Thus, educators should be aware of the importance of competent communication behavior to their students. And we do not mean just competence in public speaking situations, but competence across all socially salient communication situations including, and particularly in, the classroom itself.

Language teachers and learners alike have no option but to rely on systematic courses for acquiring idioms, based on planning decisions that are informed by research findings such as the ones presented herein. In more ways than one, we hope to have succeeded in illuminating the path to a better communication-oriented foreign language teaching, a learning that has yet to find its way into the curricula of many Thais language programs. Hence, Educators must now seize on this understanding to develop curricula that will prepare students to meet the exigencies of day-to-day social communication situations.

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Appendix A

Performance and Paralinguistic Elements Assessment Scheme (*PPEAC*)

RATING SCHEDULE FOR SCORING "COMMUNICATIVE PERFORMANCE"

Topic Code: _____
Rater
Student's Name: _____

APP = Appropriacy
ACC = Accuracy
FLU = Fluency;
COMP = Comprehension
NTL = Intelligibility
RNG = Range
PROX = Proxemic
1 = Never; 2 = Infrequently; 3 = Frequently; 4 = Mostly; 5 = Always

Communicative Performance	1	2	3	4	5
a. Responds with little hesitation (FLU).					
b. Needs little prompting (FLU).					
c. Speaks in complete sentences (FLU).					
d. Sentences are well structured (FLU).					
e. Uses adequate range of vocab and structures (RNG).					
f. Speak only in English (ACC).					
g. Speech is clear and comprehensible (FLU).					
h. Pronounces words competently (ACC).					
i. Speak with little influence of Thai (ACC).					
j. Give correct response (ACC).					
k. Comprehends overall sense of question (COMP).					
l. Give appropriate response (APP).					
m. Gives response to question asked (RNG).					
n. Conveys meaning with little difficulty (INTL).					

Appendix B

Performance and Paralinguistic Elements Assessment Scheme (*PPEAC*)

RATING SCHEDULE FOR SCORING "PARALINGUISTICS PERFORMANCE"

Topic Code: _____
Rater
Student's Name: _____

KIN = Kinesic
PROS = Prosodic
PROX = Proxemic

1 = Never; 2 = Infrequently; 3 = Frequently; 4 = Mostly; 5 = Always

Paralinguistics Elements					
a. Body movement and posture					
b. Head movement					
c. Hand gestures					
d. Arm gestures					
g. Smiles / frowns / pouts					
h. Raises eyebrows					
i. Awareness of personal space					
j. Awareness of interpersonal space					
k. Speaks with natural melody					
i. Speaks with appropriate pitch					
m. Speaks with natural tempo / speed					
n. Speaks with natural pausing					
o. Uses emphasis to give expression					
p. Sycvhronises stress with body movement					
o. Speech is expressive and appropriately intonated (PROS).					
p. Flow of speech is rhythmic and continuous (PROS).					
q. Is aware of personal and interpersonal space (PROX).					
r. Displays effective use of body language (KIN).					
s. Displays effective use of facial expression (KIN).					
t. Displays confidence in the interactive process					

A CRITICAL ANALYSIS OF ENGLISH LEXICAL BORROWING INTO MODERN BENGALI SHORT STORIES

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ABSTRACT

English lexical borrowings into Bangla has become a common phenomenon in Bangladesh. Modern Bengali short stories also exhibit a great extent of English lexis. The observation of the phenomenon has motivated the present researcher to explore into them. The present study, thus, followed a descriptive methodology and employed lexical analysis of the texts. 5 Bengali short stories of modern period have been selected for document analysis. The findings have showed the depth and breadth of English lexis with their consequent impact on Bangla in modern Bengali short stories by means of borrowing, code-switching, code-mixing and transliteration. Consequently, the researchers think, many English lexical borrowings are gradually getting incorporated into Bangla in Bangladesh. In many cases, they are add-ons to Bengali lexical stock, while in many other cases they are substituting Bengali equivalents. Thereby, this phenomenon may yield mixed impacts – lexically both enriching and diminishing Bangla. The study recommends to find ways to monitor English borrowings for enriching and safeguarding the rich tradition of Bangla in Bangladesh, particularly in literary texts like short stories.

KEYWORDS: Impact, borrowings, English lexis, modern short stories, Bangla.

1. INTRODUCTION

Being one of the leading languages of the sub-continent, Bangla came under the influence of other languages, viz., Arabic, Persian, Portuguese, German, English, Russian, Spanish, Japanese, Burmese, Chinese, Dutch, French, and other languages, particularly English, due to the long establishment of British regime for over 200 years. Therefore, English lexis has been given more places in every sphere of modern Bengali life, particularly in socio-cultural and linguistic arenas to renovate the language through the expression of new ideas in various specialized fields including science and technology. To that extent, it is a natural and desirable phenomenon and sign of linguistic enrichment for effective communication to support the global development and advancement. But unrestrained and unguided borrowings from English, particularly when there are viable Bengali equivalents, are more likely to threaten the existing lexical stock of Bangla, and affect the very identity and rich heritage of Bangla. Being concerned about the fact, the researchers of this paper feel urged to explore into a group of short stories to know the nature and extent of English lexical borrowings used in them and their consequent impact on Bangla.

2. Borrowings

When two or more languages come in contact with one another, infiltration, intrusion, incorporation and borrowing may take place. Sarkar (2012) states that borrowing is a consequence of cultural, sometimes

political contact between two language communities. People may borrow words from another language to express a concept or describe an object for which there is no obvious word available in the language they are using. This kind of borrowing involves single words – mainly nouns – and is motivated by lexical need (Holms (2013, p.43). However, Myers-Scotton (1992 and 2006) argues that not all established borrowings actually occur due to the perceived absence of an equivalent term in the recipient language culture. She then proposes two terms *cultural borrowings* (new to the recipient language culture) and *core borrowings* (lexical forms that have viable equivalents in the recipient language). She thinks the core borrowed item of the giver language has a higher symbolic value than that of the recipient language, and the social prestige associated with the donor language motivates the non-integration (e.g., phonological) of any type of borrowed item. Therefore, it is observed that educated bilingual speakers may practice elite closure by consciously pronouncing borrowed items as closely to the originals as possible. In this case, the source language community has some advantage of power, prestige and/or wealth that makes the objects and ideas it brings as desirable and useful to the borrowing language community.

2.1 English Borrowings in various world languages

Borrowings are common phenomena in all leading languages of the world. Thus, Portuguese borrowed the Chinese word like *chai* 'tea' (as chá) (Haspelmath 2009). Likewise, Spanish borrowed many words from Arabic, e.g. 'albani', 'alcoba', 'alcove', and 'alcohol'. Similarly, English borrowed many words from Arabic: 'algebra', 'alcohol', and 'alchemy'. Again, Arabic has also borrowed from Greek, e.g. 'zunnar' (belt) and derham (money coin) (Khrisat and Mohamad 2014). However, English is the most widely borrowed language in the world, though it itself has borrowed its lexicon from 84 languages wherein French with 25% is the most important donor. (Jackson and ZeAmvela 2002, p.420).

It is to be acknowledged that English spread all over the world during the regime of British colonization. Later on, with the advancement of English speaking countries in trade, science and technology, the spread doubled resulting in Englishization of many languages of former colonies trough Hinglish, e.g. 'Normalaana' (normal) and 'Slowaa' (Slowly) (Kanthimathi 2009); Chinlish, e.g. Digouoil ('hogwash oil') (Wei 2012) and Banglish, i.e. Bangla combined with English, e.g. concept-ta (the concept) and assignment-gula (the assignments) (Alam 2006). Similarly, Malay borrowed several words from English: "kempen" (campaign), 'kastam' (custom), 'denggi' (dengue), 'geran' (grant) and 'pencen' (pension) (Mohideen 2009).

Thus, the use of English is a normal phenomenon in all languages, as societies and nations come in contact with English nations through trade, political structure, scientific and technological advancement, and globalization, etc.

2.2 English Lexical Borrowings in Bangla

Regarding the spread of English in Indian sub-continent during the regime of British colonization. Ferdous (2013) opines that after establishing the Supreme Court in Kolkata in 1775, learning English was considered necessary. Because of having no institutional education, people taught and learnt English language privately in many ways. Gradually the invasion of English words was increased in the vocabulary of Bengali people. Seeing English language learning very profitable, many people started to open small institutions to teach English. Besides, in 1817 many Bengali people got the opportunity to learn English after establishing Kolkata School Book Society. However, in spite of the British colonialism having been ended in 1947, the impact of English language remained the same in Indian subcontinent. Even, after the partition of India and Pakistan in 1947, princely presence of English is noticeable. The majority of shops and industries had English names, and shop signs were also written in English including a handful of shop signs with Urdu names. There were hardly any shops, particularly in Dhaka, with Bengali names or names written in Bengali script. After the independence of Bangladesh in 1971, signboards with Urdu names or script along with English ones were torn down and burnt in the enthusiasm of liberation. Legislation established Bangla as the language to be used for state purposes. For about five years after independence,

Bengali nationalism expressed itself in a wave of creative renaming of shops and industries in Bangla. *Victoria Park* became *Bahadur Shah Park*; *English Preparatory School* became *Udayan Biddyalaya*, or 'Sunrise School'; Dhaka itself changed from an anglicised *Dacca* to *Dhaka*. Gradually, however, English has been re-entering the life of the former colonial nation at various levels, and in various forms (Banu and Sussex 2001).

Bangla now regularly receives many English lexis through different styles, namely, lexical borrowing, code-switching and code-mixing. In Modern Bengali literary texts also the use of a good number of English lexis is observed, even though there are viable Bengali equivalents. Thus, the English borrowings into Bangla can be perceived in terms of words having a) Bengali equivalents, b) close Bengali equivalents, c) without Bengali equivalents, and d) hybrid constructions of both languages. To explore into these varied natures of English borrowings and their extent, the present study selected 5 modern Bengali short stories for textual analysis.

In course of time, many English words are naturalized in Bangla. In a study dealing with naturalization of English words into Bangla, Dash et al. (2009) have found how several modern English words and terms within last few decades have crept into the modern Bengali vocabulary, and how these lexical items are gradually replacing the existing Bengali words and terms as well as increasing the total number of words of the existing Bengali vocabulary.

Dash et al (2013) think the following reasons have contributed heavily to increase the English words and terms in the modern Bengali vocabulary and behind the overhauling impact of the English language on Bengali vocabulary:

- The use of English language in all spheres of Bengali life and living,
- the incorporation of English culture and education in the English medium schools,
- the exchange of news and information,
- Intimate international commercial transactions, etc.

In addition, they think, the changes are taking place at various frontiers of Bengali life and society reflected in science, technology, entertainment, administration, politics, culture, foreign affairs, mass media, information exchange, etc. have inspired the common Bengali people to borrow English words, terms, idioms, and phrases into Bengali speech.

And the majority of English words that have entered into modern Bengali vocabulary have come from the fields of medicine, science and technology, business and commerce, dress and ornaments, transport and tourism, entertainment, games and sports, communication, and administration, etc.

They have also observed that these borrowings naturalized in Bengali take place in two broad ways: adoption and adaptation, at three levels (a) phonology, (b) morphology, and (c) lexicon. In simple observation adoption usually takes place for those words (e.g., ball, club, cycle, cricket, politics, party, sentiment, naughty, arts, science, etc.), where application of the existing Bengali phonological and morphological processes is not much feasible. On the other hand, adaptation takes place for those words (e.g., benci < bench, tebil < table, lampha < lamp, anti < aunt, etc.) where, borrowed English words have been undergone with phonological and morphological operations applicable in Bengali.

In a similar research, Mostafa and Jamila (2012) have gathered 500 English loans from different Bengali short stories, novellas, daily newspapers and oral discourse, such as talk shows, interviews and news broadcasts on TV and radio and identified them according to thematic categories along with their positive and negative impact on Bangla. They have observed that besides the use of English loanwords in everyday communication in Bangla, their use increases in academic, commercial, bureaucratic, political and social settings. Since these loanwords are integrated into Bangla, they are naturally pronounced with a Bangla accent. Thus, English native speakers might not be able to recognize or understand these words.

Some examples of such English loanwords are identified below, categorized under the above thematic headings.

- Food and drink: chocolate, lollipop, ice-cream, choc-bar, burger, coffee, apple, etc.
- Clothing, accessories and cosmetics: shirt, pants, coat, tie, suit, silk, pocket, money bag, sunglasses, shoe, sandals, bracelet, lip-gel, cream, powder, face vanity bag, purse, etc.
- Dwellings and buildings: building, flat, hotel, motel, chamber, office, garage, canteen, mess, studio, mill, cinema hall, etc.
- Sports and games: football, cricket, player, innings, etc.
- Education and school life: class, common room, period, chair, table, desk, bench, blackboard, duster, tiffin, roll training etc.
- Politics and social: vote, voter, MP, chairman, member, train station, train, bus stand, fire service, card, sofa, case, greenhouse, union, club, meeting, committee, etc.
- Science and technology: radio, television, rice cooker, inch, feet, lamp, hotpot, bomb, email, hardware, software, etc.
- Entertainment: cinema, disco, concert, cartoon, band show, fashion show, magazine, game (computer), Facebook, album, park, circus, talk show, etc.
- Miscellaneous: glass, mug, dinner set, local, fashion, dining table, dustbin, homemade, alcohol, magic, etc.

They think loan words were used in Bangladesh with accent of Bengali influence for which sometimes any native speaker may misunderstand a non-native (Bengali) speaker. They think this use of English is neither English nor Bangla. They also observe sometimes some loan words are found to be spread easily as native equivalents.

As they have gathered some loanwords from different Bengali literary pieces, their study has observed the influence of English on Bengali literature. Moreover, as they collected some other loan words from daily newspapers and oral discourse, such as talk shows, interviews and news broadcasts on TV and radio, their observations also reflect the use of English words in Bangladeshi culture and real life situations. However, the present concentrates on only one genres of Bengali literature, i.e. a textual analysis of 5 Bengali short stories of modern period to explore into the natures of English borrowings and their extent, wherein the studies by Dash et al (2013), and Mostafa and Jamila (2012) paved the way.

In categorizing the words, the present study feels privileged to take the support of Bangla Academy English-Bengali Dictionary, Bangla Academy Byabaharik Bangla Abhidhan (Bangla Academy Functional Bengali Dictionary) and Google translate to extract their meanings in order to know if they have their counterparts in Bangla. Therefore, the words found with direct meanings in these three sources, e.g., *water* has been categorized as English words with Bengali equivalents, while the words not found with Bengali meanings, rather English words were written as meanings, e.g., *minute* have been categorized as English words without Bengali equivalents. Accordingly, the words which were found with near meanings, e.g., *pants*, generally used as *pant*, have been categorized as English words with close Bengali equivalents and combined words of both Bangla and English have been categorized as Hybridized words, e.g., half-Bangla.

3. Nature and extent of borrowings in modern Bengali short stories

Literary texts are perceived to be the most important and dominant source of English loan words into Bangla in terms of nature and extent of lexical borrowing. The literary texts used in the present study include 5 modern Bengali short stories, namely, অতনু ফিরে যাবে (Otnu will Return) by Shunil Gangupaddaya (2013), টোপ (Bait) by Narayan Gangupaddaya (2009), পোস্টমাস্টার (Postmaster) by Rabindranath Tagore (1908), ভ্রাতা ও ভগ্নী (brother & sister) by Begum Rokeya Sakawat Hosen (1971) and হেনা (Hena) By Kazi Nazrul Islam (1933). In selecting the texts, preference was given according to the reputation and popularity of the literary figures in the respective fields, particularly in Bangladesh. Therefore, a good number of English lexis are clearly visible in the Bengali texts of modern period. In this regard, Chatterjee (2015, p.

76) argues, "Unlike modern Bengali, we find only eight English words in the 1860 play and none in the 1854 play. The English words occurring in the 1860 play are school, college, magistrate, inspector, government, mark, commission and doctor." However, their observation may not be true always. The number of English loans may vary from domain to domain. As the present study observes that হেনা (Hena) contains more English lexis than ভ্রাতা ও ভগ্নী (brother & sister).

In order to measure the nature of borrowing, the English loans have been grouped into four categories: Words with Bengali equivalents, Words without Bengali equivalents, Words with close Bengali equivalents and Hybridized words (words formed of components from English and Bangla). Whereas total no. of words gathered from 5 short stories constitute 203, net total no. of words (shown in table 1) is 195 which is after deducting the overlapping words within the texts.

Table 2: number and nature of English lexical borrowings in Bengali short stories

Nature of words	List of words	No. of words*
Words with Bengali equivalents	school master, promotion, telephone, training, India, westernized, channel, serial, result, class eight, damned-rifle, make believe, centre stage, film line, non-ferrous, high school, rationing, engineer, assistant, privately, airport, maintenance, disturb, personally, outdoor, miss, boring, cigarette, film, nostalgia, school, hostel, north Bengal, cinema, produce, office, scene, institute, manager, party, prized position, chair, certificate, line, management, metal, order, engine, pocket, fountain pen, court-manner, air gun, state, forest, hippopotamus, gorilla, vampire, pattern, hunting, refreshed, bracket, soap case, lime juice, tube well, silk, dressing room, load, natural museum, cup, try, energy, drink, good conduct, prize, hopeless, devil luck, seat, thanks, driver, night, keeper, dinner, cell, flash, postmaster, post office, charge, carpet, bright star, benefactors, college, temperature, electronic, brain, unreasonable, daktar<doctor, honeymoon, Belgian, train, trench, roast, left, right, nurse, regiment, band, camp, clash, nombor<number, inhibition, plot, farce.	112
Words without Bengali equivalents	rail station, metro train, half-pant, alcohol, TV, NRI, internet, lawn, glamour, coat, tie, shooting, bathtub, rifle, rail line, parcel, rail, pitch, coffee, cocoa, howitzer, tray, dial, whisky, foot, inchi<inch, saccharin, British, second (unit of time), baptized, pistol, zeppelin, spring, piano, march, card.	36
Words with close Bengali equivalents	Make-up— take up, Commanding officer, Lewis gun, machine gun, military line, air gun, head light, Thank Heavens, resort, shirt, computer, channel, posted, hotel, quarter, sir, poster, flask, tack, station, order, bathroom, lounge, beer, motor, radium, trigger, railing, torch, bag, blade, glass, mam, bandage, weld, damn, battalion, haversack, pump.	40
Hybridized words	school + শিক্ষক, ই+ hoarding, daktar+ই<doctor, Bayonet- পোরা (Bayonet-stuck), কাঠ +pencil (wooden pencil), fit-fat (congruous), dinner- tebil < table	7
Total*		195

* Net no. of lexis after avoiding overlapping within each short story

The percentage of net total is shown in the following pie chart (figure 1).
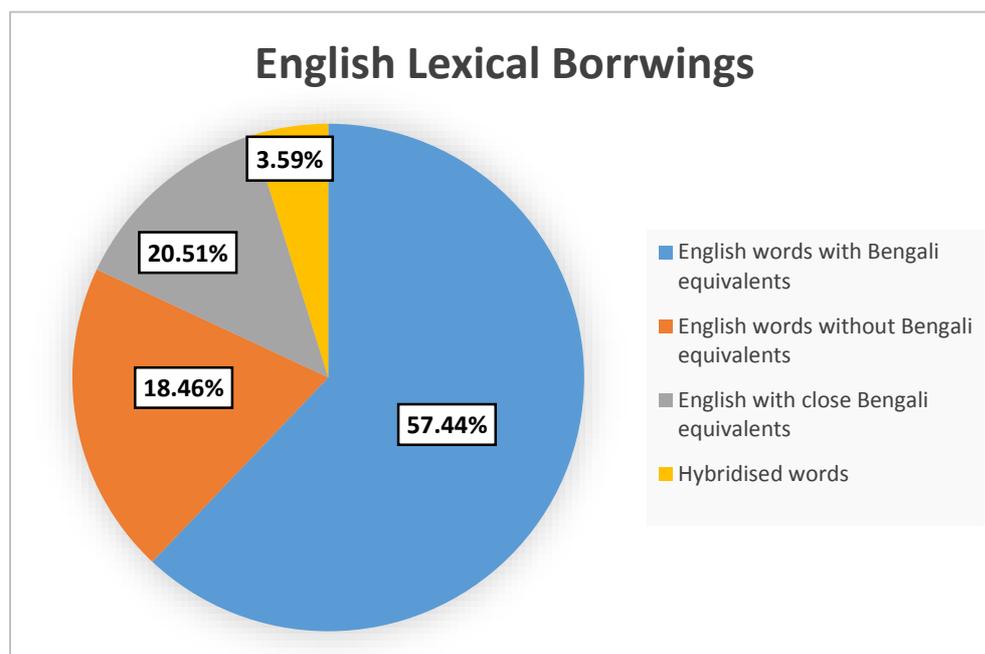
Figure 1

The chart shows that Bengali equivalent English words constitute 57.44%, while without Bengali equivalents represent 18.46%, and close Bengali equivalents shows 20.51%, whereas hybridized words form 3.59% of English lexis identified in the literary texts under study.

3.1 Categories of lexis in various domains

In order to measure the extent of English lexical borrowings of different natures, the study has attempted to find the various domains in which borrowings have taken place.

The domain of **Health Science** makes use of some Bengali equivalent English words, of which words like brain, nurse, temperature and doctor/daktar have been identified with Bengali equivalents and 'bandage' appears with close meaning in Bangla. However, daktar+ই<doctor is found as hybridized.

Education is one of the domains wherein English lexical borrowings are frequently visible. Of the words identified in this domain, words like school, school master, college, hostel, result, class eight, high school, certificate, fountain pen, library, packet, text book, diary, dictionary etc. are found with Bengali equivalent. Nevertheless, words like scotch tape, foolscap, etc. cannot be expressed with any Bengali counterparts and school + শিক্ষক and কাঠ +pencil (wooden pencil) are hybridized.

A significant number of English borrowings are found in **Clothing** and **Wearing**. Some of the Bengali equivalent English lexis include glamour, dressing room, and pocket. Some English words having no Bengali equivalent represent coat, tie, half-pant, and shirt, bag, blade, glass, are identified as close-Bengali equivalent.

In the domain of **Hotel** and **Restaurant,** restaurant, five star, cabin are identified with Bengali equivalents; while lawn, hotel, lounge and resort, bathroom, lounge can be labelled as with close Bengali equivalents and *suite* is not found with any Bengali equivalent.

Food and **Drink** is another domain where the dominance of English lexis is noticeable. Hence, lime juice, fried chicken, and dinner are the ones which can be identified as with Bengali equivalents. Words like coffee, cocoa, parcel are fount without having any Bengali counterparts; while parcel, canteen are observed as with close Bengali equivalents and হাভাতে-chicken and dinner- tebil < table are hybridized.

In the domain of **Science, Engineering** and **Technology** words like, engineer, metal, engine, temperature, electronic, cell, and energy have been identified as with Bengali equivalent English words;

The field of **Sports** and **Recreation** reveals a good number of Bengali equivalent English words such as, centre stage, scene, film, film line, cinema, hunting, etc.; whereas words like piano and guitar are not found with any viable Bengali equivalents and 'channel' can be expressed with close Bengali equivalents.

In the field of **War** and **Arms**, too, English borrowings are observed. For example, words like damned-rifle, trench, and camp are identified as with Bengali equivalents; while rifle, march, zeppelin, and regiment, etc. cannot be expressed with any Bengali counterparts. In the same way, commanding officer, machine gun, air gun, Lewis gun, haver sack, military line, battalion and trigger, etc. are identified with near meanings in Bangla, whereas bayonet-পোরা is hybridized.

The field of **Animals** and **Livestock** displays a good number of English lexis. Thus, hippopotamus, gorilla, vampire, etc. are the ones which can be labelled as English words with Bengali equivalents.

Some English words are also found in the domain of **Drug** and **Alcohol**. Thus, Bengali equivalent lexis embody words like cigarette. However, *cigarette* and its Bengali equivalent চুরুট /tʃurut/ have been interchangeably used in অতনু ফিরে যাবে (Otnu will Return), a short story. The use of চুরুট /tʃurut/ is also observed in টোপ (Bait). However, traditionally চুরুট /tʃurut/ was a kind of dried tobacco leaf shaped coarsely into cigarette for smoking. Some without Bengali equivalent English lexis represent 'whisky' and 'alcohol'.

In the **Household** domain, too, the use of English lexis like pan, cup, carpet, basin, bracket, and bottle as with Bengali equivalents is noticed; whereas words, namely, bathtub, tray, flask, coffee set cannot be expressed with any Bengali counterparts and the words like flask and glass are identified with close Bengali equivalents.

The field of **Roads** and **Transport** contains a group of words like train, rail station, rail line, rail, and metro train which are found without Bengali equivalents, while 'station' can regarded as close Bengali equivalent.

In the area of **Fashion, Cosmetics** and **Toiletries**, words like 'dressing room', 'soap' case are found with Bengali equivalents; while some close-Bengali equivalents include bag, and make-up—take up. Here, *take up* is observed to have used as a reduplication of *make-up*. While 'glamour' is without any Bengali counterpart; fit-ফাট (*fat*) is found as hybridized.

A good number of English lexical borrowings are identified in the domain of **miscellaneous** domains. Several furniture items, namely, chair and bracket are found as with Bengali equivalents. Similarly, *adieu* along with বিদায় have been observed in in the short story Hena.

Thus, identification English loans in various natures, namely, English words with Bengali equivalents, without Bengali equivalents, with close Bengali equivalent and hybridized words and spread of them in various domains clearly show the extensiveness of their use in Bangla. Moreover, the existence of English words with Bengali equivalents as the highest (57.44%) of all other categories shows the preference of English lexis over Bengali even there are viable Bengali equivalents. All these phenomena indicate the English lexical impact on Bangla.

4. CONCLUSION

From global perspective, the importance of English is inevitable. Therefore, English has got noticeable impacts on Bangla. The impacts, as it is observed, are both useful and harmful. In introducing modernized and new conceptual ideas and the ideas related to science and technology wherein Bangla falls short of words, English loans may be deemed as beneficial. But in case of the areas and the fields where there are available Bengali words, entertaining English lexis seems to be more of a fashionable rather than for necessity. Though the number of English loans is not so large in comparison with the number of Bengali lexical stock, the flow of insertion of English loans in every day Bangla could be alarming. The phenomenon inevitably has brought about changes in the modern Bengali vocabulary with the English loans

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DEVELOPING MULTIMEDIA E-BOOK ON THE NARRATIVE TEXT OF ENGLISH SUBJECTS FOR SENIOR HIGH SCHOOL STUDENTS IN SERANG REGENCY INDONESIA

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ABSTRACT

This reasearch aims to develop multimedia e-book on narrative text with the purpose to assist the limitations of English language learning media which qualified and effective to the needs of senior high school students in learning English subject especially on narrative text. A multimedia e-book was developed to make the lesson more interesting. The research method is R and D (Research and Development) with reference to the model of Borg and Gall. The quality result of multimedia e-book was based on 3 aspects which investigated through questionnaires: 1) material qualities, which validated by 2 material experts of postgraduate lecturer majoring in English got average percentage gain 85.92% categorized very qualified, 2) Media design qualities, through media design expert validation that conducted by 2 lecturers of the Instructional Technology Program obtained aqualified category with the average percentage 79.46%, and 3) The user qualification which reviewed by the students and English teachers through the trial in a small group obtained average percentage 85.45% is categorized high quality, and the result trial in large groups involving 50 learners from 5 different schools with the acquisition of average percentage 88.79%categorized very qualified. The results of trials in large groups by 13 English teachers who are members of the English teachers forum obtained an average percentage 86.98% categorized very qualified. The effectiveness of the developed multimedia e-book was studied by comparing results of the pretest and posttest which analyzed through t-test, obtained significance value 0.000 (0.000 <0.05) so it can be stated that there is significant difference between of students' cognitive learning outcomes on narrative text before and after using multimedia e-book with The difference score of pretest and posttest score is -31.375 where the average score of pretest 53.75 and the mean score of posttest 85.13. Therefore it can be concluded that the products of multimedia e-book on narrative text is qualified and effective to use as English language learning media.

KEYWORDS: Research and development, Multimedia e-book, Qualified and Effective.

1. Introduction

The education system in Indonesia currently use two curriculums, they are 2006 curriculum and 2013 curriculum. In both of curriculum Senior High School, English is one of the subjects that must be taught at every level Senior High School, and in English syllabus of senior high school there are some types of text that learners should learn, which is used to improve the attitude, knowledge and skills of learners in communicating using English in accordance with established basic competencies.

One of the types of text that learners should learn at all levels of senior high school and present in the 2006 curriculum as well as the 2013 curriculum is narrative text. In the 2006 curriculum narrative text is a type of text that should be learned by the learners at all levels of senior high school, because narrative text contained in the syllabus of senior high school class X, XI and XII. While in the 2013 curriculum narrative text is contained in the syllabus of the mandatory class X, and in Specialization class XI and XII. This is the basis for the selection of narrative text for this research and development, because the current education refers to the two curriculums so it is expected to provide benefits for all learners at all levels of senior high school.

Narrative text is a type of text in the form of a story that tells something or an imaginary event but can sometimes be factual in both oral and written form. There are various types of narrative text stories such as fairytale, folklore, fable, etc. The purpose of Narrative text is to entertain the reader or listener. In

addition, narrative story also aims to educate or imitate the moral values contained in the story. So, by understanding narrative text stories learners can entertain and formed its moral character, because in the narrative text contains a moral value.

However, Based on the results of needs analysis in the form of questionnaires to the students of senior high school, states that English language learning media which qualified and effective to the needs of senior high school students in learning English subject especially on narrative text is very limited. It can be proven that currently 98% of learners only use students Worksheet as English language learning media and learning resources, while students worksheet that used by the learners have not meet the components of good learning resources. This resulted in learners difficulties in obtaining and understanding of English subject so that as much as 80% of learners' cognitive achievement, especially in the matter of narrative text is very low.

Although today there are many learning resources in the form of text books that developed into e-book (electronic books) or Electronic School Books that are outstanding and accessible for free, but based on the needs analysis it is stated that only 2% of learners use electronic books, This is because the available e-book does not meet the needs of learners in the learning process, the e-book is not equipped with video and audio support, because the format of e-book is in PDF (Portable Document Format), while the need for learning resources Required in English learning includes four English proficiency that are listening, reading, writing and speaking so that requires video and audio supporting that integrated into one which called multimedia.

Based on the need of English language learning media and learning resources in an effort to create a creative, innovative, and effective learning process and to help learners in improving students' cognitive learning outcomes in narrative text so that learning objectives can be achieved well, and based on the results of needs analysis by learners 100% approved the development of multimedia electronic books on narrative text, therefore the author is interested to develop and design English language learning media and learning resources of multimedia e-book on the narrative text of English subject for senior high school students. The development of e-book is expected to motivate learners to learn English so that can improve cognitive learning result of student in narrative text of English subject.

Multimedia e-book on narrative text developed using the format of e-pub (electronic publication), where the format supports for video and audio, because it is one of the digital book format consisting of multimedia files, html5, css, xhtml, xml Made into one file with an e-pub extension. E-pub format is an open source format. In the development of e-book with e-pub format the software used to make it is a sigil application. Sigil is a software editor for e-pub that is open source and can run on windows, linux and mac.

There are many advantages of e-pub that make e-pub as one of the most widely used digital book formats, one of the advantages is that e-pub format can be read in some devices by using various e-book reader applications such as computer or laptop with calibre , Smart read, readium, etc, by using smart phone Android with cool reader, ereader prestigio, gitden reader, and on iOs with ireader. Thus, learners can learn English anytime and anywhere as needed and in accordance with the characteristics of learners.

2. Literature Review

The focus of research conducted in the field of Instructional Technology is in the area of development of integrated learning resources (multimedia) in the form of developing of a multimedia e-book on the narrative text for senior high school students.

In general, learning resources are everything that can be used to help or facilitate learners' in learning activities. Eka (2013: 249) states that "the source of learning includes all the resources that learners can use to enable learning behavior."

Seels and Richey (1994: 13) describe "learning resources is the origin that supports learning, including service systems, learning materials and the environment". Learning resources are all good sources of messages, data, people, materials and specific equipment that can be used by learners in learning, either separately or in combination so as to facilitate learners in achieving learning goals or achieve certain competencies.

In learning, teachers are not as the only source of learning, but must be able to plan and create other learning resources so able to create a conducive, creative and innovative learning environment. Learning

resources other than teachers are referred to the link of teaching messages that are planned by educators, known as instructional media (Munadi, 2008: 5).

The instructional media in this research is a text book which developed in the form of a multimedia e-book on narrative text. Chambliss and Calfee (1998), as quoted by Muslich (2010: 51), explains the text book is a tool for learners to understand and learn from things that are read and to understand the world (outside of itself). According to them, text books have tremendous strength to the learner's brain changes and can affect certain knowledge and values in children.

In an international journal Reitz (2010) cited by Lai and Li (2013: 456), states "the full form of e-books is electronic books which are a digital version of a traditional printed book, designed to be read on a personal computer, an e-book reader or other electronic devices. Other than the page of contents, hyper-links or images are usually available, in order to make it convenient for users to connect information related to the content. Users are able to read ebooks either via the web or download their books, with authorization, to their electronic devices".

An e-book can be interpreted as an electronic book or books in digital version which generally consists of a collection of papers that contain text or image, an e-book makes the text and images in both digital information in e-pub format, jpeg, and html utilize computers, tablets, smartphones and other devices to deliver multimedia information in the form of a compact and dynamic. With so many advantages in the use of e-book is certainly facilitate learners in repeating or reviewing the learning materials, anywhere and anytime.

Multimedia is a combination or integration between the different media or file format in the form of text, images, graphics, sound, animation, video, interaction, and others that have been packaged into a digital file that is used to convey the message to learners.

Fui-Theng, (2014: 100) argues that "Multimedia is multiple media contents are used to present information simultaneously. Students can learn more often with attention. This is because human brain will have more processing loads to integrate and re-arrange all different sources of information ".

A multimedia E-book which developed is an electronic book which designed to able to integrate the impressions of sound, graphics, images, text, animation and also video, so the information presented is richer than the conventional books and packaged attractively for senior high school students. This e-book contains some Narrative texts which divided into three chapters based on the types of narrative text, they are folklore, fable and fairytale.

Bruner (1991) in Zakaria et.all (2016:2110) defines "Narrative is the organization of human's experience and memories. Narrative may also be thought of as literary fiction, fantasy, pretence or even as lie. In writing a narrative text, the characters in the story play a very important role. Narrative writing generally is driven by the goals of the characters. Writing a narrative text involves fiction or non-fiction story written based on experience, imagination and observation".

3. Research Methodology

The research methodology in this study was R and D or the research and development methodology adapt the model Borg and Gall. Definition of research and development by Borg and Gall (1983: 772) is "Educational Research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the filed-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives".

The research and development steps undertaken by the researcher by adapting from the Borg and Gall model in Masrupi (2015: 325) which has been simplified and adapted to the conditions and situations that involve 5 main steps are: 1) preliminary research and data collection, 2) Planning and development 3) Expert validation, 4) Product testing (small group trial and large group trial) and, 5) Implementation. The steps of the development procedure can be seen in Figure 1.
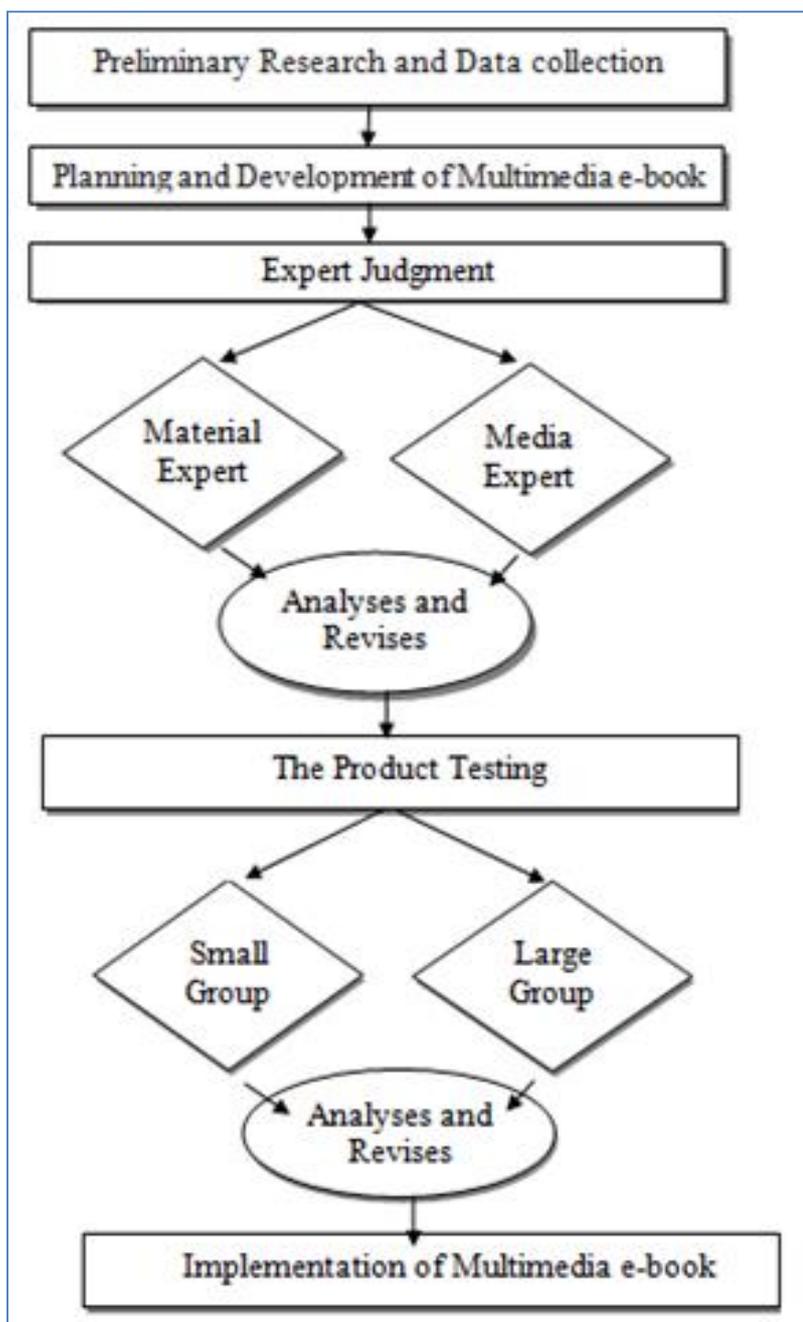
Figure 1: The steps of research and development model undertaken by the researcher

The explanation of steps taken in the research and development are as follows:

1. Preliminary research and data collection

The steps of Preliminary research and data collection are the measurement of needs or need analysis and preparation to formulate research frameworks, as well as literature studies related to the issues studied.

2. Planning and development

In this step, the researcher was making some plan that will be generated based on the results of preliminary research to develop a product of an instructional media along with the development process.
The simply way of developing a multimedia e-book is through four stages: 1) Create e-book in doc format, 2) Convert to HTML (Hyper Text Markup Languge), 3) Create e-book in e-pub format by using

e-book maker sigil, which is in this step the researcher input some pictures, audio and video, 4) Reading e-book on smart phone by using ereaderprestigio. The steps of developing a multimedia e-book in e-pub format by using sigil software can be seen in Figure 2.
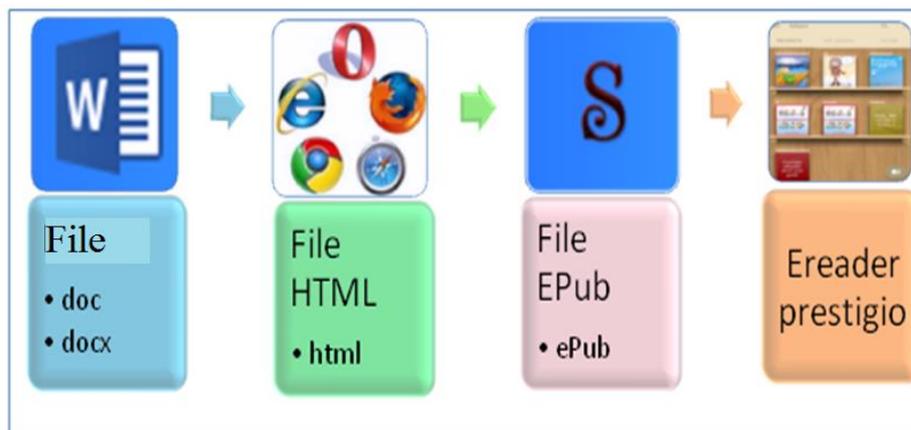
Figure 2: The steps of developing a multimedia E-book

3. Validation of the expert (expert judgment)

In this step some experts of material and media design analyzed and assessed on the developed product. Validation of materials and media design was an activity to assess whether the design of the product a multimedia e-book on narrative text arequalified and effective in terms of the experts.

The validation was done by some experts through questionnaires, in this study there were four experts who validate the material and instructional media contained in the multimedia e-book. The four experts consist of two media design experts and two material experts who are postgraduate lecturers.

From the validation results that have been done, we can obtain some data and then analyzing it. The purpose of this step is to get input for product improvement so that a product developed is truly qualified and effective, due to ready to be tested for its effectiveness.

4. The product testing

The product testing step is to get a product worthy of being reviewed from the users of the product. The trials were conducted on small groups and in large groups of learners and English teachers.

a. Trial to small group

Preliminary field testing was conducted on a small group involving 1 English teacher and 10 students of grade XI Senior high school taken at random from 120 learners of SMA N 1 Mancak Serang regency Indonesia. Initial product testing is done by installing a multimedia e-book on a smart phone of learners and teachers, then learners and teachers read and study the materials of narrative text in multimedia e-book by using a smart phone.

After that, learners and teachers fill out a questionnaire to provide the perception and assessment about the quality of a multimedia e-book. At this stage the researchers obtained information and data concerning the shortcomings and suggestions of the product, the researchers then used it for the product revisions, in order to obtain the draft main products that are ready tested in a large group.

b. Trial to large groups

Main field testing was conducted on the large groups. The main trial was conducted at 5 Senior high school in Serang regency Indonesia, each school involved 10 students of grade XI taken at random, so the total sample of research were 50 students.

The techniques of the main trail were same as in small group trials techniques, where the learners installing multimedia e-book on theirs smart phone. Then the students read and study the materials of narrative text in multimedia e-book by using a smart phoneindependently.

After that, learners assessed the quality of multimedia e-book through the questionnaires. At this stage the learners also fill out the questionnaires of motivation to learn English after using multimedia e-book as English learning media.

In large groups trials also involving 13 English teachers who are members of the English teachers forum of Serang regency Indonesia. The technique was the researcher presented the product of multimedia e-book to English teachers forum, and then they were asked to give judgment, comment and suggestion about multimedia e-book through questionnaire.

After obtaining the data through the questionnaire given to the students and teachers, the researcher then analyzes and then performs improvements and revised the product based on the main test results, so that the developed product was a product design which qualified and worthy from the material and the media design that viewed from the user of the product and ready to be implemented as instructional media.

5. Implementation of multimedia e-book

After going through a several stages of product assessment, including the media design and material expert validation, small group trial and large group trial of product users, the next stage is to implement a final multimedia e-book.

At this stage the researchers implement the product developed in the learning process in XI grade students of senior high school in SMA N 1 Mancak Serang regency of Indonesia which amounted to 40 learners.

To investigate the successful of implementation multimedia e-book, the researcher evaluated and tested the effectiveness of the product. This stage is done because researcher wants a product developed more qualified and effective in terms of increased students' cognitive learning outcomes of narrative text.

To test the effectiveness of a product by Thongchai (2013: 62) can be done with the design of experiment One-group pretest-posttest design, which comparing the students' cognitive learning outcome of narrative text before and after using instructional media of multimedia e-book on the narrative text through some questions that tested to the learners.

The questions of pre-test and post-test were used already tested on the other students of XI grade and has been validated through an analysis item using anates software 4.0.9 version.

There are 3 data analysis techniques used in this study: 1) Qualitative descriptive analysis techniques, which is qualitative data analyzed by content analysis, in which the form of input data, responses, criticism, and suggestions for improvement used for revising the product, 2) Quantitative descriptive analysis technique that is quantitative data obtained from questionnaire assessment is analyzed by descriptive percentage. Percentage calculation formulas used to determine the quality of multimedia e-book on the narrative text reviewed by the experts and the user by using the formula for calculating the percentage by Riduwan (2009: 93) is as follows.

$$\text{Scores percentage} = \frac{\sum \text{Result scores}}{\sum \text{Maximum scores}} \times 100\%$$

In determining the quality of the products are classified in the category of assessment as in table 1.

Table 1: Qualification for multimedia e-book

No.	Percentage	Qualification assessment
1	0% - 20%	Not qualified
2	21% - 40%	Less qualified
3	41% - 60%	Quite qualified
4	61% - 80%	Qualified
5	81% - 100%	Very qualified

3) Inferential statistical analysis techniques that are used to analyze the level of product effectiveness in terms of improving students' cognitive learning outcomes before and after using multimedia e-book on the narrative text. Students score of pre-test and post-test on the narrative text collected with the formulation of the hypothesis that there is a significant difference between students' cognitive learning outcomes on the narrative text before and after using the multimedia e-book on the narrative text,and then analyzed by using t-test (paired sample t-test) through IBM SPSS 21.

4. Findings and Interpretation

1. The quality of multimedia e-book

The results of the product multimedia e-book on the narrative text which developed by the researcher based on the formulation and manufacturing of products using e-book software maker sigil in apps e-reader prestigio on smart phone can be seen in Figure 3.
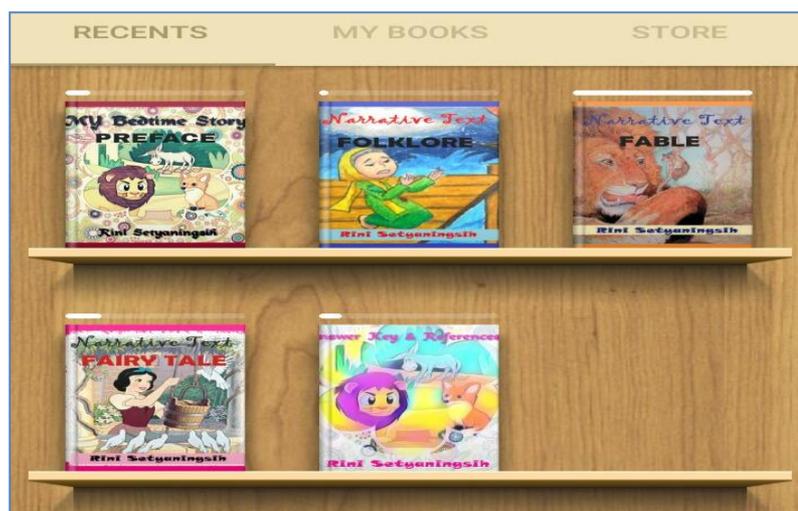
Figure 3: Display multimedia e-book in the app e-reader prestigio

The product of a multimedia e-book consists of five e-book files: 1) My bedtime story Preface contains introduction of e-book content and how to use it, 2) Unit 1 contains narrative text material about folklore, 3) Unit 2 contains narrative text material about fable, 4) Unit 3 contains narrative text material about fairy tale and 5) Answer key and references contains answer key of the task and bibliography.

Multimedia e-book which developed is in e-pub format. So, whenthe learners read by using ereader in theirs smart phone, tablet or PC they can playvideo about English language learning, the learners can play the audio listening for increasing theirEnglish listening skill, they can also practice pronounciation independently, voice and language can arranged according to the needs of learners because multimedia e-book in e-pub format that has been developed supports for TTS (text to speech) that is text or writing that can turn into sound, furthermore learners can setting the font,text size of letters, margins, and display reading with the mode day, night or dim, mark, copy and give notes to the sentence, and in a multimedia e-book there is a hyperlink contents list. In addition, things that can facilitate learners learn English is on this e-book learners can translate the vocabulary, sentences and even paragraphs into Indonesian.

The quality assessment of multimedia e-book is based on three aspects of qualifications, which acquired through the questionnaire responses of the material experts validation, media design experts validation, learners and teachers in small group trials and large group trials of product users can be seen in Figure 4.
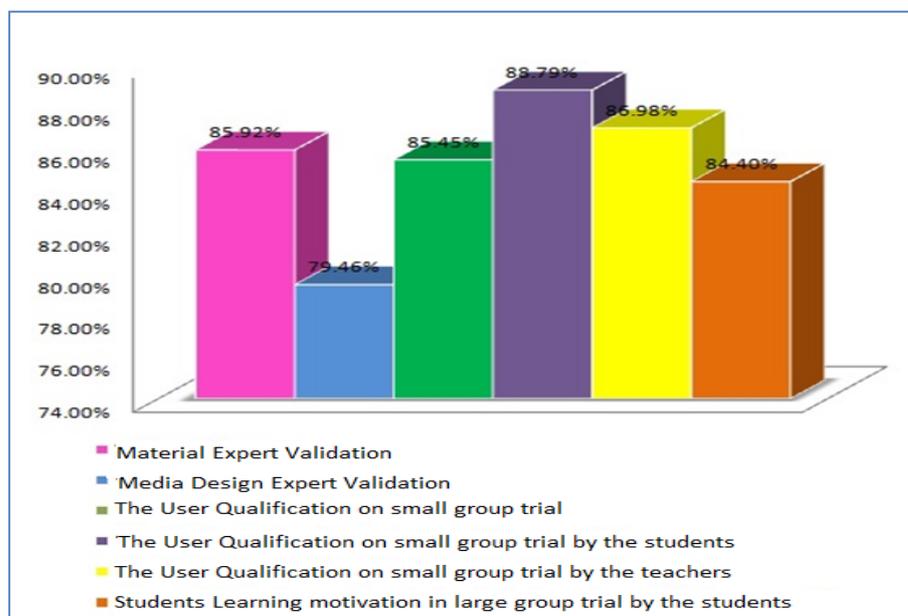
Figure 4: Graph the quality result of multimedia e-book through questionnaire

The quality assessment of multimedia e-book reviewed from the quality of material was validated by material experts show that an average percentage of 85.92% categorized as very qualified. After a multimedia e-book had been revised, thus multimedia e-book validated by media design expert and obtained the average percentage of 79.46%, the multimedia e-book categorized qualified.

The result assessing the quality of multimedia e-book in terms of the product users in small group trial shows that an average percentage of 84.45% think that it is categories very qualified. While the average percentage in a large group trial conducted by students shows that is 88.79% and the English teacher is 86.98% so the multimedia e-book is very qualified.

Based on the assessment of experts and users of the product, multimedia e-book can be expressed that it is very qualified to use as an English language learning media in the matter of narrative text for senior high school students.

In addition, the result of questionnaire on students learning motivation after using multimedia e-book on the learning process are increase significantly, it shows that 84.40% students are motivated to learn English by using multimedia e-book.

2. The effectiveness of Multimedia e-book

The important part at the stage of the research through R and D method (Research and Development) is to test the effectiveness of the products which is to determine the significance of the successful implementation of multimedia e-book in terms of increasing the students' cognitive learning achievement after using the e-book in the learning process.

Measurement of the effectiveness of multimedia e-book in learning process are carried out to test the hypothesis using statistical parametric. Terms of use of parametris statistics is a normality test that serves to determine whether the distribution of respondents data is normally distributed or not. Normality test will affect the use of statistical test equipment in product effectiveness test, whether to use parametric or non parametric statistics.

By using SPSS 21, the data is declared normal if the significance value shows (p, 0.05) which means the data is not different from the normal data distribution curve. The results of the normality test calculation using the formula "Kolmogorov - Smirnov" pretest data obtained 0.045> 0.05 and posttest 0203> 0.05 then the data distribution students' cognitive achievement is normal, so the use of parametric statistics for hypothesis testing can proceed.

The results of testing the effectiveness of multimedia e-book state that the use of multimedia e-book in the learning process is very effective for improving students' cognitive learning outcomes. This is evidenced by the results of hypothesis testing using SPSS 21 which shows in figure 5.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	53.75	40	11.195	1.770
	POSTTEST	85.13	40	8.434	1.334

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	40	.613	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-31.375	8.986	1.421	-34.249	-28.501	-22.082	39	.000

Figure 5: The result of t-test by using SPSS 21

In testing of the effectiveness multimedia e-book the result of hypothesis test through t test (t-test) using Paired Samples Test formula known that difference of score between pretest and posttest score is -31.375 where mean pretest score is 53.75 and mean post test score is 85.13, t value is -0.22.082 with significance p = 0.000 or (p <0.05), which means that H1 is accepted and H0 is rejected, so it can be concluded that there are significant differences between students' cognitive achievement in the matter of narrative text before and after use multimedia e-book.

5. Conclusion

Based on the research and development of multimedia e-book on narrative text that has been implemented, it can be concluded that multimedia e-book can solve problems that occur on the learners in the learning process which is the limited English learning media that qualified and effective to the learners. In addition, by using the multimedia e-book on the learning process students are motivated to learn English, because multimedia e-book on narrative text material includes text, images, video and audio listening that can be read by using various electronic devices such as laptops, PCs, tablets and smart phones offline so that learners can easy to use and read it whenever and wherever as the needs of learners. Finally, the learners' cognitive learning outcomes improved significantly.

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AN ACTION RESEARCH ON THE USE OF 'DIAMANTE' POEM TO ENRICH PUPILS' KNOWLEDGE ON VOCABULARY

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ABSTRACT

The purpose of this action research is to investigate the effect of using 'Diamante' Poem to enrich pupils' knowledge on vocabulary. It is also aimed to explore the views of pupils on the use of 'Diamante' Poem to enrich pupils' knowledge on vocabulary. This action research which was conducted in a rural national primary school in Tenom involved pupils from the Level Two. Fifteen pupils were chosen as the participants in the study which consisted of five girls and ten boys. This action researched used four different types of data collection methods which were measurement, documents, observation and interview. The instruments used were a vocabulary test administered as pre- and post-test, worksheets, field notes and semi-structured interview questions. The findings showed that there was an increase of 22.93 in the mean percentage scores between pre- and post-vocabulary test. This indicated that the 'Diamante' Poem was able to enrich pupils' knowledge on vocabulary. Likewise, findings also showed that pupils had positive views on the use of 'Diamante' Poem to enrich pupils' knowledge on vocabulary. Hence, English teachers at primary level can use 'Diamante' Poem as a strategy to enrich pupils' knowledge on vocabulary.

KEYWORDS: Diamante poem, Enrich, Vocabulary

1.0 INTRODUCTION

The primary school pupils nowadays undergo many challenges and obstacles in learning due to pressure to be excelled in every subject in their courses. The high expectations from parents, teachers and also the schools have given the pupils enough burden to carry. Learning English was never an easy task to do especially for Malaysian pupils who use Malay Language as their first language. As for rural pupils, they prefer to communicate in their native language and Malay Language was used as a medium to communicate most of the time. English has been disregard among the rural pupils making them weak in English.

According to Kamil and Heibert (2005), vocabulary can be generically defined as knowledge of words or word meaning. They stated that vocabulary learning is the basis of language and without vocabulary, one cannot learn any language; it is the knowledge of words. Vocabulary is the most important aspect in a language. It seemed impossible to overstate the power of words. Our ability to function in today's complex world is mightily affected by our language skills and word knowledge. Throughout the years, a lot of research have been conducted to find out the importance of teaching vocabulary to English as Second Language (ESL) learners, and some of the notable benefits that can be gained by pupils were it supplements the four core skills and grammatical structures that teachers have been teaching in the classroom, grooms the pupils to be better language user in the targeted language, as well as teaches the students to "produce a well-structured piece of writing which is recognized and accepted in their academic departments" (Ismail, 2010).

Since vocabulary is so vital in our lives, the issue of vocabulary acquisition is important to English teachers who have to make various decisions about ways of enriching English language learners' vocabulary knowledge. Some teachers always think that vocabulary learning is always easy but ESL learners always have a serious problem remembering the larger amounts of vocabulary necessary to be a proficient English user. As mentioned by Hague in Ahmad Mokhtar (2009), vocabulary is by far the most sizeable and unmanageable component in the learning of any language.

It was said that the ability to use language fluently and grammatically correct is always dependent on the knowledge of an individual on vocabulary. It was also the combination of words that was built up over a period of time based on large amount of language exposure done in ESL classes (Barcroft, 2004 as cited in Roslina Rasdi, 2009). Hence, learners with a wide array of vocabulary knowledge are more proficient in a wide range of language skills than learners with limited vocabulary because knowledge contributes greatly to ESL proficiency (Meara, 1996 as cited in Roslina Rasdi, 2009). This could be the

reason teachers in Malaysia always faced difficulties teaching English as they need to provide learners with appropriate vocabulary to stimulate learners' background knowledge on vocabulary. Thus, the role of vocabulary knowledge in second language learning is essential.

Based on these discussions, it was no longer a secret that vocabulary knowledge was a significant process in the learning and acquisition of ESL. Vocabulary knowledge enables ESL learners to use the language. When they use the language, ESL learners were able to enrich their vocabulary knowledge. When they enrich their vocabulary knowledge, they will be a proficient language use (Nation, 2001).

2.0 PROBLEM STATEMENT

The teacher was posted in one of the schools in rural area in Tenom, Sabah. He found out that the pupils have lacking motivation in learning the language due to insufficient vocabulary knowledge to practice and comprehend the language. The pupils could not understand English in most of the lessons conducted. They only knew some sight words but they were unable to think and expand their knowledge on vocabulary. After some time, it was discovered that their lack of vocabulary knowledge and limited range of vocabulary had given them hard time to learn English.

In most of the English lessons, the researcher identified that pupils always have difficulties in the language. In English lessons. There were so many techniques and methods on how to ease their learning in the lessons yet the pupils still have hard time learning. This was due to the limited knowledge on vocabulary to be used in their language. Subon (2013) discovered one possible reason that causes the poor proficiency of learners in the English Language pupils' were the lacking in vocabulary knowledge to function well in the four skills of the language; listening, speaking, reading and writing. In order to function well, the Ministry of Education has included a word list in the English syllabus for the primary level. Ideally, the word list should be acquired by the pupils throughout the one year term of schooling session. Presenting vocabulary in list form is an efficient study method in which pupils can learn a large number of words in a short time (Meara, 1996 as cited in Roslina Rasdi, 2009). Unfortunately, the weakness with such lists was that the method to introduced it to the pupils and how it can be acquired by them. Hence, the pupils should also be taught on how to learn new words. As for that, the researcher have decided to use and apply 'Diamante' Poem in order to enrich pupils' vocabulary knowledge as the intervention in this action research.

Vocabulary has a crucial role in both language teaching and communication as communicating without words were impossible (Ozen & Mohammadzadeh, 2012). There were teachers who presented new vocabulary items in every English class without explaining the aspects of vocabulary items. It was advised that while presenting vocabulary knowledge, learners would also be exposed to vocabulary aspects in order to be able to use the vocabulary in many different and creative ways. It was also to motivate pupils in learning the language as vocabulary is the building blocks of a language (Brown, 2001). For this reason, 'Diamante' Poem would be used as a new technique to teach vocabulary.

Significantly, a vast amount of past researchers had different views on which is the best strategy to enrich vocabulary knowledge. Thus, after a few research that has been made, it was found that poem writing technique might benefit the pupils. Having said that, this action research was to find out if the use of 'Diamante' Poem can enrich pupils' knowledge on vocabulary especially to pupils in the rural area.

3.0 OBJECTIVES OF THE STUDY

1. To study the effect of using 'Diamante' Poem on pupils' ability to learn vocabulary.
2. To investigate the pupils' view on how 'Diamante' Poem can facilitate them in developing their vocabulary ability.

4.0 RESEARCH QUESTIONS

This study seeks to find answers to the following research questions:
1. What is the effect of using 'Diamante' Poem to enrich pupils' knowledge on vocabulary?
2. What are the pupils' view on using 'Diamante' Poem to enrich pupils' knowledge on vocabulary?

5.0 LITERATURE REVIEW

Vocabulary has been an important component of second language courses for a very long time in many parts of the world. More recently, growing number of scholars such as Vasuthavanan and Kunaratnam (2009) have begun to reconsider the role of vocabulary from a different perspective which was vocabulary could be used as a resource for language teaching with a plethora of authentic teaching pedagogies that could benefit the process of second language learning among Malaysian pupils.

A study by Pan and Xu (2011) addressed that vocabulary knowledge can be divided into internal knowledge and external knowledge including the definition or conceptual meaning, its grammar, connotations, pragmatic rules and the socio-cultural message it carries. Vocabulary knowledge is also the knowledge of knowing a vocabulary does not only refer to the single words but also the chunks such as phrases and idioms.

For ESL learners to understand a piece of text or for this action research it was the 'Diamante' Poem, learners need to have a basic understanding of the meaning of the words in particular the syntax and context in which it was being read (McBain, 2011). Therefore, learners should be exposed to a real text prior before teaching them the parts of speech of the vocabulary encountered. The theorist, McBain (2011) suggested that learners could begin to understand certain words as they know the phrases mean in a text. Likewise, learners also need to categorise the words and to distinguish whether the word is a verb or an adjective or a noun as this also helps learners to understand deeper the meaning of each words convey.

An important vocabulary acquisition strategy which Nation (2002) calls "noticing" is seeing and recognizing using meta-cognitive skills a word as something to be learned. It would be unrealistic to teach everything there is to know about a word the first time it is presented to pupils as any such attempt would make for some very tedious lessons. Obviously teachers need to make choices about how much to teach on a first presentation. Again teachers can help pupils to get in to the habit of noticing by making clear during classroom time which items should be learned and what item is a single word, a passive, a verb, an adjective and a phrase and so on. To do this appropriate materials are vital if pupils are to have some ownership of this learning and good quality learning materials also help students to study vocabulary effectively as well as growing as a self-regulated learner and this perhaps could be achieved through the usage of 'Diamante' Poem.

As cited in Mohammad Khatib (2011), Widdowson (1975) and Povey (1967) among many others discuss the unfortunate consequences of separating English language from English literature in ESL schools. Luckily, in recent years, there has been an increasing interest among scholars, in reviving literature as a means of acquiring language proficiency hence helping learners to learn vocabulary better. It was evident that the benefits of using literary texts would increase learners' pool of vocabulary as literary text such as poem act as the basis for imaginative and interactive activities.

'Diamante' Poem also expands the pupils in many ways in their vocabulary knowledge. For instance, Dutta (2001) referred 'Diamante' Poem helped the students to find meaning of the listed words used in the poem when the students share their poem to the class. By reading the poem, students come to see the meanings each words carries. Dutta (2001) also viewed this as a kind of interaction to probe deeper understanding and a fuller appreciation of the poem.

To support the above statement, Brodahl, Hadjerrouit, & Hansen, (2011) referred to collaborative activities as a constructivist learning tools. 'Diamante' Poem aligns with the constructivist approach as it promotes collaboration, it was meaningful, authentic, and active and could be manipulated by the participants. It means that the students, who are the subject target, controls the way they learnt and complete their own poems.

Research has examined many angles of using poetry to teach vocabulary but using 'Diamante' Poem as an instructional strategy in the English language classroom was still limited. As teachers were still considering whether to implement 'Diamante' Poem in their English classes, it had been identified the challenges of 'Diamante' Poem such as time constraints, planning and cooperation from pupils, the majority of the findings support teaching of poetry in ESL classes in order to achieve the objectives in pupils' vocabulary knowledge.

6.0 METHODOLOGY

6.1 The Method and Procedures

Action Research
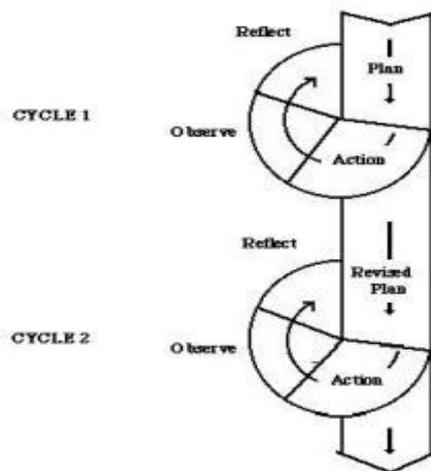
Figure 1: Kemmis and McTaggart Research Model in (Goh, 2012).

This study was based on Kemmis and McTaggart model (as cited in Goh, 2012). This model will act as a guide for me in the right directions throughout the course of the action. This model has four stages which were plan, action, observe and reflect.

6.1.1 Plan

As for the planning stage, the planned was to take all Level Two pupils in the school. There were 15 pupils in the school and it was decided to use 'Diamante' Poem as the intervention to help and solve the lack of vocabulary among the pupils. In this stage as well, the number of intervention sessions were also planned thus, eight intervention sessions were decided. This was also the stage where data collection methods and instruments were decided. They were a vocabulary test administered as pre- and post-test, worksheets, field notes and semi-structured interview questions. In this stage as well, the concept of 'Diamante' Poem was created. The figure below showed the concept of 'Diamante' Poem decided to be employed in this action research.

```
                    _____
                         noun

         _____,  _____
            adjective         adjective

    _____,  _____,  _____,
       -ing word        -ing word         -ing word

_____, _____, _____, _____,
    noun          noun             noun            noun

    _____,  _____,  _____,
       -ing word        -ing word         -ing word

         _____,  _____
            adjective         adjective

                    _____
                         noun
```
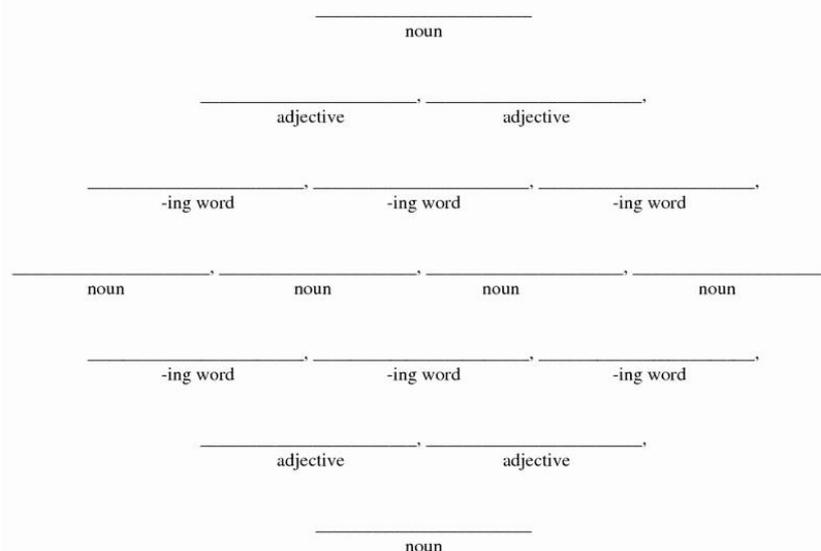
Figure 2: Diamante Poem Structure

6.1.2 Action

Action stage was the stage where intervention sessions were conducted. Prior to that, a vocabulary test was administered as the pre-test for an hour. Then, the first intervention session was conducted. The intervention took place in every Language Arts lessons. The first 10 minutes of the lesson delivery was to introduce the pupils on the format of a 'Diamante' Poem. The implementation continued where another 15 minutes in the main delivery were taken to let the pupils create their own poem before reciting the poem out loud. Eight intervention sessions were implemented with the same pupils. While the pupils create their poem, field notes were taken. After the intervention, the same vocabulary test was administered as post-test. Finally, an interview session was done with all the pupils using semi-structured interview questions.

6.1.3 Observe

When the intervention sessions were done, the data gathered were analysed. For the vocabulary test, the test scores obtained by all the samples were converted into percentage (%). Then, the mean percentage of the scores were calculated. In order to know about their knowledge on vocabulary, they need to create their own poem which was the worksheet. From the worksheets, I took a picture to see their progress in enriching knowledge towards vocabulary. Field notes were written down as well as the thematic analysis for the interview session conducted.

6.1.4 Reflect

After implementing all the eight intervention sessions using 'Diamante' Poem to enrich pupils; knowledge on vocabulary, a reflection was done. The reflection includes the strengths and weaknesses of the intervention as well as do the pupils have more knowledge on vocabulary and do they have positive views on the technique implemented.

6.2 Sampling

The participants of the study were 15 students of Level Two; two in Year Four, nine in Year 5 and four in Year 6, in a rural school in Tenom. The participants consisted of 10 boys and five girls. Generally, all of the pupils were between 10 to 12 years old. Majority of the pupils were Murut. The class also consisted of other races namely; Bugis and Dusun. The pupils were active learners yet they were more low proficiency level pupils in English compared to intermediate level of pupils.

6.3 Data Collection

Data had been collected during and after the implementation of the intervention. There were four data collection methods which had been used for this study which were measurement, documents analysis, observation and interview. A pilot test had been conducted to a similar group to check minor errors and adjustment in the instruments.

6.4 Instrument

The instruments that had been applied in the research were a vocabulary test which was used as the pre and post test, worksheets, field notes and semi-structured interviews with the pupils which were related to experiences, perceptions, thoughts and feelings towards the use 'Diamante' Poem as an intervention for their vocabulary learning and acquisition.

6.5 Data Analysis

The data gathered were gathered, saved and labeled. All the analysis of data had been guided by the research questions. The data gathered from the vocabulary test were converted into percentage. Then, the mean percentage for the pre-test and post-test were tabulated in a table. The worksheets were checked from each intervention sessions to another intervention sessions. The worksheets were checked and scored for each participants. As for the observation and the semi-structured interview questions, the data were organized by generating categories, thus assembling them through the generated theme with similar patterns. To ensure the credibility and trustworthiness of the data, triangulation of the data were made to show a synchronization between the collected data.

7.0 RESULTS AND DISCUSSIONS

RQ1: What is the effect of using 'Diamante' Poem to enrich pupils' knowledge on vocabulary?

To answer the first research question, the data were collected through measurement and documents. The instruments used administered were a vocabulary test and worksheets to gather the data.

Table 1. Comparison between Pre- and Post Vocabulary Test Mean Score

	Pre-test (%)	**Post-test (%)**	**(+/-) (%)**
Mean	26.80	49.73	22.93

Table 1 shows the mean scores in percentage for pre-test was 26.80% while the mean score for the post-test was 49.73%. This indicated an increase of 22.93% in the mean percentage. This result showed the pupils' improvement and implies that the 'Diamante' Poem had a positive effect on the pupils' knowledge on vocabulary. Since the findings in Table 1 were very broad, the scores for each pupils of both pre vocabulary test and post vocabulary test were tabulated in Table 2.

Table 2. Comparison of Pre- and Post Vocabulary Test Scores for Each Pupil

Pupil	Pre-test (%)	Post-test (%)	+/- (%)
P1	26	52	+26
P2	12	44	+32
P3	32	50	+18
P4	12	38	+26
P5	8	36	+28
P6	6	20	+14
P7	20	40	+20
P8	16	40	+24
P9	52	80	+28
P10	50	76	+26
P11	34	52	+18
P12	36	50	+14
P13	34	52	+18
P14	36	56	+20
P15	28	60	+32
MEAN	26.80	49.73	+22.93

Table 2 above showed the comparison between pre and post vocabulary test scores for each pupil in the study. The four pupils who obtained less than 10 marks during the pre-test namely P5 and P6 were able to obtain average marks for the post vocabulary test scoring 36% and 20% marks respectively. It was a minor improvement from being a limited user of vocabulary to being able to have more knowledge on vocabulary as learnt in the classroom. P2 and P15 obtained the highest increase in the results with 32% each. In addition, there were two pupils who showed the smallest scale of improvements namely P6 and P12. Both of them showed improvements at the scale of 14% each. Overall, the results demonstrate that 100% of the pupils have shown improvement in their vocabulary.
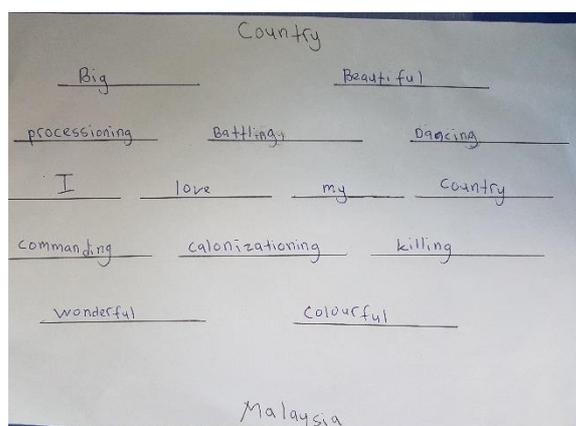

Figure 3: Pupil's Work

Figure 3 exhibits the end result achieved by a pupil at the end of the eight intervention sessions carried out using the 'Diamante' Poem. This shows that the pupil has improved on their ability to use vocabulary and they know the part of speech better. As seen in the figure above, the pupils was able to

identify the adjectives, the verbs and the nouns to be used to correctly represent the theme of the poem. Pupil was also able to create a good 'Diamante' Poem following the format given.

Both results shown throughout the eight intervention sessions were able to show an increment in their vocabulary knowledge. The results of these findings showed that the use of 'Diamante' Poem had a positive effect to enrich pupils' knowledge on vocabulary.

RQ2: What are the pupils' view on using 'Diamante' Poem to enrich pupils' knowledge on vocabulary?

The purpose of the second research question was to explore and view pupils' view on the use of 'Diamante' Poem to enrich pupils' knowledge on vocabulary. The methods used to collect the data were through an observation checklist using field notes and interview using semi-structured interview questions. The field notes was conducted through direct observation in the classroom which the researcher observed the pupils during the lesson. A field notes checklist was marked and comments were also given to further verify the pupils' behaviour. The data was analysed and interpreted through thematic analysis.

From the data that have been analysed, there were two major themes that were found in explaining the pupils' view on 'Diamante' Poem. The first theme was motivation and the second theme was joy. As for the first theme, it was noticed that pupils had more motivation in English lessons especially during the Language Arts lesson. Pupils did not show any displeasure in learning the language. Pupils are geared towards the English lessons. Similarly, it was found that pupils wrote few words in their book and later, the words written down were used in creating a 'Diamante' Poem. This actually added proof to the theme. Pupils were more motivated to learn English using the 'Diamante' Poem.

The field notes taken during the intervention sessions showed that pupils enjoy learning English. English lesson had changed from old-fashioned method to a new method of delivering the lesson. Pupils were given the autonomy to create their own piece of poem using their creativity. Pupils had fun in the lesson. Pupils had the competitiveness among them whoever creates the best 'Diamante' Poem based on a given theme in each intervention sessions.

The second method used to collect the data was an interview. The instrument that was used to collect the data was a semi-structured interview questions. A semi-structured interview questions with eight questions were used to find hence gather pupils' view on the use of 'Diamante' Poem to enrich pupils' knowledge in vocabulary. A thematic analysis was used to analyse the findings obtained from the interview sessions conducted.

When looking thoroughly at the data for this question, it was found that there were similarity between the pupils' answers. Most of them found that the use of 'Diamante' Poem can facilitate them in enriching their vocabulary knowledge. All 15 interviewee responded that they learn better when they discuss with their friends which become the first theme; interaction. Below are among the quotes that emulate the pupils' thought of how the intervention helped them in creating a 'Diamante' Poem;

"Syiok and boleh bincang ni dengan kawan" (P1L4)
"Fun and a medium to connect with people." (P1L4)

"Kami boleh kongsi idea untuk buat poem yang seronok" (P2L13)
"My friends and I can share our thoughts and ideas on how to write an interesting poem." (P2L13)

"Saya suka bila friend baca poem." (P4L14)
"I love it when my friends recite their poem." (P4L14)

"Bila buat pasal kawan, terus tengok kawan lepas tu tanya-tanya dia." (P10L11)
"When I did on friends, I looked at him and asked him." (P10L11)

These utterances concurred with Sonthara and Vanna (2009) where they stated that cooperative learning improves pupils' communication skills and enhances their ability to be successful in the world of work and to live in the society.

The second theme from the interview data was the ability of 'Diamante' Poem in the easiness of understanding vocabulary with 67% of the interviewees answered that it was relatively easy to understand. They also like that 'Diamante' Poem can help them make poem easier and knowing vocabulary easier citing reasons like;

"Senang mau guna." (P8L15)
"It is easy to use." (P8L15)

"Senang belajar. Saya tahu banyak perkataan sudah." (P5L4)
"Study is easy. I know words now." (P5L4)

"Iya. Saya belajar banyak. Saya jumpa banyak benda baru ...dulu saya tidak tahu." (P3L12)
"Yes. I learnt many of it. I found many new words … that I did not know before." (P3L12)

In the words of McTighe and Seif (2014), contemporary education must shift from an emphasis on knowledge acquisition for its own sake to preparing learners to understand ideas and processes that they can use and apply flexibly and autonomously. It needed to be easy to understand by the students in order for them to gain something from the approach done in the class.

Lastly, the structured interview questions of "What do you like about the new method?" sought to understand better the benefits that the pupils thought the technique provides them. Likewise, pupils responded positively about the technique which showed that the technique resembles fun learning which was the third theme. One interviewee responded;

"Saya suka ni nah sebab siok." (P12L10)
"I like the new method because it is fun." (P12L10)

and another sample stated that;

"Saya suka. Seronok." (P13L8)
"I like. Interesting." (P138L8)

From the results, we can see that 'Diamante' Poem was able to facilitate them in enriching their knowledge on vocabulary. The fun learning approaches also has given positive influences as agreed by Froyd and Simpson (2010), positive influences of student-centred learning approaches benefitted to teaching on academic performance, attitudes toward learning, and persistence in programs. The pupils were able to show progress in enriching their knowledge on vocabulary.

8.0 RECOMMENDATION

The results of this study highlighted certain issue regarding teaching and learning vocabulary in English as a second language. First, the samples for the action research will not cover the perceptions of the total population. The study was conducted with a small convenience sample with participants from one rural primary school only.

Secondly, it is recommended that this technique to be used by teachers who shared similar problems with their pupils. Since the technique helped the pupils in this action research, it is recommended for other teachers to try out this technique as well.

Another recommendation would be for researchers to look at the duration of the action research. This action research was only done for eight intervention sessions only. Therefore, only eight different themes were done with the pupils. If longer duration was given, more themes can be introduced.

9.0 CONCLUSION

To sum up, the learning points gained helped the researcher to understand of the role and purpose as a teacher. This action research had guided and benefitted by developing teaching practice, expertise and professional self-growth (Goh, 2012). By using the technique that introduced, the pupils not only showed improvements in their vocabulary mastery, but also they enjoyed it. Seeing the pupils improved somehow left a feeling that one could not express verbally. As a teacher, I should not deny their rights to learn as well their ability to improve.

Going further, the findings also emphasized the pupils' positive views toward the usage of 'Diamante' Poem to enrich pupils' knowledge on vocabulary. All 15 pupils who were the samples expressed that they were satisfied with the usage of 'Diamante' Poem as they were able to add to their pool of vocabulary.

To sum up, the present action research made a partial contribution to understand the usage of 'Diamante' Poem to enrich pupils' knowledge on vocabulary. Therefore, more studies need to be conducted to carefully investigate the issue highlighted by this study.

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USING NETNOGRAPHY TO EXPLORE STUDENTS' RESPONSES OF SELECTED MALAYSIAN FICTION IN ENGLISH

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ABSTRACT

In an era where teaching Literature in English in Malaysian classrooms are becoming more challenging given the growing psyche of its millennials, educators can sometimes be at a quandary about the best way in which the subject matter can be approached. While there are multiple ways of engaging these students, educators themselves sometimes feel that they are ill-equipped in reading and studying literature in English. This can be seen to stem from the mainstream school of thought where interpretations and meanings about gender, identity and culture, for example, are derived purely from a textual analysis using post-colonial theories to frame readings. While this is one way to read and study text where the construction of gender, identity and culture are bound by the theory that frames it, it has also led to a certain amount of anxiety to teach if the expected technicalities and know-hows are not observed according to prescribed meanings and interpretations. Hence, this study explores another possible way for the educator to gather insights into reading and studying literature through other meanings and interpretations elicited through students' responses of selected works from Malaysian Literature in English (MLIE) vis-a-vis a social media platform, Facebook. The extended online discussion was carried out amongst 10 students from various degree programs in Taylor's University, Malaysia over a period of 6 weeks. They were asked to read 6 short stories and a play as specified by the module. The exploration offered the educator a student-centred approach that was focussed on opening the channels of communication, engagement and expression through a form of Netnography proposed by Kozinets (2010). The nature of this study enabled the educator to explore how this community of students constructed meaning through their shared beliefs and diverse viewpoints of these Malaysian text in relation to their perception of identity, culture and gender. By doing so, it provided another dimension of meaning to text because it enabled the educator to observe the present day construction of identity, gender and culture through these millennials' feedback of these fiction. Hence, this study reveals how an online platform for eliciting students' responses can bring about other ways of reading and studying text for the educator in his journey towards enriching his understanding of text.

KEYWORDS: Teaching of Literature in English, Gender, identity and culture, Netnography

1.0 INTRODUCTION

The Malaysian Education Blueprint (2013-2025) is set on reforming the education system for more progressive and transformative policies to compete globally with other nations. It can be seen to respond to some of the previous shortcomings of the current practices. Shift 2 of the 11 shifts targets upskilling of English language educators and expanding opportunities for more exposure to English via a compulsory English Literature component at the secondary school level (Kaur & Mahmor, 2014). Furthermore, there has been a call by the Ministry of Higher Education Malaysia for a shift in Malaysian classrooms, from traditional teacher-centred transmission models to more student-centred ones since the year 2009. The Blueprint also specifies the expansion in the use of Information and Communication Technologies (ICT) to customize learning and scale up quality learning across Malaysia (Ministry of Education, 2012). However, such pedagogies are still largely unfamiliar to both teachers and learners within the Malaysian context as Dass and Ferguson (2012) point out.

Alongside this, is the compulsory inclusion of English Literature in the classroom today. This move is believed to be able to not only upgrade proficiency levels of the English language but also build exposure to cultural values that promote the development of the intellectual, spiritual, emotional and physical capacities of an individual. However, the attainment of these skills among students necessitates teachers and educators to incorporate the suitable teaching strategies. Mahyuddin, Lope Pihie, Elias, & Konting (2014) point out that if this noble intention is to be realised, then there a number of conditions that need to be satisfied by both the teachers and the students. However, it has been reported time and again about the unpreparedness of the teacher when it comes to this task at hand (Abdul Rahman & Abdul Manaf, 2017; Suliman & Md. Yunus, 2014)

Engagement with previous scholarly works seem to indicate that there is a heavy reliance on comprehension exercises, lecture sessions, explanation of content, reading notes from workbooks, handouts or provision of background information (Ling & Chen, 2016). The demand is on the educator to provide clarification and explanation. This manner of approaching literary text reaps an expected and standardized outcome which is in a way devised to meet the testing and evaluation criteria in the classroom and also the post-colonial theories that shape readings, especially in the context of MLIE.

However, if we re-visit the terms 'reading' and 'studying' Literature, they refer to a set of highly specialised skills which requires the practitioner to be able to make sense of the text and how the text can be developed into an informed view of a larger pattern and thought (Durant & Fabb, 1990; Maley, 1989) The act of reading and studying literature also refers to an active process that subsists on recreation of meaning through imagination (Knights, 1980). Furthermore, Brumfit and Carter (1986) assert that literature is in fact a way of reading in itself and it would seem less rigid if the activity involved the inclusion of the text, context and the reader. These definitions suggest that views are fluid, inclusive and open to construction and re-construction.

Today, we are looking at a Malaysia that is hailed as an example of a relatively successful multicivilizational society in Southeast Asia (Embong, 2002). Contemporary Malaysia with its new middle-class society can be seen to battle patriarchy and tradition in a way that exhibits conflicts with modern day life and living which arise out of psychological, emotional and social dislocations of another kind. It is in this disarray that there has been a call to embrace new possibilities as experts in the English literary field acknowledge a generation of New Malaysians and the growing psyche of its people (De Souza, 2001; Quayum, 2008). Hence, this study is set out to embrace these new possibilities. It demonstrates to the educator how to incorporate Netnography, a form of ICT, in a Literature classroom by bringing to the fore students' actual views and representations of gender, identity and culture in a present day context as it manifests through their responses of selected MLIE short stories and a play using a social media platform.

2.0 LITERATURE REVIEW

2.1 Teaching Literature in English

Much has been said about the critical role of the educator in the teaching of Literature in English. There are several documents that have outlined the duties and responsibilities of the educator in enabling the student to achieve his learning outcomes in the study of literature. It is a task that bridges the theoretic aspects of language with the emotional aspects of the student by appealing to their sense of imagination through contemplation (Eagleson & Kramer, 1976; Purves, 1984). Although language and literature are complementary, teaching language and teaching literature as Talif (1995) points out are in fact quite distinct. This suggests that skill-wise, it demands different expertise on the part of the educator. The educator has to attempt to inculcate in the student the ability to draw on insights about human behaviour through identification with human situations in the literary text; the awareness of writers representing diverse backgrounds of varied writings has to be developed in a way that the student appreciates the aesthetics of the language which in turn fosters the love for reading (National Council of Teaching English, 1983).

The Malaysian Education Blueprint (2013-2025) is shifting its teacher-centred pedagogy to one that embraces a more student-centred learning environment according to the new philosophy of Education. Since the teacher's role has to be aligned with that of the student's learning outcome, the learning culture and the chosen pedagogy often co-relates with the students ability to perform task. (Muthusamy, Mohd Salleh, Michael, Arumugam, & Thayalan, 2017) posits that the role of educators in the classroom have a significant impact on the attitude and the achievements of the student in literature. Muyskens (1983) re-affirms this when she co-relates students' achievement and attitudinal outcomes with teacher influence. While language teachers in the Malaysian classroom are still very much in the 'plug and play' phase of teaching literature in English as Hall, Johnson, Juzwik, Wortham, and Mosley (2009) terms Information-Based approaches, the Ministry of Education is calling out for a more personal practical knowledge type of approach (Kabilan, 2007). Hall (2015) re-affirms this by illustrating what it means to approach the teaching of the subject matter in this way. He asserts that it privileges modelling and applying techniques through a

more experiential manner as seen in some studies where educators are in fact moving towards Reader-Response activities. (Ghazali et al., 2009; Ismail, 2007; Vijayarajoo & Samuel, 2013a; Zainal, Termizi, Yahya, & Deni, 2010). Talif (1991) asserts that the classroom practices must reflect important developments in the field in preparation for the multifaceted endeavours demanded by the task at hand. Therefore, the proliferation of these practices must be encouraged to accommodate new and other constructions of meaning to text.

2.2 Gender, Identity and Culture

These terms are associated with Malaysia's heterogeneous, multicultural and pluralistic denotations of society. These representation have been shaped by diasporic concerns that have played a key role in influencing how this society sees gender, identity and culture. The economic exploitation and stratification in the colonial social system have been identified as part of the ongoing theory about Malaysia's current predicaments. The narrative hinges on alienation, longing for the sense of belonging, dislocation, displacement and the search for an identity as elucidated by its literary works. These thematic trends are the epitome of the Malaysian author writing in English; these paradoxes, complexities and conflicts are taken on by as part of his role and responsibility, in connection to his culture, history and environment (Omar, 2014; Zainal, 2014).

However, it must be noted that the new generation of Malaysians whether students or not, have been exposed to the 'Reformasi' movement, seen a series 'Bersih' rallies, experienced a downfall of a government that has been in power for over 60 years ,mourned the loss of MH370, plagued with newspapers headlines on heinous crimes such as rape, murder, bullying and to top it off , part of the phenomenon known as Social Media. These are present day realities whether we like it or not. Given that, these are their realities. Hence, these realities, identities and views call out to be addressed in an approach that can accommodate these new agendas. Hasan (2016) forces us to re-examine our positions in this post-colonial era in the light of literature being a subject that is "value-laden, highly subjective and reflective of the site of its production" (p50). In other words, the perception and construction of gender, identity and culture calls out to be explored in this new light.

Studies have in fact begun paving the way for re-contesting of these terms. More recent research shows that educators are integrating approaches and using multi-modal methods in the classroom in order to provide a more holistic approach to interpreting text through various exploratory practices (Abdul Rahman & Abdul Manaf, 2017b; Dass & Ferguson, 2012; Muthusamy et al., 2017; Othman et al., 2015; Pillai & Vengadasamy, 2010; Rafik-Galea & Singh, 2017). In fact, Hashim et al.,(2011) uses an ethnographic oriented approach in their review of Malaysian perspectives of gender constructions. They attest to ethnography as a method that facilitates the rethinking of gender stereotypes and enables an exploration in the way which we read and make meanings out of text and context. Perhaps the most poignant find in their study is that Western theorizing does not fit the local context. In fact, previous works that frame their interpretations and readings of local works using post-colonial theories risk doing exactly that. It marginalises local beliefs and values in the process of interpretation. Hence, an approach that enables local relevancies to surface is desirable in the classroom for a more accurate representation of gender, identity and culture in today's context.

2.3 Netnography

With many people now using online communities such as blogs, forums, social networking cites, podcasting and virtual worlds, the internet is now an important site for research. Netnography, which is a form of ethnography that is conducted online is a method specifically designed to study cultures and communities online. "Online communities form or manifest cultures, the learned beliefs, values and customs that serve to order, guide and direct the behaviour of a particular society or group" (Kozinets, 2010, p.12) This form of research adapts to the study of the communities and cultures created through computer mediated social interaction. In doing so, it can be a powerful tool that can lead to the formation of not only communities that share certain beliefs, values and customs but it can be seen to empower certain beliefs, values and customs.

This method has not been previously used for literary scholarship in the area of Malaysian Literature in English, but in this age of social media, this technique has been founded on the basis that traditional notions of a field site as a localized space are outdated (Boyd, 2009). Netnography is relevant in today's classroom because it incorporates the use of ICT and is in line with the proposed education system. Advances have been made in the classroom where technology is used as a platform to appeal to this present generation. Rahamat, Shah, Din, and Abd Aziz (2011) evaluate the use of mobile technologies in the teaching and learning of literature. Their findings appeal to the tech-savvy generation but subsists on the ability of the language teacher to blend ICT with conventional teaching. This hands-on approach is in line with the needs and wants of this generation but can present a number of challenges in terms of the willingness of the educator to change, integrate and practice as pointed out by Nunan and Wong (2005). There is no doubt that ICT integrated lessons is a new route to making teaching and learning more meaningful to the young learner but the practicality of the move comes to the fore. Shah and Empungan, (2015) highlight that while ESL teachers do in fact have a positive attitude towards this new mode of learning, their study indicated that the preparation required for an ICT related literature lesson would be far too time-consuming considering that fact that the role of educators are not limited to just teaching.

In the light of previous studies conducted in this area, this paper further the exploration of new and other meanings that can be constructed in relation to gender, identity and culture. It reveals to the educator how an online platform for eliciting students' responses can bring about other ways of reading and studying text in a practical way.

3.0 METHODOLOGY

3.1 Research Design

This study utilizes a qualitative approach using Facebook as the research instrument. The sample consist of a class of 10 undergraduate students, between the ages 20-21years undergoing a Malaysian Literature in English course at Taylor's University Malaysia. The collection of empirical material was based on the students' responses and feedback on issues that stand out for them based on their readings of the following: *Storm Effect, Some Last Touches, His Mother's Joy, News, Sambal Without Anchovies, Sandal Thief and Atomic Jaya*. There was an equal number of male students and female students with all three major races in Malaysia represented. The engagement was natural, uninhibited and on their own terms. The online community was also managed by them with the researcher playing two roles: observer (passive Netnography) and participant (active Netnography). The questions were non-structural but triggered by their own earlier comments. The questions posed to the students were aimed at picking up the subtle details about how gender, identity and culture are perceived and constructed in 6 short stories and a play. The engagement questions revolve around any typical literary focus: settings, characterization, language. Facebook was chosen as the social media platform to elicit responses because it was user-friendly, all 10 students already had a Facebook account and it was a platform that supported freedom of expression which is necessary if we want to obtain unfiltered information. The conversations took place over 6 weeks with the students posting comments at least twice a week. Figure 1 shows the traditional Netnographic Process employed by this study:
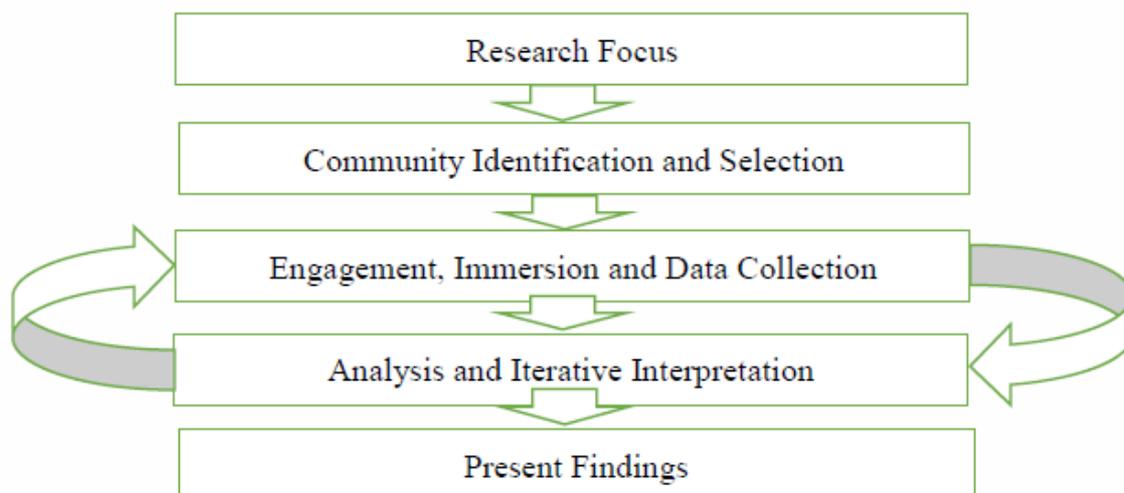
Figure 1. The traditional Netnographic Process (Adapted from: Kozinets, 2010)

3.2 Data Analysis and Procedure

The empirical material collected from the respondents were analysed for the purpose of investigating how students constructed gender, identity and culture in relation to their perception of the short stories and play. Analytical coding was employed to determine values and beliefs of this group through a Hermeneutic analysis. Students' actual responses in the findings and discussion section are italicised in open and close inverted commas for easy reading and understanding.

4.0 FINDINGS AND DISCUSSION

4.1 Gender

Gender roles are defined according to Eastern and Western standards with a clear distinction between how men and women are treated in both cultures. There is an acknowledgement of these roles "*the man of the family is the breadwinner*" and the woman is in her "*traditional house-keeping roles*". There is a shared acceptance that "*this is a tradition in Asian cultures that pass down from generation to generation of how the position of man and woman should be in a family and the responsibility that come with it*". However, there is a consensus of this being a "*past*" in *His Mother's Joy*. The Western treatment of gender in *News* seems to be more desirable:

"*Even though the wife plays the role of a housewife, she is seen as equal to the husband, as she voices her worries and is known to be rightfully upset with her husband's actions. The husband doesn't demand or order her to do the work at home, he is simply happy that his wife came home to cook food for them. She talked to him in a way she's not oppressed, like when she tells him to stop pressuring her to talk as she wants to finish her cooking and call it a day.*"

There is an appeal when the woman is seen as needed, wanted and valued. The husband in *News* has an intellectual conversation with his wife on a major life-changing decision. Her views and opinions on the matter count. This sense of equality is also equated with love: "*the husband loves his wife very much seeing the way he talks about her and describes her in detail*". Partnership and inclusiveness of both genders seem to define the relationship status instead of the portrayal of the women in His Mother's Joy that subsists on the greatness of men and their sons:

"*in News, the wife clearly has the love of her husband who thinks lovingly of her with high praise at the start of the story, while in His Mother's Joy, the women only talk about the men of their families. Another*

difference is that in News, the wife is on equal ground to her husband as she can freely try to defend herself when her husband starts to lash out at her, whereas in His Mother's Joy the women are subservient to the men - for example, Mrs Chong's husband will only be a good husband IF she is a good housewife, and thus won't hesitate in accusing her of slacking all day if she doesn't complete her chores before he returns home."

The capitalization of "IF" suggests that relationships and roles are bound by terms and conditions which are loathsome. Strong words are used to describe the suppressed roles of the women seen in "lash", "subservient", "accusing" and "slacking". Yet, Noraini, the servant-girl in *Atomic Jaya*, serves as a powerful twist to gender roles when she ends up marrying the influential General. While some students fail to see the point of her inclusion in the play, *"I do not understand what is the usage of Noraini's character in the story… it doesn't really affect the storyline.."* the rest are applauding her strategy, *"The General himself who was the one stereotyping but also ended up marrying to MakCik Noraini",* and *"Zulkifli is always reliable on Noraini"* indicating she wins; he is weak! That is a desirable effect that students want to see in a woman. This signifies an awakening of sorts where stereotyping in terms of gender is challenged. It indicates how these students' pre-conditioned and pre-conceived ideas about societal roles, norms and accepted practices are tested by these text and vice-versa.

4.2 Identity

The first striking remark about identity can be seen in their reactions and responses towards the context, setting and the voice in which these speakers choose to tell their stories. There is a mismatch between the students' context and the context of some of these stories. They are quick to point out how "historical" these experiences are. One student even goes on to point out that *"the story settings are still on colonial period of time"* in reference to *A Storm Effect* and *Some Last Touches*. The "*are still*" comment suggests are sense of how these stories are outdated or have no relevance to this age and time. They are not able to identify with the colonial period or the colonial past and are detached in their descriptions of it referring to these stories as "textbook"-like, and something that one would find on "Discovery Channel". They continue to provide objective views about how the entire build- up of the stories are "too factually descriptive and bombastic"- which is deemed "draggy" and "confusing." Their thirst for logic as they try to comprehend the "I" in the narration type stories is a classic case of identity crisis! The writer and the reader are not on the same page.

There is very little care shown for terminology such as Orientalism and Colonialism. The term "coolies" were foreign to some of them:

" And I also didn't realize coolies was actually a Malay word that I knew all along (kuli) Until I was halfway through the story and I had a sudden lightbulb moment!! 😂 "

The emoji is meant to lighten the moment but at the same time it reveals how this student identifies with this new piece of information. Many equated *"coolies"* with *"Malaysia's past slavery"* which begs the question about how much the present generation is detached, indifferent to identities that were shaped based on the struggles of the diaspora. Their responses suggest entitlement; an identity that refuses to see themselves as coming from this colonial past—to the point that they are appalled that we are "*still*" in that context.

These students find comfort in the familiar which ironically allude to more Western type analogies. Although in the excerpt below the student refers to this point of view as probably what the narrator was thinking, the phrase "I felt" clearly indicates that this is how the student identifies with the context at hand and not necessarily the narrator:

"The narrator, who was the Sultan's political adviser, had tried to help the Sultan by getting him a European surgeon which, I felt, showed that the narrator had a strong belief in the power of Western medicine. The narrator also simply observed the religious actions of the Malays around their ill Sultan almost as a curiosity, before relating the Sultan to a more familiar European figure - King of France, Louis XI."

Similarly, when the Sultan is sick in *Some Last Touches*, "*you wonder whether he was possessed by a demon*" which suggest a Western influence of exorcism of sorts, especially with the use of the word "*demon*". In fact there is a recognition and acknowledgement that "*the older generation still tries to hold on to the past*" while they have moved on. These are pivotal moments that signify that social realities today are different and these responses are a testament to the fact that past and present day identity construction is in conflict with one another. In the words of two students, these stories are the epitome of what they are currently facing "*Tradition vs Modernization*" and "*Tradition vs Revolution*". Their identities are caught in-between.

4.3 Culture

The concept of culture manifests in varying forms in the students' responses. There is a stark conflict between how Asian parenting is depicted in *His Mother's Joys* and the reality of Asian parenting. In the story, we see three mothers, a Malay, Chinese and Indian, brag about their sons and spouses. The narratives of the students indicate that the culture is quite the opposite: "*I don't think this is representing the society today. In my opinion, I found out most of the parents now are used to underestimate their children. They are telling people how weak is their children instead of telling their strength or something good, especially Chinese.*" This idea is shared by other students in :

"*This way is far from what we expect from nowadays society parents, especially from asian culture. A traditional asian method of how to raise kids had been passed down until now that underestimate the kids, let them grow under pressure so the kids will become stronger later. Praise the kid frequently will put them in to a imaginary bubble of success and limit their ability to develop. An example in my country that if a kid achieves success, the parent just except it as "ok" although if he/she fail or make mistake, the first thing can be hear is " you dumb like a cow"*

These powerful statements about culture as they are experiencing it forces us to re-evaluate the context of this story. In this instance, the students are directly challenging the validity or the relevance of this story. The terms "*ok*" and the expression "*you dumb like a cow*" are instances of how the platform enables freedom of inhibited expression which a formal essay construction will not allow. This shows us that across communities how terms like "*ok*" and "*cows*" are perceived in a similar light.

Stereotyping is seen as an acceptable culture. It is seen as "*common*", "*funny*", "*a joke*", "*relatable*" and "*true*". In all the material given to the students, racial profiling, racial stereotypes and generalizations exist. While it is seen as "*risky*", they also concur that "*it can't be helped*". In fact, it is seen as a typical Malaysian trademark: "*it is typical and expected.as when we read the stories we straight away can depict "oh it's Malaysia" or "obviously, Malaysian" kind of first thought.*" which helps align them with the context. In *Atomic Jaya* they are comfortable with stereotypes to the point of accepting them as harmless banter and are able to blatantly express their views without adherence to any form of sensitivities "*Malays just take credit for work that the Chinese do reflects how people think that Chinese are always hardworking, intelligent, and superior, while the Malays are lazy and incapable of action. Meanwhile, "...Indians get the blame." the Indians are portrayed as scapegoats - even more inferior to the other two major races.*" This is reiterated with other students: "*the Chinese gonna do the work, the Malay get the credit and the indian get blamed*". These are uttered almost objectively without challenging its truth and brushed of as satire and the claim that they can take jokes, "*the current generation should be able to handle minor offensive jokes . some stereotypes used to be true in the past such as the malays would be on top , the chinese do most of the work and the indians stay at the bottom . This issue can still be seen..*". A further reiteration is seen in:

"*In my opinion, yes, Atomic Jaya is very Malaysian minded in a way they are stereotyped by categories. The writer has such bravery to portray racial values in such offensive way where the three scientists are defined in three distinct personalities. It is somehow relatable to our current era yet today Malaysians are far open minded among each other. It is somehow funny..*"

Yet, these students concur that stereotypes are not triggers today, they raise awareness of what not to do in a reverse psychological manner. In a twisted sense, the students recognize the cohesion and mobilization of the 3 races through these multi-dimensional threads that bind them, the students, in an unconventional manner. This recognition is synonymous with the plurality, multiculturalism and heterogeneity of the Malaysian culture. The culture construction with these students represent one that is fluid. The issues are the same, but the response towards cultural predicaments are treated as harmless anomalies. They are no longer in that mindset where they harbor insecurities about their identities, or sense of belonging but associate these quandaries with lifestyle pressures and the way of life:

"*in Sambal Without Anchovies the younger generation is drifting away from traditions and becoming business-minded because the rising costs of living need us to think a lot about money. The Sandal Thief also shows how we tend to be bystanders to things that we don't quite know how to control, like violence, harassment, and abuse; we also go along with the events and only check the facts later.*

These constructions of culture as perceived by the student is congruent with the texts'. These shared beliefs are reiterated "*most people don't want to get themselves involved with anything that could backfire. Also, it shows how people are quick to jump to conclusion without further investigation*". These are the norms today: "*being calculative and stepping up to protect what is right*" "*power and status*" outweighs mediocrity. Through these students responses we gather that culture has not changed:

"*prejudice and racism still exists in our current society. i think the story portrays this quite accurately. we still look down on clerks and office workers, we still marginalise people based on their race and jobs*"

Perhaps what has changed is how it is open to re-construction given our social realities today.

5.0 CONCLUSION

The construction of gender, identity and culture have certainly undergone a metamorphosis of sorts. These is a common thread that runs across the board with these students' responses in relation to these selected Malaysian fiction in English. Firstly, there is a shared belief and consensus that the construction of gender, identity and culture are fluid, context-based and can be challenged. There is a certain level of awareness of what the past was where these terms are concerned but there is also a level of comfort with how these terms have been constructed. There is an understanding that marginalisation, stereotyping and the likes work in a rather complex way in creating social cohesion where race relations are concern. Secondly, this study has also shown that there is an acceptance, recognition and acknowledgement of how and what this society founded on. They believe that while the context is used to create a basis that we can all relate to, their responses indicate that this does the contrary for them. They are not able to immerse is such constructions of gender, identity and culture because the concerns of the colonial and post-colonial are a little foreign to them. Their perceptions of the East and West are in conflict with the text especially in the portrayal of husband and wife roles and parenting styles in Asia. Thirdly, there is a rather detached yet colourful mode in which responses are constructed in relation to the key concerns of these stories. Since the avenue for expression is uninhibited, freedom of expression is enabled. The use of capitalization, emoticons and informality of language construction brings to the fore subtle local relevancies which suggest their level of commitment to what is being said. There is a clear demarcation between the past and the present; responses indicate when the texts' are in line with present day social realities and when they are not. Overall, this community of students make it known that they are of THIS generation and have grown to accept stereotypes, value Western treatment of gender and identify with societal pressures on their own terms and experiences.

The implications of this study are significant to all practitioners of Literature because it brings to the fore new dimensions of meanings to be considered in the classroom. It also shows the pivotal role the student can play in the meaning-making process and how they should in fact be given an avenue to express what they feel as a form of scaffolding in the process of reading and studying literature for both the teacher and the student. Furthermore, it encourages co-construction of meaning instead of a purely textual analysis

that is framed by a theory that produces a prescribed reading and studying of a text. In a classroom environment that encourages co-construction of meaning, the educator becomes a facilitator and the students become active participants that negotiate constructions of meaning with the educator. This provides insights for the educator because it allows the educator to observe how present day realities shape readings and how the criteria for text selection should be aligned with the needs and wants of the present generation. The chosen genre, context and writer must be updated to reflect Malaysia today should engagement be a key facet of Malaysian classrooms that teach literature. This study shows that further use of online platforms to evaluate student responses should be encouraged as it brings about new ways of looking at text, opens up avenues for discussion and enables the teacher to enrich his sources of data in the process. The educator gains more perspective, moves away from a teacher-centred structured lesson and becomes more inclusive in the educator's approach to reading and studying literature.

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MOODLE: A BUILDER OF LANGUAGE SKILLS, METACOGNITIVE AWARENESS AND LEARNER AUTONOMY FOR ENGLISH LANGUAGE CLASSROOMS

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ABSTRACT

The onslaught of technology has brought numerous opportunities for the educator and student of this millennia. Teaching and learning English has undergone a metamorphosis in terms of how the subject matter is delivered and received. The use of Moodle as a virtual learning platform is not a new practice for English language educators who facilitate language learning through traditional classroom pedagogies and web-based instructional methods, or the otherwise known blended-learning. In fact, its usage is so widespread that it has developed into a learning environment that has become a compulsory complement to teaching and learning in many English language classrooms today. In this study, the researcher sets out to find out how pre-university students from various majors in Taylor's University, Malaysia, perceive Moodle as a language learning avenue. It evaluates whether these students recognize the effectiveness of Moodle in developing their English language skills, metacognitive awareness and autonomous learning. An online survey was administered to capture their attitude and personal feedback on learning language through various Moodle features utilized throughout the semester. The results of the research indicated that the students acknowledge Moodle as a language learning platform and are affirmative in their attitude towards how this platform builds metacognitive awareness and learning autonomy.

KEYWORDS: Virtual learning, Moodle, English language skills, metacognitive awareness, autonomous learning.

1.0 INTRODUCTION

The general consensus on blended learning through virtual learning environments is that it caters to the diverse needs and wants of a generation that embraces technology as its second nature. The incorporation of web-based instruction in the English language classroom today has taken on a pivotal role in complementing if not, supplementing the traditional face-to-face teaching mode. The popularity of blended-learning via online platforms navigates teaching and learning towards one that enables students to indirectly control their progress instead of the educator directly controlling the outcome of a lesson. The notion of blended learning via virtual environments works on the basis that what students learn online will support what they learn face-to-face in class, and vice versa (Rovai & Jordan, 2004; Thorne, 2003).

As a commonplace strategy adopted by many EFL/ESL experts and institutions today, many policymakers and practicioners continue to question the effectiveness of learning the English language this way. In fact, Osguthorpe and Graham (2003)suggest that educators find that balance between online access to knowledge and face-to face teacher-student interaction. Perhaps tipping the balance is still not an option in courses that are aimed to enhance language skills, but blended-learning has certainly made its mark in the industry, especially with educators looking for a niche in order to satisfy the needs and wants of their particular group of students.

In the light of this, institutions of higher learning are driven to adapt and use the various modes of information technology to not only effectively deliver their instructional materials but to also achieve the modules' learning outcomes. Hence, classrooms are more mediated today, than they were before. The present classroom scenario is built around the instructor utilizing Course Management Software (CMS), such as Blackboard and Moodle. Instructors are encouraged to use podcasts, online discussion groups and other technologies to engage and connect with students. This integration between traditional face-to-face format and technology-based learning is said to complement learning experience through an increased understanding and better student learning (Dillon & Gabbard, 1998). However, Sivanandan, Rajandram,

and Ho (2014) assert that as instructors, one must determine what technologies to use and how to use these new technologies appropriately for effective learning to take place. Therein the challenge.

In the wake of embracing trends versus student learning outcomes is the need to fulfil the students' wants in a manner that best suits the students' way of learning. While this phenomenon which is steep in virtual and digital delivery of learning has cast a widespread re-thinking and re-evaluating of pedagogies, it has also certainly brought about a new wave in education. Whilst redefining learning methodologies and learning environments, it has radically transformed the kind of skills, knowledge and facility with e-learning tools (Dofs & Hobbs, 2016). The impact can be said to be significant on both the educator, as the moderator cum facilitator, and the student at the receiving end. Between practitioners having to contend with this new dimension in the field and the student coping with the decrease in physical space for learning begs the question as to whether students recognize and acknowledge what and how they are learning.

More often than not, research has been devoted to showing educators the countless ways in which MOODLE and other online platforms can be used to teach. The strategy is to conquer with more and more diverse activities with the hope of not only reaching out to more students of various backgrounds but also to students who absorb and engage with information differently. Feedback has been more teacher-centered than it has been, student-centered driving educators and teachers alike to focus more on their roles as facilitators and mediators of sorts (Lamb, 2014; Murray, Fujishima, & Uzuka, 2014; Narum, 2013)

In the light of this, this study explores the students' feedback in terms of targeted responses towards specific abilities: language skills, metacognitive awareness and learner autonomy. The study investigates whether the student recognizes what he or she is learning and how it is learnt in relation to these three specific criteria. The method of employed in this study is quantitative research and statistical data analysis. The main hypothesis of the study is that students are conscious that Moodle develops language skills, metacognitive awareness and learner autonomy.

2.0   LITERATURE REVIEW

2.1   Virtual Learning

Virtual Learning is the umbrella term used to describe a number of course management systems (CMS) that incorporate internet and web technologies to complement education programmes. Currently there are various terms associated with virtual learning, such as Virtual Learning Environment (VLE), Web Learning Environment (WLE), Managed Learning Environment (MLE) and Networked Learning Environment (NLE). These alternatives terms, as pointed out by Navaporn (2010) are increasingly popular throughout institutions of higher learning as the reliance on blended learning today is gaining pace. The out-of-class appeal that virtual learning has, has triggered further research into its potential to support the acquisition of language skills, learner autonomy and teaching and learning language as a whole. Researchers have argued that substantial evidence and more conclusive associations between forms of CMS applications and effective language learning needs to be investigated should a more grounded and sound deduction be derived (Benson, 2001; Chapelle, 2001). Modular Object-Oriented Dynamic Learning Environment (MOODLE) is one such platform that has drawn a lot of attention since its advent and continues to be evaluated and re-evaluated as an approach to virtual learning.

2.2   Moodle

Moodle was designed to support a social constructivist approach to teaching and learning which includes inquiry-based, collaborative interaction and construction of shared knowledge (Brandl, 2005). As an open source e-learning platform designed by Martin Dougiamas, the programme has undergone upgrades over the years, and refined to suit the needs and wants of various language learning environments such as English for Academic Purposes (EAP), Second Language Acquisition (SLA), English as a Second Language (ESL), English as a Foreign Language (EFL) and English to Speakers of Other Languages (ESOL). The basis of the creation Moodle still subsists on its efforts to promote acquisition of new knowledge and construction of the students' own cognition during the process of interaction with each other and with the educator (Jonassen, Peck, & Wilson, 1999). In other words, Moodle is still seen as the platform that is aligned with the theoretical foundations expounded by Piaget and Vygotsky.

2.2.1 Language Skills

In line with a constructivist paradigm, previous work have set out to explore the potentials of Moodle as a builder of English Language skills. Robertson (2008) approached this endeavor with the educator in mind when his study revealed that support activities vis-à-vis Moodle not only helped the learner through a recursive writing process but also assisted the educator's where organization, implementation, distribution, communication and assessment were concern. In Symasuddin and Alimin (2014) the central focus is on how the educator can leverage on the use of Moodle in TOEFL based courses. Similarly, this mode of research is further intensified when educators continue to experiment on whether teaching writing and reading courses can work through Moodle.

This practice is seen in Nagamoto (2006) with English majors, Zhang and Wu (2009) with EFL students in China and Suvorov (2010) with ESOL students. What can be observed here is the trend in using Moodle as reliable blended-learning platform to improve students writing abilities. Further research transfers these language skills into university and career skills that can be used to acquire critical thinking skills enabling the teacher to enhance their effectiveness as facilitators. (Adas & Bakir, 2013; Cao, 2017; Gluchmanova, 2016; Tuzlukova, Al-Busaidi, & Burns, 2017) This practice is seen across foundation studies to tertiary level education in English language teaching and learning.

2.2.2 Metacognitive Awareness

The term 'Lifelong learning' has been debated over and again by various sources given its importance in the education system and the need to achieve it in the classroom (Blewitt & Cullingford, 2004; Kolb & Kolb, 2005; Schon, 1983). Metacognitive awareness seeks to gauge lifelong learning by tapping into the students' self-reflection about the value of their understanding and their wants to go beyond (Dunlap & Lowenthal, 2011). In essence, it represents the learners' ability to become actively responsible for their own learning strategies and processes by reflecting upon their experiences as a continuous learning cycle (Dunlap, 2005; Mani & Mazumder, 2013).

The evaluation of Moodle via its blogs, wikis, and other applications has been experimented on in a number of ways to test metacognitive awareness. Drange, Burgess, Dysvik-Brandt, Nor and Irons (2016) explored the benefits and drawbacks via summaries from lecturers with regards to students' reflection patterns. The findings were directed towards the educator looking at the metacognitive awareness of the students via their reflections. However it is noteworthy that student reflections were gathered in a manner that evaluated the blog and wiki from a designs perspective that focused on ease of editing, posting and storing. Similarly in Miyazoe and Anderson (2010), the comparative study between wikis and blogs were conducted to ascertain the ease of use between the two formats. In both cases, the awareness is directed towards reflecting on their experiences which gravitate towards the psychological and systems dimensions, rather than the cognitive.

2.2.3 Autonomous Learning

Learner autonomy can be seen to emphasize independent-learning and the moving away from teacher-centered practices. While there are varying degrees of autonomy enabled by different online activities, there is a consensus that it is about allowing the learner to construct and dominate a large portion of knowledge in any context (Brandl, 2005; Brown, 2007; Ding, 2012; Papastergiou, 2006; Tam, 2000). In Ketteringham (2015), the researcher targets the practitioner's stance in ensuring Moodle fosters learner autonomy through discussions. The success of the practice is evaluated by the number of visits a student makes on the site suggesting whether or not an engagement activity is effective in promoting learner autonomy. Jing (2016) in her study of 52 language learners derived mix feelings where autonomous learning was concern. While there was an indication that they strongly agreed that Moodle-based platforms promote the use of search engines to find answers to problems, a whopping 89% still felt that their teachers were more effective in providing knowledge. This not accounts for the traditional spoon-feeding teaching style students are accustomed to in certain regions as Jing points out. This also suggests the how teacher autonomy needs to be fine-tuned as a struggle to balance this student-teacher engagement is crucial in determining learner autonomy in a language learning environment is maximize.

Learner-autonomy continues to be the central agenda of why online platforms were introduced in the first place. It has been tested on prospective teachers to learn about how learner autonomy may be

perceived by students using Moodle as seen in Musa, Mohamad, Craig, Jaewoo, and David (2017) to its ability to enable to students to take-charge of their own monitoring of revision courses as seen in Iwata, Clayton, and Saravani (2017). It is a delicate power-struggle in a way between the student and the teacher.

The review of previous literature on Moodle celebrates the psychological and systems domains which provides feedback to the teacher. It is generated to rate the effectiveness of the platform as a language learning tool based on student performance, number of hits, quality of discussions and so on. While there have been a number of research devoted to finding out how students perceive Moodle as a English language teaching and learning tool. However, responses are more often than not tabulated in a form that does not showcase the students' ability to point out what they have actually learnt in technical terms.

In Lai & Aksornjarung (2017), the student responses are geared towards finding out their attitudes and motivation with regards to using the Moodle platform. Mohamed Zain, Ab Wahab and Md Yunus (2018) on the other hand, focuses on compiling the experience facet of the endeavor. Similarly, the practice of gathering responses to understand student preferences as seen in Adi Kasuma, Mohamad Saleh and Akhiar (2018) perhaps enables designs that promote greater interactivity, participation and collaboration. It also allows for theorizing of literacies as Hui (2018) points out but not information that indicates that the student is aware of what he is actually cultivating through this process. This points at the need to further delve into student responses that can pinpoint specifically what they are learning and how it is being learnt. Thus, this paper investigates the students' cognitive feedback in relation to language skills, metacognitive awareness and learner autonomy.

3.0   METHODOLOGY

In order to achieve the objective of this study, a survey-based questionnaire was used as research method. The target students' population in this study was from a private Malaysian university in Selangor, Malaysia due to accessibility and proximity to the researchers. Using the convenience sampling method, 153 students comprising of females (n=71) and males (n=64) from the pre-university programmes participated and completed the online survey. Apart from that, these students had used and are currently using Moodle to learn and practice English.

An online questionnaire comprised of adapted questions from Gulbinskienė, Masoodi, and Šliogerienė's (2017) research paper was used for this study. Excluding demographic information, the questionnaire had four sections (20 items); Moodle as an environment for enhancing student's motivation to develop language learning skills, Moodle as a confidence building environment in language learning, Moodle as a tool in fostering metacognitive awareness and promoting learner autonomy and feedback on usage of Moodle as an online English language learning environment. Students are to respond by selecting "1" for "Yes" and "2" for "No".

The online questionnaire (Google Form) was posted on their English module page on Moodle. Students were asked to complete the online questionnaire two weeks before the end of their semester. Administering the survey online increased accessibility as it gave respondents various ways to access the survey at anytime and anywhere such as through their mobile phones, laptops, tablets, etc. Data collected from the online questionnaire were analysed using basic statistical measurement. The Statistical Package for Social Science (SPSS20) software was used for statistical analysis.

4.0   FINDINGS & DISCUSSION

The following are the responses received from the survey completed by the students.

ITEMS	YES	NO	MEAN	STD. DEVIATION
Learn autonomously only with the direct and precise teacher instruction	123 (91.1%)	12 (8.9%)	1.09	.286
Promote my autonomy when I have some choice in the activities I do	122 (90.4%)	13 (9.6%)	1.10	.296
Develop my ability to evaluate my own learning.	123 (91.1%)	12 (8.9%)	1.09	.286
Learn how to learn which develops my autonomy	119 (88.1%)	16 (11.9%)	1.12	.324
Promote desire to continue learning through sourcing for other materials on the Internet	124 (91.9%)	11 (8.1%)	1.08	.275

Table 1: Students' Evaluation of Moodle as an Online English Language Learning Environment

Table 1 shows students' evaluation of Moodle as an online English Language Learning Environment. Based on their responses, more that 80% of students saw Moodle as an online learning avenue to nurture their metacognitive awareness, leading to promotion of autonomy in how they learn, make decisions and assess their respective learning need. It was also apparent from the table that 91.1% of students learn autonomously only with the direct and precise teacher instruction. This also accords with findings in Jing's (2016) study where 89% language learners felt that their teachers were more effective in providing knowledge. This gives rise that the teacher is still a prominent figure in the process of education and the cultivation of autonomy for students in their learning process, in this case English language skills development. However, teachers need to find a balance in encouraging students to be autonomous in their language-learning journey.

Majority of students, 91.9% indicated that Moodle promotes the desire for continued learning by sourcing out other materials on the internet. This is a good step in enabling students to make conscious efforts in taking ownership for their own language skills development. It can also be seen as a sign of motivation within the student to satisfy their language learning curiosity and need. However, only 88.1% believe that Moodle can cultivate their autonomy by learning how to learn. Even though it is still above 80% is it relatively lower than the responses received for other statements within this category. Despite this, Moodle is seen as a tool that promotes student autonomy when choices in activities are offered (90.4%). This corresponds with Gulbinskienė, Masoodi and Šliogerienė's (2017) study as they cite Benson (2011) and Holec (2008) informing that students' autonomy increases the quality of language learning when learning alternatives and opportunities are provided in and out of the classroom. With options provided to students, motivation to develop language learning will follow.

The ability to be self-aware and self-assess one's own learning process is an important metacognitive skills for a learner to possess. From the responses received in this study, a positive outcome (91.1%) has been seen in the usage of Moodle as a language-learning environment. With this in mind and thoughts by Mani and Mazumder (2013), Lal (2011) and Dunlap (2005), Moodle has the ability to enable language learners to be actively accountable for their own learning strategies and tactics through the development of self-reflection. This would also enhance their development in English language skills and experience as a lifelong learner in the language. From the analyzed student responses, we can see that the students were conscious that Moodle was able to develop their metacognitive awareness, learner autonomy and language skills development.

ITEMS	YES	NO	MEAN	STD. DEVIATION
Enhance your motivation to write in English	121 (89.6%)	14 (10.4%)	1.10	.306
Enhance your motivation to read English materials	120 (88.9%)	15 (11.1%)	1.11	.315
Enhance your motivation to communicate using English	118 (87.4%)	17 (12.6%)	1.13	.333
Enhance your motivation to increase knowledge and skills in English through collaborative learning activities and tasks	125 (92.6%)	10 (7.2%)	1.07	.263

Table 2: Students' Motivation in Developing Language Learning Skills

Data presented in Table 2 clearly shows that over 80% of students agree that Moodle motivates them to develop their English language learning skills through writing (89.6%), reading (88.9%), communication (87.4%) and collaborative learning (92.6%). This is similar to the responses received in Gulbinskienė, Masoodi and Šliogerienė's (2017) study where Moodle is seen as a tool motivating students to develop their English language skills. Echoing Brandl (2005), Moodle has served its purposes through collaborate learning and construction of shared knowledge in motivating students to increase their knowledge and skills in English. By the responses provided by the students, we do see that they were cognizant of the motivation that Moodle provided in developing their language learning skills.

ITEMS	YES	NO	MEAN	STD. DEVIATION
Enhance your confidence to write in English	121 (89.6%)	14 (10.4%)	1.10	.306
Enhance your confidence to read English materials	116 (85.9%)	19 (14.1%)	1.14	.349
Enhance your confidence to communicate using English	120 (88.9%)	15 (11.1%)	1.11	.315
Enhance your confidence to increase knowledge and skills in English through collaborative learning activities and tasks	127 (94.1%)	8 (5.9%)	1.06	.237

Table 3: Students' Confidence in Developing Language Learning Skills

In Table 3, we see similarity in responses as Table 2, as over 80% of students agreed that Moodle increases their confidence in writing, reading, communication and collaborative learning in English, 89.6%, 85.9%, 88.9% and 94.1% respectively. This corresponds with findings in Gulbinskienė, Masoodi and Šliogerienė's (2017) study where Moodle creates a confidence-building environment for English language skills development. This results also echo views of Nagamoto (2008), Robertson (2008), Wu (2008), Suvorov (2010) and Syamsuddin and Alimin (2014) in which Moodle assists learners' in developing their writing process. In this case, we do see that students were aware that Moodle built their confidence in their language skills development. When confidence is felt or built, students are more likely to use and further develop their English language skills.

ITEMS	YES	NO	MEAN	STD. DEVIATION
Makes learning English easier	127 (94.1%)	8 (5.9%)	1.06	.237
Have a more positive attitude toward learning English	121 (89.6%)	14 (10.4%)	1.10	.306
Learn new words in English.	121 (89.6%)	14 (10.4%)	1.10	.306
Ensures equal opportunity for all students to participate in	126 (93.3%)	9 (6.7%)	1.07	.250
Increases social interaction among students during their learning process	116 (85.9%)	19 (14.1%)	1.14	.349
Makes learning English more interesting	119 (88.1%)	16 (11.9%)	1.12	.324

Table 4: Students' Feedback on Usage of Moodle Platform

The overall students' feedback on the usage of Moodle (Table 4) was good as more than 80% of students acknowledge that English language activities on the Moodle platform are helpful and interesting. The responses indicate students' awareness of the benefits Moodle provided through the language activities towards their language skills development. Apart from making learning English easier (94.1%), Moodle has also created a more positive attitude of students toward learning English (89.6%). The response rate of 89.6% indicates that this online learning platform has enabled students to acquire new words in English. Clark (2013) highlighted that utilizing both online technology platforms and overt teaching helps increase vocabulary knowledge and retention for English language learners.

An interesting point noted was that Moodle provided an equal opportunity for all students to participate in (93.3%). With limited classroom time allocated for teaching and learning for English in university, Moodle provides an environment to overcome this situation. Furthermore, Moodle would serve as a venue for introverts or those who are shy to use the language in a public environment to develop their language skills. Kavaliauskienè, (2011) stated that while Moodle provides numerous benefits, it also cultivates student learning and fosters communication between learners and communication between teachers and learner. From the students' responses received, it also supports that Moodle enabled social interaction among them during their learning process (85.9%). Interactions would definitely build language abilities among language learners and a majority of students in this study attested that Moodle enabled this for them.

5.0   CONCLUSION

The virtual learning environment has enabled language learners to access and develop their knowledge and skills 24/7 anywhere and anytime through a variety of activities. As indicated by Clark (2013), Gainer and Lapp (2010, p.2) highlighted that "inclusion of new literacies needs to become part of our instructional base if we want to engage students in motivating, and purposeful learning experiences". In this study, that virtual learning environment was Moodle for English language learning purposes.
Through the analyzed findings and discussion, we see the aim of the study has been accomplished. Students in the study did acknowledge Moodle as a language-learning platform and were affirmative in their attitude towards how this platform builds metacognitive awareness and learning autonomy. Thus, the main hypothesis posed at the beginning of the study has been achieved.

With proper balance of teacher instruction and meaningful language-based activities and resource made on Moodle, this learning platform would be beneficial for students in language skills development, autonomy and metacognitive awareness. It would also build on students' own cognition during the process of interaction with each other and with the educator (Shuell, 1988; Bai, 2008; Jonassen, 1991) as well as compliment what they have learnt face-to-face in the classroom (Thorne, 2003; Rovai & Jordan, 2004).

With all this in mind, we can conclude that students were aware that Moodle fosters a successful language-learning environment, as it enabled them to take charge of their language skills development,

become autonomous as well as be conscious of their English language-learning journey. Moodle is also recognized to have boosted their motivation and confidence in developing their English language skills individually and collaboratively. Analyzed students' responses do show that students are conscious that Moodle develops their language skills, metacognitive awareness and learner autonomy in their English language-learning journey.

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EXPLORING THE USE OF JOLLY PHONICS METHOD IN IMPROVING YEAR 1 PUPILS' CVC READING SKILLS: AN ACTION RESEARCH

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ABSTRACT

Reading is one of the most crucial skills to be mastered in learning English Language. Having the ability to read fluently and accurately is one of the problems encountered by pupils who learn English as a second language in schools. This action research was carried out to explore the use of Jolly Phonics method in improving the Year 1 pupils' CVC reading skills. 9 Year One pupils from a suburban school were chosen as research participants. The result of the document analysis and observation found that they have difficulties in sounding, blending and segmenting the sounds in a word. The methods for data collections were observation, document analysis and interview. Data gathered from the intervention sessions were triangulated and analysed descriptively. Generally, the research result proved that the intervention used manage to improve pupils' abilities to sound, blend and segment letters in order to be able to read better.

KEYWORDS: Sounding letters, Blending letters, Segmenting letters, Reading skills, Jolly Phonics method

1.0 INTRODUCTION

The Malaysian Educational Blueprint (MEB) 2013-2025 has highlighted two important features that support the implementation of the plan, namely the system aspirations and student aspirations. The student aspirations emphasize on the "knowledge" and "bilingual proficiency" elements. Basically, every student needs to be fully literate and numerate. These are the fundamental skills to be mastered before moving on to the advanced 21st century skills.

"To ensure every child is proficient in Bahasa Malaysia, English and an additional language" is listed as the second shift among 11 deliberate and operational shifts that are required to realize the aspirations. One of the government's stringent efforts according to this shift is to expand the Literacy and Numeracy Screenings (LINUS) programme to include English literacy in 2013. The English Literacy in LINUS 2.0 focuses on the reading and writing skills. Pupils must be able to read and write proficiently in order to pass the screening.

This scenario creates the urge to help the Year 1 pupils in Sekolah Kebangsaan Bukit Jana who faced reading and pronunciation problems. The idea of conducting this research is in line with the second objective of English Language Curriculum for Primary School which is "By the end of Year 6, pupils should be able to read and comprehend a range of English texts for information and enjoyment." Through the observation in school, pupils faced difficulties in reading words, phrases and sentences with the correct pronunciation. In this research, the reading problems among the Year 1 Inovatif pupils were analysed. Based on the problem identified, the Jolly Phonics method was used as an intervention to help the pupils in their learning and improve their pronunciation and reading skills.

2.0 PROBLEM STATEMENT

As the saying goes, 'reading opens the door to the world of learning', it is important for pupils to know how to read in order to gain knowledge. Reading is one of the receptive skills in English Language

which allows the readers to understand a subject matter, boost imaginations, know what is happening around them and also to experience new things (Chauhan, 2014).

Reading with the correct pronunciation is a very serious problem among the primary school children nationwide. As the LINUS screening was conducted with Year 1 and 2 pupils, most of them are still struggling to pass even construct 2 which involves the sounding of the letter.

All the teachers around Malaysia faced the same problems with their pupils. An article written by Jeswan Kaur (2011) revealed that out of a batch of 11,000 students chosen to undergo training in National Service 2011, 1,000 were illiterate. According to the National Education Blueprint 2006-2010, 4.4% of primary school students and 0.8% of secondary school students had not mastered the 3Rs including reading.

This issue must be addressed immediately as reading is one of the basic skills that provides the opportunity for pupils to acquire knowledge and learn new things. Keeping up with the 21st century teaching and learning strategies, it is important for pupils to be able to read as the lessons will be more child-centered and teacher serves as the facilitator. If the pupils managed to read by themselves, teachers will have more space to conduct more challenging activities to instil pupils' creativity and critical thinking. The elements of 21st century education as underlined by the Ministry of Education in Malaysia can only be implemented if the pupils master the basic 3Rs. Pupils need to have basic skills of reading and writing in order to learn and acquire more advanced skills of 21st century such as problem solving, collaborating, communicating and thinking skills independently. Without pupils mastering the reading skills, the aspiration of the Ministry of Education in developing Malaysia into a globalising country through the implementation of 21st century education will be a far-fetched.

Based on the observations, reading is a major issue that needs to be addressed as early as in level 1 primary school because research had shown that learners continue to have reading problems until they were adults. Knoema, the World Data Atlas website showed that 89,929 youth and 1,228,045 adults in Malaysia were illiterate in 2015. It is time for policymakers and teachers to give emphasise on the pupils' reading skills and implement one of the effective methods to teach reading so that the pupils can avoid any mispronunciation becoming fossilised and disturb their flow of reading. Hence, this study focuses on exploring the use of the Jolly Phonics method in teaching CVC reading skills to the Year 1 pupils of Sekolah Kebangsaan Bukit Jana.

3.0   RESEARCH OBJECTIVES

1. To explore the use of Jolly Phonics method in creating phonemic awareness among the Year 1 pupils.
2. To improve the Year 1 pupils' abilities to read the CVC words by using the Jolly Phonics method.
3. To improve the teaching and learning process of Year 1 pupils' reading skills by using the Jolly Phonics method.

4.0   RESEARCH QUESTIONS

1. How does the use of Jolly Phonics method helps in creating phonemic awareness among the Year 1 pupils?
2. How does the Year 1 pupils' abilities to read CVC words can be improved by using the Jolly Phonics Method?
3. How does the teaching and learning process of Year 1 pupils' reading skills can be improved by using the Jolly Phonics Method?

5.0   LITERATURE REVIEW

5.1   The Development of Reading through the Jolly Phonics Method in Malaysia

There were several studies conducted to test the effect of Jolly Phonics in Malaysia. A compilation of case study on what teachers in Malaysia speak about the effect of Jolly Phonics in their schools was retrieved from the Jolly Phonics website (2011).

Mrs. Jelita Rubina Kayani, a Principal of Small Wonder Children's House in Subang Jaya said that since the implementation of the Jolly Phonics programme in her school, the pupils are reading six months to a year earlier than the previous intakes of children who did not use the same method of learning. 70% of her pupils had used the Montessori materials and they were able to read out words that they have never encountered before successfully.

The Principal of Tadika Aktif in Cita Damansara, Sunway Damansara, Mrs. Grace Chow stated that Jolly Phonics was one of her most valuable investments. Her teachers found it relatively easy to use and the musical and physical approach make the lessons interesting. Parents were also invited to view the videos on how Jolly Phonics was conducted in her kindergarten. This helps to foster a good relationship between teachers and parents and also to involve parents in helping their children to learn at home.

5.2 Related Theory, Model and Approach

5.2.1 Social Development Theory by Lev Vygotsky

Social Development Theory by Lev Vygotsky argues that social interaction plays a fundamental role in the process of cognitive development (Culatta, 2015). This theory presents the Zone of Proximal Development (ZPD), the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently (Lee, 2014). This is the zone where learning occurred and pupils' play an active role in learning. The Jolly Phonics method serves as a scaffold. With the benefit of scaffolding, learners master the task, the scaffolding can then be removed and they will then be able to complete the task again independently.

5.2.2 Bottom Up Reading Model

The reading lesson of this study follows the bottom up approach as it is more suitable to be conducted with the 7 years old low English proficiency research participants.

Linde (2003) claims that bottom up focuses on direct instruction of phonics, such as identifying features of letters, like curves and straight lines, to recognize them. From there pupils will begin combining letters to read and write words. Then, they will become familiar with spelling patterns and learn to read sentences, paragraphs and longer texts.

This model is much similar to the research framework as the phonics were used as its core. Young learners must first be able to identify and understand sounds in speech before moving on to blending and segmenting words which will lead to the ability to read longer words and sentences. Eventually, they will grow as proficient readers after more reading practices have been made. The Jolly Phonics method replicated the bottom up reading model where pupils learn the individual letter sounds, forming, blending and segmenting of the letter sounds in sequence in an enjoyable and motivating way through visual, actions and songs.

All these theories underpinned the Jolly Phonics method where pupils will learn the individual letter sounds, forming, blending and segmenting of the letter sounds in an enjoyable and motivating method through visual, actions and songs. Jolly Phonics is a fun and child centred approach to teaching literacy through synthetics phonics (Lloyd, 1987).

5.2.3 Synthetic Phonics Approach

Synthetic phonics is an approach of teaching reading where words are broken up into the smallest units of sound which are the phonemes. Phonemes are the smallest units comprising spoken language and they combine to form syllables and words. For example, the word 'pan' has three phonemes: /p/ /a/ /n/. Pupils learn to read fluently by making connections between the letters and the sounds. Synthetic phonics also teaches children how to identify all the phonemes in a word and match them to a letter in order to be able to spell correctly (Reading Eggs, 2012).

Synthetic phonics approach allows the pupils to learn how to sound each letter, blend the sounds to form words and also to break up words, then decode them into individual sounds. Chris Jolly in an article by Evans (2013) stated that synthetic phonics are already used in some English Schools Foundation schools and provide an alternative to the more traditional "whole language approach". Jolly Phonics teaches reading

skills; blending and segmenting in small stages. It teaches children to pull the words apart into sounds before blending them together into the whole word.

The synthetic phonics approach helps to create phonemic awareness among the young learners. Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. In the English language, there are 44 phonemes including sounds represented by letter combinations such as /th/. Acquiring phonemic awareness is important because it is the foundation for word recognition, fluency and accuracy in reading skills. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction (Reading Rockets, 2017).

5.3 Jolly Phonics Songs and Actions Techniques

Jolly Phonics is a comprehensive programme, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age (Jolly Phonics, 2011). By the use of Jolly Phonics method in teaching reading, teachers teach the letter sounds instead of alphabets. There are 42 letter sounds which is a mix of alphabet sounds (1 sound – 1 letter) and digraphs (1 sound – 2 letters) such as sh, th, ai and ue. When reading a word, pupils will be able to recognise the letters and blend together the respective sounds. Jolly phonics method highlights five skills that pupils need to master phonics; learning the letter sounds, learning letter formation, blending, segmenting and tricky words.

In learning the letter sounds skill, Jolly Phonics method utilises two techniques which are the singing and doing actions for each letter sounds. According to Benny Lewis (n.a), an Irish polyglot, singing is an amazing way to dramatically improve your language learning strategy. One of the seven reasons he highlighted on why we should sing to learn a language is "learning the lyrics of a song helps you expand your vocabulary and teach you some slang/typical phrases". In this case, learning the lyrics of the songs helps children to identify and say the sounds of the letter repeatedly in a fun and non-threatening way.

Similarly, there are many benefits that children could gain if they do some movement while singing. Daniels, et al. (2016) wrote in their 4parentsandteachers.com website that children's songs, especially children's songs that feature interactive activities including finger plays, hand and body movements, offer children a wide variety of fun and playful ways to learn language, along with developing fine and gross motor skills. They have also listed 12 benefits of playful learning musical activities including children's action songs help to develop a strong understanding of the letters of the alphabet and phonemic awareness. Therefore, this recognition, understanding and increased knowledge of letters and words improves their readiness of all children.

For Jolly Phonics method, the lyrics of the song were prepared according to the phonemes and the tunes were adapted from the suggested nursery rhymes. The lyrics for each song allows the young learner to repeat the sound of phonemes for several times and be drilled subconsciously. Each sound is accompanied by an action helping children to remember the letter that represent it. Once the child is able to sound the letters confidently, the actions are no longer necessary. Jolly Phonics method is very interesting for young children as it uses a variety of cartoon animals such as Inky Mouse and her friends, Bee and Snake to drive the message on the sounds of letters in a fun way.

6.0 RESEARCH METHODOLOGY

6.1 Research Design

This study employed the Action Research design. Action Research is often used in the field of education because it is an interactive method of collecting information that is used to explore topics of teaching, curriculum development and student behaviour in the classroom (McCallister, 2017). The model of action research that guided this research was the Stephen Kemmis and McTaggart's model (1988).

In the earlier stage, the understanding of a problem is developed and intervention plans are made. For each cycle, the activities and intervention were planned and implemented. The data on pupils' reading improvements were collected and reflected. The characteristics of this action research model suits this study in a way that it involves several cyclic process repeatedly until a sufficient implementation of intervention is achieved. It allows the researcher to monitor the implementation and revise the steps in order to get a more reliable results throughout the data collection process.

There is a need for teachers to study the problems of their own pupils in order to help them improve their English Language Proficiency. As a teacher, it is very important to identify the problems pupils' faced and come up with the intervention to curb the problems. By conducting action research, the findings will not only give benefits and improve the pupils' reading abilities, but it will also help the teachers to make a continuous progress in developing teaching practices.

6.2   Research Participants

The purposive sampling technique were applied in order to select the research participants. The main goal of this purposive sampling is to focus on particular characteristics among the pupils who will help to carry out the research and answer the research questions.

All research participants were 7 years old Malay pupils. Three of them were girls and the rest were boys. They were from the same class that is 1 Inovatif and their level of English proficiencies are low and very low. Based on the observations, there were pupils who are still confused with the letter sounds such as "c" and "k" sounds, unable to blend and segment CVC words, for instance, "sat" and "pot". For the worksheet, the same pupils scored less than 5 out of 10 marks. Therefore, these 9 pupils were very suitable to be the research participants for this study.

6.3   Research Instruments

6.3.1   Observation and Voice Recording

Firstly, the instrument which is suitable to be used in collecting the qualitative data for this research is the observation checklist together with voice recording. The progress and improvement shown by the pupils in their reading skills were observed. The observation checklist were prepared for each research participants. The checklist is comprised of 30 CVC words which the pupils were needed to read in order to help gathering data to answer the research questions. The observation checklist recorded the pupils' abilities to sound the letters, blend the sounds and read the word as a whole, either with or without support given. From the observation checklist, the pupils' individual performance and their level of mastery in reading were identified. This paper-based recording was supported by voice recording so that important details and events which contributes to this research's findings such as the mispronunciation of letters or words by the research participants would not be left behind.

6.3.2   Pupils' Worksheets

For document analysis method, pupils were given listening worksheets before and after the intervention for them to listen and circle the correct words accordingly. Gathering documentary evidence is very important because it can often provide relevant evidence and are very useful for constructing the whole picture to support other forms of evidence collected (Koshy, 2005).

Pupils were needed to listen attentively to the teacher's pronunciation, read the three choices of CVC words given and choose the similar and correct word read by the teacher. The number of questions pupils get correct determined whether or not the research objectives are achieved. The total number of correct answers before and after the intervention must be able to prove that there are differences in the pupils' reading abilities. Pupils must score at least 7 out of 10 questions in the post-intervention listening activity to prove that they can read and differentiate words after learning using the Jolly Phonics method.

6.3.3   Interviews

Interviews were carried out with the pupils individually. These interviews were conducted based on an interview guide prepared. The interview questions are made up of semi-structured and open-ended questions. Both types of questions are included in this interview session because they allow pupils to give both brief and clear response as well as different kinds of information from different individual depending on how they interpret the questions (Mertler, 2006).

In these interviews, only the research participants are the interviewees while the researcher was the interviewer. The interview sessions were recorded and transcribed verbatim. The researcher asked the interview questions and waited for the responses. The intonation and paralinguistic features of the interviewees were also recorded so that their verbal response was coherent with their facial expression and

body gestures. The aim of this interview was to elicit feedback on pupils' motivation in learning reading using the Jolly Phonics method.

7.0   LIMITATION OF THE STUDY

In this study, there were a few limitations identified. As the sample size is small, a bigger sample size would possibly generate reading problems of different letters and sounds. These findings focused on only several Year 1 pupils of Sekolah Kebangsaan Bukit Jana and the data collected cannot be generalised. Therefore, the findings might vary according to the pupils' linguistic background, school's background and other influential forces. Nevertheless, a wider range of pupils is recommended to further improve and strengthen the findings of this study.

Furthermore, this study included only the Malay readers with similar demographics background. A larger scale of participants with a wide spread of English proficiency which consist of the three main races in Malaysia namely Malay, Chinese and Indian would possibly provide a more distinctive result as they have different influence of their mother tongue. The findings of how the Jolly Phonics method helps pupils in improving reading would be more reliable if all ethnic groups were being studied.

8.0   FINDINGS

The research participants were given 30 word cards to test their reading skills individually. The teacher would prompt and only three chances were given to the research participants to read the CVC words. Based on their readings, their abilities to identify each letter sounds, blending the individually letter sounds to form word and lastly, their ability to read the CVC word as a whole were recorded. Data from the observation checklist showed that the research participants had shown a tremendous improvement before and after the intervention using the Jolly Phonics method. They were able to sound each letter sounds, blend the letters and also read the CVC word as a whole either with or without support.

During the observation, research participant A was able to sound the letters individually for all the words with /i/ phonemes without the teacher's support. For the words with /a/, /e/, /o/ and /u/ phonemes, A was able to sound the letters individually with the teacher's support. A was also able to blend the letter sounds and read the words as a whole but moderate support is needed.

For research participants B and S, they were able to sound most of the letters individually and blend the letter sounds for at least 11 out of 30 words without teacher's support. B and S had shown confidence in reading the word cards.

Based on the observation checklist, research participant M and Z was able to identify the individual letter sounds for all the 30 CVC words without teacher's support. However, they needed ample support to be able to blend the letter sounds identified and read the words as whole.

Next, research participant D and H needed a lot of support from the teacher to sound the individual letters, blend the sounds and read the words as whole. While reading, D would sing the Jolly Phonics song for the particular phonemes to help D remember the letter sounds. H had short attention span and did not stay put during the Jolly Phonics lesson. However, H was able to blend the letters with teacher's support after he has identified the letter sounds.

Research Participant F and K had shown a great improvement in reading using the Jolly Phonics method. They were able to identify individual letter sounds, blend the sounds and read the words as whole without teacher's support for at least 11 and 19 out of 30 words respectively. A minimal support was need for them to be able to read other words. They were very confident and excited to sound the letters and blend the sounds. During the Jolly Phonics method lessons, both of them paid full attention and volunteered to present the phoneme songs to the class.

Subsequently, listening activity was conducted where pupils need to listen to the CVC words and circle them correctly in the worksheet. This activity was conducted before and after the intervention. As a result, all the research participants showed a great improvement in their marks. Participant A, S and Z managed to get full 10 marks for the after intervention listening activity. The differences of marks between the before and after intervention were 4 - 6 marks. This proved that the Jolly Phonics method helps to improve their abilities in identifying the letter sounds, blending the phonemes and reading the CVC words.

Figure 1 below shows the differences of marks before and after the intervention for each research participants.
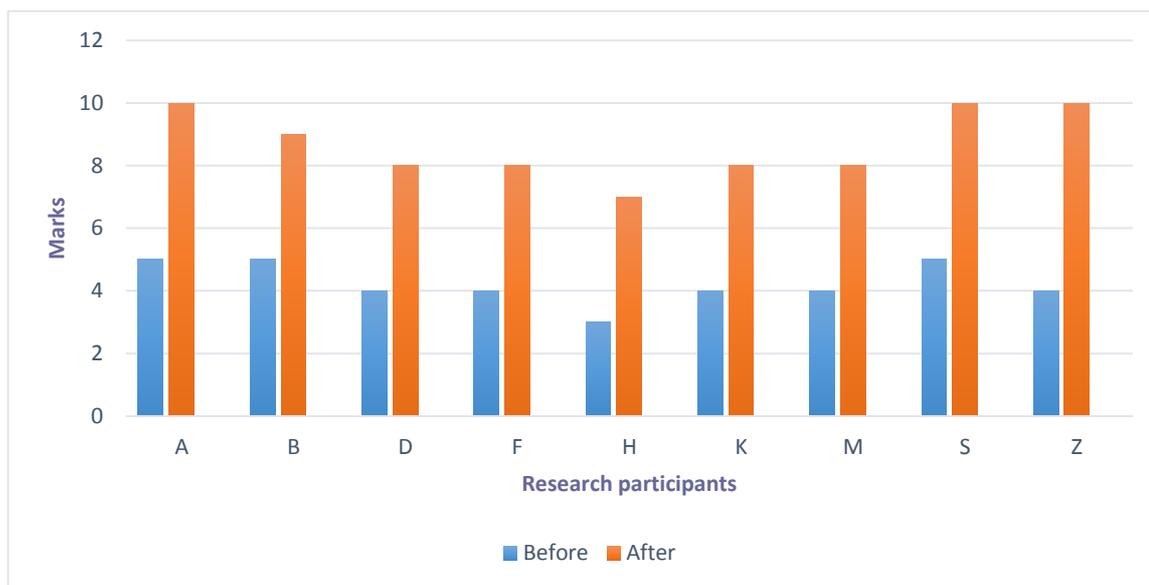
Figure 2: The difference of marks before and after using the Jolly Phonics Method

Based on the semi-structured interview conducted, there were several feedbacks collected on the Jolly Phonics method use in teaching and learning reading CVC words. Research participants A, D, F, S and Z agreed that learning using songs and actions was very fun. On the other hand, research participants B, H, K and M agreed that Jolly Phonics method had helped them to memorise each letter sounds and improve their reading abilities. On top of that, all of them agreed that they were more confident to try sounding the letters and blending the sounds. They were able to recall the songs and actions to help them read the words.

9.0   DISCUSSIONS

9.1   Research Question 1: How does the use of Jolly Phonics method helps in creating phonemic awareness among the Year 1 pupils?

According to the Reading by Phonics website (2012), two key pillars of learning to read effectively for everyone are phonemic awareness and synthetic phonics. Teaching method which comprised of these "pillars" allow a child to gain fluency and accuracy in reading. The use of Jolly Phonics method helps to create phonemic awareness in such a way that the pupils are able to identify, listen and sound the smallest unit of sounds (phonemes) which are represented by letters.

By using this method, pupils learn the sounds of the letters by singing the songs for each phonemes while doing the actions suggested. These techniques help to accommodate pupils' various learning styles and multiple intelligences. Referring to the observation checklist, Jolly Phonics method helped the pupils to improve their abilities to identify and sound the phonemes. In order to do this, pupils recall the phoneme songs and actions they have learnt. Jolly Phonics method gives opportunity for pupils to be drilled and memorise each letter sounds in a fun way.

9.2   Research Question 2: How does the Year 1 pupils' abilities to read CVC words can be improved by using the Jolly Phonics Method?

Jolly Phonics method focuses on five basic skills for reading including learning the letter sounds, blending and identifying sound in words which had been the focus of this research. Naturalistic studies of children who arrive in school as 5-year-olds with good phonological awareness and letter-sound correspondence knowledge suggest that these assets may be sufficient to drive development of a self-

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teaching printed word recognition system (Share 1995 as cited in Stuart 1999). Based on this statement, children who have phonological awareness and the ability to sound the letters will be able to develop their reading skills. Therefore, there is no doubt that the Jolly Phonics method provide pupils the sufficient skills for them to acquire and learn to read the CVC words.

The pupils applied the blending and segmenting skills by recalling the sound of individual letter learnt through the Jolly Phonics songs and actions. The usefulness of this method in improving pupils' CVC reading skills was proven when pupils were able to listen attentively and circle the words which have the correct phonemes heard. This method also uses the synthetic phonics approach of teaching reading in a way that is fun and multi-sensory, enabling children to become fluent readers.

9.3   Research Question 3: How does the teaching and learning process of Year 1 reading skills can be improved by using the Jolly Phonics Method?

Drilling is a technique which placed emphasis on repeating structural patterns through oral practice that has been used in language classrooms for many years (Tice, 2005). Similarly in Malaysia, most teachers drill their pupils to read in order to provide them with intensive practice in hearing and saying particular words or phrases. In this 21st century education, teachers are encouraged to include innovative methods in their teaching as the traditional drilling method and chalk-and-talk fall into disuse.

The Jolly Phonics method is a fun and non-threatening drilling experience. The lyrics of the songs actually repeats the phonemes for several times. Additionally, the Jolly Phonics method is very interactive and it promotes active participations among pupils. It is very important for teachers to provide opportunity for pupils to explore different learning methods such as singing in order to stimulate their various senses for a more meaningful learning experience.

10.0   IMPLICATIONS AND RECOMMENDATIONS

I strongly believe that this study benefits not only to the pupils but also to all the teachers and parents. From the pupils' perspectives, this study provides an organised way of learning how to read. Starting from learning the letter sounds, pupils slowly develop to the letter formation, blending and segmenting according to their own pace. Not only it helps in pupils' reading, this Jolly Phonics method can be used to learn spelling and punctuations skills as well.

Teachers' instructional process can be improved as it is proven that Jolly Phonics is a suitable intervention to solve reading problems. By using the pictures, actions and songs, the Jolly Phonics method accommodates all learning styles such as visual-auditory and kinaesthetic learner. Teachers are able to drill the pupils' reading skills in a fun and non-threating way subconsciously as compared to the traditional chalk-and-talk method. It is hoped that teachers are able to utilise these materials for the benefits of the pupils.

A further research can be made to test whether the Jolly Phonics method are applicable in teaching reading CVC, CVVC, CVCC and other forms of words. Besides blending and segmenting the letters, Jolly Phonics method can also be used to teach the pupils to read tricky words (words that are more difficult to sound out) and letter formation (write the letter). Both suggestions can be considered to see whether this Jolly Phonics method is suitable and flexible to be beneficially used in the English Language teaching and learning process.

11.0   CONCLUSION

In a nut shell, reading is one of the most important skills in order to master the English Language. Jolly Phonic method is a bottom up reading model where the pupils learn to read using synthetic phonics. This study proved that there was a positive improvement among the pupils before and after using the Jolly Phonics method in learning to read. Hence, teachers, parents and policymakers need to consider and take the opportunity to employ this advantageous method in teaching pupils reading so that the number of illiterate people in Malaysia can be minimised for the betterment of our nation and country.

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USING SELF-ASSESSMENT FOR TEACHING WRITING TO YOUNG LEARNERS

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ABSTRACT

Writing assessment requires the collection of data not only for the product of writing, but also the process itself should be recorded since writing involves process approach. For this case, self-assessment gives the students opportunity to be involved on the assessment process not only for the process but also it finally would help students to predict their writing performance. By doing this while they are learning, students will be trained to monitor their learning and making adjustment or correction for better result (Earl,2013:31). For doing so, self-assessment could be done on-task and off-task. Butler and Lee (2006) find that if self-assessment is administered in an on-task format, young learners can self-assess their performance more accurately than they can in an off-task format. It is also related to Suzuki's finding (2015) that putting the students close to their experiential factors in the real context might contribute to the better performance. Dewi (2018) finds that in spite of the different ability that young learners have in assessing themselves, the on-task and off-task self-assessment bring no difference on the young learners' language performance. To give more elaboration, this paper would explain further about how on-task and off-task self-assessments are implemented for teaching writing especially for young language learners so that it would bring similar effect to their writing performance.

KEYWORDS: writing, young learners, self-assessment, on-task self-assessment, off-task self-assessment

1.0   INTRODUCTION

Writing as one among four language skills of English is considered as the most complex skills. It involves not just cognitive but also linguistics skills. To emphasize the idea, Brown (2007:392) explains that writing involve thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process. This complexity may influence the teachers' consideration in designing appropriate assessment method. Teachers can learn more about student's individual writing strengths and weaknesses if they conduct multiple, authentic writing assessments over time (Schulz, 2009). Authentic assessment tools will provide the teacher of English language learners with insights about their students' writing development and showcase their writing progress over time. Thus, to assess the students' writing performance using traditional assessment will definitely not be able to demonstrate the students' real competence on this skill.

Writing assessment requires the collection of data not only for the product of writing, but also the process itself should be recorded since writing involves process approach. This approach not only opens the opportunity for students to be involved in assessing their writing, it also allows students to focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. Following this approach, there are some steps that students could go through in the process of their writing production. Hogue (1996) describes that to produce the final product of writing students might start from pre-writing for idea followed by outlining, drafting, revising, and editing. Similar steps are also proposed by Langan (2001). He clarifies that the writing process might start from pre-writing, drafting, revising, and editing while outlining step might be immerged into pre-writing as one of activities that can be used by the students in generating ideas. In addition, Peregoy and Boyle (2005) support the other two experts' explanation that writing process includes generating idea, drafting, revising, editing, and publishing. The idea of applying pre-writing, drafting and revising stages in writing process is also supported by Brown (2007). It could be sum-up that a writing process might involve pre-writing, drafting, revising, editing, and publishing. Sorenson (2000) suggests that to make the writing process less painful and provide more inspiration for the writing process ahead, the *yo-yo approach* is suggested to be used. *Yo-yo approach* is when the writer moves from pre-writing to drafting to pre-writing again until they achieve

their goal. It is used when the organization plan that the students developed during the drafting process is not working well for their purpose, they can go back to the pre-writing steps and try different plan.

Focusing on the writing process will help learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning. For this case, the focus should be on helping students to understand the objective of learning experience and success criteria. The transition from traditional assessment to authentic assessment requires not only the teachers' capability in choosing appropriate assessment method for assessing students, but also the students' readiness. The condition where the *exam-culture* which is developed more than *learning culture* might trap the teachers in tensions between 'teacher-controlled' and 'learner-oriented' teaching, and the 'measurement-oriented' and 'learning oriented' aspects of assessment (Carless, 2005:47). Therefore, assessment as learning approach is considered to be useful in assisting the students' writing performance. The goal of assessment as learning is to help students continuing the growth process in forming their competencies by doing self-monitoring and self-correction or adjustment (Earl, 2003). For this reason, self-assessment is considered to be an appropriate method to meet the criteria of assessment as learning.

Self-assessment has often been considered "subjective", but some studies show how to increase the accuracy of self-assessment use. Bullock (2011) suggested the implementation of self-assessment should consider teachers' support to the students, such as providing feedback (Yoon and Lee (2013) and delivering the assessment in contextualized manner (Butler and Lee, 2006). Self-assessment which is conducted in a contextualized way provides enough opportunity for the students to prepare themselves for the instruction. Butler and Lee (2006) refer the contextualized self-assessment as on-task self-assessment while the decontextualized one as off-task self assessment. Off-task self-assessment asks the students to evaluate their overall performance in a general and somewhat decontextualized way. On-task self-assessment asks students to do the evaluation on their performance immediately after they completed their task. Butler and Lee (2006) indicate that if self-assessments are administered in an on-task format, students can self-assess their performance more accurately than they can in an off-task format. It is also related to Suzuki's finding (2015) that putting the students close to their experiential factors in the real context might contribute to the better performance. Therefore, providing students with concrete context for the self-assessment is important.

Since providing context into self-assessment implementation is already proven to be more accurate than decontextualized one, further investigation was conducted to know the effect toward the students' language performance. Dewi (2018) conducted experimental study to young learners that involved two experimental groups: group who conducted on-task self-assessment and group who conducted off-task self-assessment on their English writing performance. The result shows that there is no significant difference found on the both groups. Therefore, the self-assessment method brings similar effect to young learners in writing. This paper will elaborate further how on-task and off-task self-assessment were implemented to bring its similar effect to young learners writing performance.

2.0   THE NATURE OF SELF-ASSESSMENT

This part discusses about what self-assessment is, the important of self-assessment, and self-assessment methods.

2.1   What Self-Assessment is

Self-assessment is a process where the students have responsibility to evaluate their learning outcome by involving them to their works and process. It is in line with the explanation provided by Dann (2002:77), Brown and Abeywicrama (2010), Andrade and Du (2007), McKay (2006:165), and Brewster et al. (2002:56). They explain self-assessment as a process of formative assessment during which the students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect the explicitly stated goals or criteria identify strengths and weaknesses in their work, and revise accordingly. As the consequence, learners are trained to be aware of their own knowledge—knowing what they do and do not know—as well as deciding certain strategy for their learning so that learners would be able to realize what their strengths and weaknesses are (Purwanti, 2015) and finally make adjustment for better result (Earl, 2003). It will develop their metacognitive awareness that includes students' knowledge and self-

awareness on their own learning process (Meichenbaum, 1985; Earl,2003)) which might be the key to effective learning (Brewster et al. 2007:53). It becomes the ultimate goal of assessment as learning where learners become their own best assessor (Earl, 2003).

2.2   The Important of Self-Assessment

As an authentic assessment method, it is revealed that self-assessment give advantages for the teachers to gain information on the students' affective state which could not be offered by the other types of assessment. It helps to move from being 'other-regulated' to being 'self-regulated' (Cameron, 2001:233; Carless, 2005). Since self-assessment involves both reflection and evaluation of learners' performance, it provides opportunity for learners to feel the sense of control over their own actions and to develop positive attitudes toward learning, thus increasing motivation (Paris and Paris, 2001; Yoon and Lee, 2013). Moreover, self-assessment could positively affect the learners' self-efficacy (Baleghizadeh and Masoun , 2013; Johnson and Gelfand, 2013). Learners would be able to recognize their proficiency level and they are trained to be more prepared for subsequent learning session. In addition, the learners' ability in implementing self-assessment also make them build their self-confidence (Butler and Lee, 2010; Yoon and Lee, 2013), become more critical and independent that influence the reactive autonomy in learning (Chen, 2008). Dafei (2007:15) emphasizes that students with high proficiency had a tendency to be confident of their abilities to learn English, and their active involvement on self-monitoring and self-evaluation also help them manage their own learning, as the result, learners could reduce their anxiety (Yoon and Lee, 2013). Learners should be guided to have sensitivity over their learning, knowing their strengths and weaknesses as well as deciding the future action for their success. Thus, learners will be better prepared to carry on learning, not only in the classroom but also beyond the classroom to achieve the learning outcomes. By having such positive affective aspects, positive attitude toward English learning would be self-possessed that might become good keystone for more successful English learning.

The practical instructional merits of self-assessment are not only addressed to its positive impact towards the students' affective domain, but it is also found that self-assessment might affect learners' English proficiency. Yoon and Lee (2013) find that the implementation of self-assessment at the end of each English course in 11 weeks could improve the students' listening and reading proficiency. The similar findings were also found by Shahrakipour (2014) who finds that students' receptive skills were significantly improved through the implementation of self-assessment. Meanwhile, in terms of productive skill, Chen (2008) finds that self-assessment helps Chinese students achieve the desired learning outcomes in their English oral performance. It is also supported by Le´ger (2009) who finds that self-assessment is effective for the students' speaking skill. Meanwhile, Suzuki (2015) finds that self-assessment could work well for assessing listening, speaking, and reading.

Some studies have been conducted due to the effects of self-assessment on the students' writing. Johnson and Gelfand (2013) find that self-assessment could improve the secondary school students' writing quality. Moreover, Andrade and Boulay (2003) reveal that the improvement of the seventh and eighth graders' writing performance is affected by their ability in critically judge their writing draft using rubric as guidance for their self-assessment. Birjandi and Tamjid (2012) report positive effects of self-assessment among Iranian EFL University writing class. They find that those receiving self-assessment and teacher feedback displayed statistically significant better improvement in writing performance compared with those receiving teacher feedback only.

Some research had found that self-assessment worked for more advanced or adult English learners. Piaget and Vygotsky's framework also describe that children are not capable of accurately self-evaluating their own performance or self-regulating their own learning. But in fact, self-reflect and self assess appear to improve around age 8-12 (Paris and Paris, 2001). The young learners who were involved in a continuous exercise in implementing self-assessment could self assess their own learning and it positively influenced their English proficiency (Butler and Lee, 2006). Regardless of the young learners' English proficiency, self-assessment also positively affects the young learners' motivation, confidence, and anxiety (Yoon and Lee, 2013) which are strongly believed could affect their English proficiency positively. Therefore, Punhagui and Souza (2013) suggest self-assessment to be applied to students starting from the 5th grade (10-11 years old) when children initially recognize the important of learning. A contrast finding was found in Shahrakipour (2014) study. He finds that beginner learners in comparison with intermediate or advanced

learners cannot benefit a lot from self-assessment technique used. Therefore, it is suggested that teachers must somehow support the beginner learners and direct as well as monitor the self-assessment conducted by the learners for better result.

2.3   Self-Assessment Methods

Teachers need to put into account the kinds of self-assessment and also the effective ways of self-assessment implementation for gaining better result. Brown and Abeywikrama (2010:145-151) classified self-assessment is into five types, and each type has its own function. The first type is direct assessment performance. This type of self-assessment works for helping learners monitor themselves immediately or soon after their performance in either oral or written form. Johnson and Gelfand (2013) find that co-created rubric used for self-assessment improve the students' writing quality and their attitude toward writing. By using the rubric, students could decrease their negative perception toward their ability in writing. Those who felt that they are poor writers could increase their self-efficacy. Therefore their quality of writing could be improved. Positive finding was also found in Shahrakipour (2014) study. It is found that self-assessment using report sheet could significantly improve the students' listening and reading skill. Yoon and Lee (2013) applied five-point Linkert rating scale and five open-ended questions for students' self-assessment in every end of each class. It is found that regardless of students' L2 proficiency level, self-assessment positively affect the students' motivation and confidence as well as reducing the anxiety. In terms of oral performance, Chen (2008) finds that students who exercise their oral presentation accompanied by the use of evaluation form as self-assessment could achieve desired learning outcomes. It could be concluded that the direct self-self assessment method which is conducted in formative setting have a significant positive effect on students' learning.

The other type of self-assessment is indirect assessment of competence. Different from the first type of self-assessment, this type is used to provide the result of self-monitoring of general ability after longer time span, for example after several days lesson, after a module is finished, or even after a whole term. Unit-based self-assessment and summative self-assessment which was implemented by Butler and Lee (2010) could help students to improve the students' ability in conducting self-assess of their performance overtime. There is positive effect of self-assessment on the students' English performance as well as their confidence in learning English. This confidence supports the students' motivation that might affect their autonomy in learning.

The other three types of self-assessment is metacognitive assessment, socioaffective assessment, and student self-generated test. Metacognitive assessment is not only functioning as a mean for viewing past performance or competence but also setting learners' learning objective as well as monitoring their progress to meet the goals. The socioaffective assessment is functioned as an a self-assessment method for examining the learners' affective factors in learning, for example assessing the learners' motivation, anxiety, mental or emotional obstacle to learning and then plan to overcome those difficulties. Therefore, psychological lens are required. The last type is student self-generated test. It allows learners to engage themselves in test construction that lead them to be more productive, have intrinsic motivation, and build their autonomous learning process. For example, learners create questions in group from the reading passage they have read, or generate list of words, grammatical concepts, and content that think important.

Metacognitive self-assessment would be a strategic type of self-assessment in helping students conducting self-assessment which might also help them develop their metacognitive awareness. It might take the form of self-assessment checklists which allows students not just viewing past performance or competence but also setting goal and monitoring their progress. The use of this technique will remind the students of communication skills they have been focusing on and are given a chance to identify those that are essentially accomplished and those not yet fulfilled, and it will provide information for the teachers to conduct follow-up activity on items on which students checked as not yet accomplished (Brown and Abeywicrama, 2010). In addition, students will also be given a chance to check their ability against set criteria or competencies which come from the objective of the course, and therefore raise awareness about what they should be learning, and how much they have achieved so far (McKay, 2006:165). Since metacognitive self-assessment allows the students to do reflection and set the goal of learning, having open-ended respond to the self-assessment checklist will be beneficial for knowing the future action the students will take in order to make their learning better.

A number of researchers also have attempted to define self-assessment by identifying two types of self-assessment according to their purpose: (1) performance-oriented self-assessment, and (2) development-oriented self-assessment (Saito, 2000). A major distinction between performance-oriented self-assessment and development-oriented self-assessment is that the former typically samples the test takers' performance at one particular point in time, whereas the latter assesses the participants for an extended period in order to detect changes and patterns of development over time. Performance-oriented assessment measures the outcomes related to selection, certification, placement, achievement, diagnosis, etc. For instance, if self-assessment is used as a placement exam in a university ESL program, it will be administered to the students only once prior to program entrance. In this case, students are asked to evaluate their language ability on whatever is being assessed. Development-oriented assessment measures the process of learning (usually in a classroom environment) in which self-managed activities are incorporated. It is used as an observation of the participants for an extended period in order to detect changes and patterns of development over time. This type of assessment began to receive attention as the result of an increasing interest in the learner-centered approach. In a learner-centered curriculum, students are encouraged to not only be test takers, but also to be active participants in the assessment process. By incorporating self-assessment into classroom learning, students as well as teachers acknowledge assessment as a mutual responsibility, and not as the sole responsibility of the teacher.

3.0 SELF-ASSESSMENT IN ENGLISH WRITING CONTEXT

Writing is a form of communication, which is done through the written medium. It means that through writing, people are able to deliver their ideas, thoughts, opinions, and feelings successfully in the written form. According to Meyers, (2003: 1) writing is communication to convey ideas to other people. Writing is also an action, a process of discovering and assembling ideas, capturing them on paper, reshaping and revising them.

Writing is not a passive activity where the students just sit down and write whatever they want to write, but it is a process of building the ideas that come up from their brain and also the process of the way how the students think about the world. Hampton (1989), stated that writing helps the students to gain independence, comprehensibility, and fluency. Through writing, student will be able to deliver their ideas, thought, opinion, and feelings in written form. Writing also leads the creativity of the students in sharing their ideas and expressing their knowledge to the others. Oshima and Hogue (1983: 102) stated that writing is an ongoing process. It is impossible to write a perfect paragraph on the first try. Therefore, teaching writing for beginners is very important. The students must keep in mind that practicing writing for several times will lead them to produce the perfect and clear writing.

Besides involving complex skills, writing also involves a number of processes. Veit and Gould (2004) describe writing as a complex but rewarding process. Through writing, people can express their ideas, feelings and experiences successfully in the written form. We put facts, ideas, and meanings together to communicate to each other although we have no contact with the readers. Sorenson (2000) agree that writing should go through processes of pre-writing, writing, revising and proof reading. The term Pre-writing, generally refers to any kinds of activity that help the writer loosen up, think about the topic, focus on purpose, analyze their audience and otherwise prepare to write. The first part of pre-writing is to gather thought or information, which demands the writer to focus on their thought, perhaps expanding them by seeking additional information by doing some activities, such as: reading, discussion, personal reflection, journal writing, brainstorming, list making, graphic organizers and daily experiences. This process prevents the students from going astray because irrelevance, poor organization of arguments and so on. This also involves skills to check whether or not their writing is on-topic and fulfils its purpose. In pre-writing stage, the students should: jot down everything that they know about the topic, look at other text and resources, ensure that the students understand everything that they are supposed to do, add additional details or supporting ideas, and check to see if everything is on topic. Pre-writing activities should result in two products: a topic or thesis sentence and a list or outlines

Having completed pre-writing steps, the writing should move along smoothly. Whether the pre-writing activities result in a list, a scratch outline, or a formal outline, the process of writing the first draft is nothing more than the development of the pre-writing activity products.

A draft is a beginning, a trial balloon, an attempt to clarify the students' thinking about the paragraph's main idea. A draft is also a planning tool to expand the outline into a text with full of sentences. Drafting is also a way to discover more ideas about the topic, because new ideas will come to the writers as they write their first draft. During this stage the students feel free to express their idea without worrying about mechanical detail, sentence structure and other formal writing techniques. All kinds of technical work can be left for the revising and proofreading processes. To make the writing process less painful and provide more inspiration for the writing process ahead, the *yo-yo approach* is suggested to be used. *Yo-yo approach* is when the writer move from pre-writing to writing to pre-writing again until they achieve their goal. It is used when the organization plan that the students developed during the drafting process is not working well for their purpose, they can go back to the pre-writing steps and try different plan.

Most writers agree that revising is the really though part of writing. Although the writers have worked hard on previous steps, here they merely make changes. Revision adds variety, emphasis, coherence, transition, and details. Revision eliminates wordiness, irrelevancies, and inconsistencies. It is commonly agreed that the real work comes in the revising stage. On revising stage, the writers look virtually everything involved in the writing process: structure, organization and emphasis. They will think of a way to make their writing more interesting, either by content or by structure. The revising process involves the students in taking critical look at their writing in order to be sure that the written product or the outcome of their writing process is as intended to be. Revising permits them to make minor or major changes so that the written product can cover all things that want to be expressed.

Proofreading simply means re-read (editing) the text and correcting minor errors such as miss-spelling, verb tense consistency, and stylistic features. When the students have proofread successfully, therefore they had produced the final copy of their writing ready to be published.

In Dewi's (2018) study, both experimental groups following the process of writing started from the pre-writing, drafting, revising, editing and publishing to accomplish their writing prompt. The different is that the experimental group 1 (on-task self-assessment group) applied self-assessment in every stage of writing process meanwhile experimental group 2 (off-task self-assessment) applied self-assessment prior to their writing process. Four sessions were used for the treatment: session 1 was for pre-writing and drafting, session 2 was for editing, session 3 was for revising, and session 4 was for publishing. In terms of writing process, the *yo-yo* approach was implemented that allows the students to go back to the pre-writing stage as they come to drafting stage. The procedure is presented in Chart 1.

To complete the task, the students have to follow the five steps of writing process, and each meeting last for 70 minutes. Each writing step focuses on different dimensions of writing performance. The focus is based on some traits in writing stages as proposed by Culham (2010). In the pre-writing and drafting, the focus is on content. Meanwhile, in revising step, the focus is on organization and language use. For the purpose of editing step, the students have to focus on the mechanics. The last step, publishing, focuses on the writing presentation. Those five dimensions also become the criteria of scoring that students must put into account.

The students' writing product as the result of the writing process was then submitted and scored by two raters using the analytical scoring rubric. The rubric contains a number of characteristics that describe the students' performance in each scale point, and the raters gives score on the component or dimension and then add up the total score (Nitko, 2011). There are some dimensions of writing performance assessed through this rubric namely content, organization, language use, mechanics, and writing presentation. Even though analytic scoring is consider to be time consuming compared to holistic scoring, but it offers strengths in terms of its reliability, construct validity, impact and authenticity (Weigle, 2002). Moreover, Culham (2010) emphasize that analytical scoring is process driven, and it match with the characteristic of process approach in writing and self-assessment as assessment as learning.

4.0   SOME CONSIDERATIONS IN IMPLEMETING SELF-ASSESSMENT

Self assessment gives the students opportunity to develop their own goal of the competency that should be achieved as well as the opportunity to demonstrate their competency. Another benefit of self assessment is giving the students opportunity to involve on the assessment process. When assessment is considered as a part of learning process, therefore the focus should be on helping the students to understand

the objective of learning experience and success criteria. On self-assessment, there are three process of self regulation, such as:

a) Self observation which is focused on the performance aspect which is relevant with the learning objectives and standard.
b) Self consideration by determining general and specific goal to be achieved.
c) Self reaction, interpreting the level of achievement, success and progress for self reflection.

For better result in self-assessment implementation, Butler and Lee (2010) suggest the some purposeful ways. From the very beginning of their instruction, teachers need to explain the position of self-assessment and its purposes in class as clear as possible. It would make learners considering its importance and would not be mind to take it seriously. Moreover, teachers need to consider the strategies in providing feedback for the learners' self-assessment. The feedback should provide opportunity for both teachers and learners to pay more attention to the process of learning rather than the learning outcomes. For this reason, Yoon and Lee (2013) suggest the use of check marks and cheer-up messages from the teachers on the students' self-assessment form to keep the learners engagement in using the method.

The other important consideration is item construction. The items constructed should meet the needs of the learners on various language tasks. There should be negation between teachers and learners in order for the learners to be able to reflect on their work truthfully. In terms of language use, Cameron (2001:235) supported by Butler and Lee (2007) give emphasize on Oscarson's idea that the learners' first language is suggested to be used for delivering the items so that learners could self-assess their performance more accurately, and at the same time the validity could be maintained.

The last way concerns on the localized attitude rather than the holistic attitudes, so that it could capture the effectiveness of the instrument in detail. The students' cultural background might contribute to the effectiveness of self-assessment. Individual cultural background should be considered in developing the self-assessment instrument (Baleghizadeh and Masoun,2013). Students might be hesitate to judge themselves at first because of the local culture that open the possibility of overestimating or underestimating their ability (Chen, 2008). Meanwhile, Suzuki (2015) find that the students' experience influences the ability of the students in conducting self-assessment. Less experienced second language speakers appeared to overestimate their ability, whereas those with more experience underestimated their language skill, and this phenomena was caused by the items in self-assessment which include more difficult task, with which learners had relatively little experience. Therefore in designing the self-assessment items, it should be ensured that the learners have had sufficient prior experience with the tasks. By concerning the four essential aspects, the threat related to variability could be avoided.
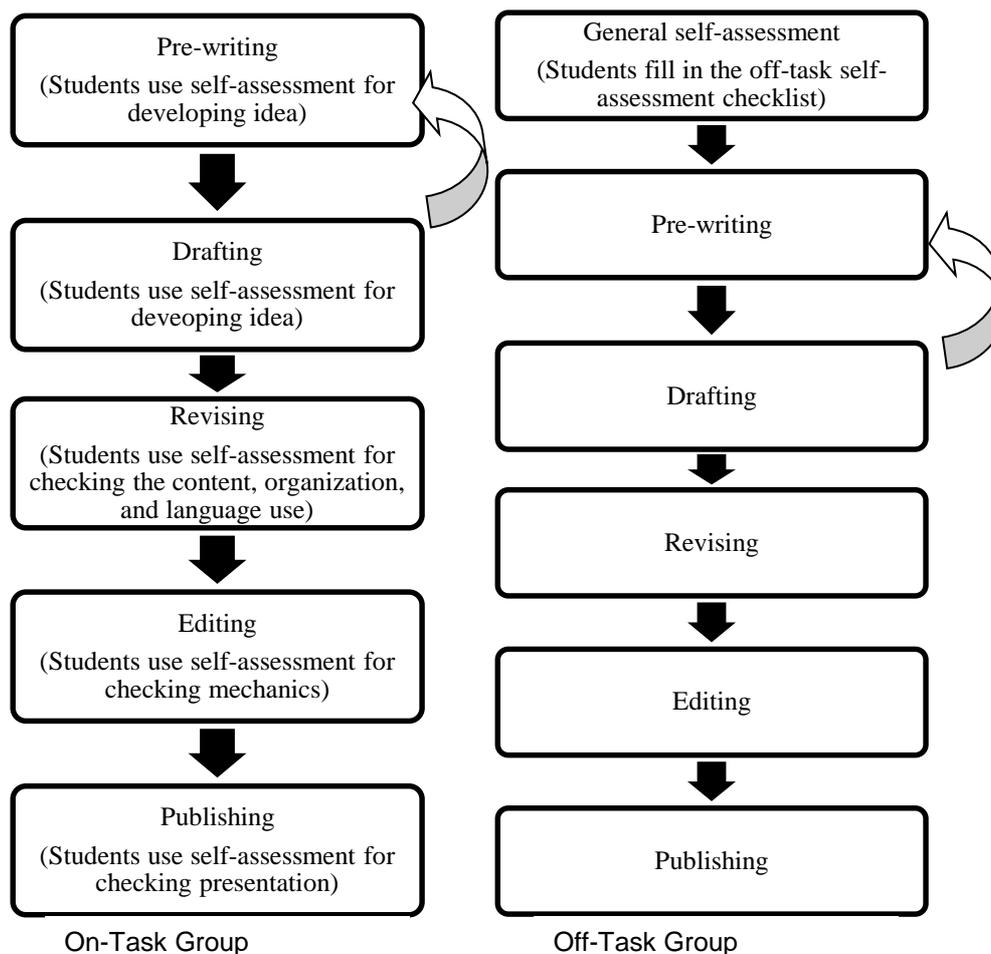
Chart 1
The Procedure of Self-Assessment

5.0   CONCLUSION

It should be clear that self-assessment is not about leaving students to fend for themselves. It is about teachers creating opportunities for students to make responsible choices which individualize assessments to their own needs. In some cases this may mean considerable support from teachers and, in others, less. As students become more autonomous, and certainly as they become more skilled at self-assessment, they are likely to be more inventive in their assessments and require less support.

The students' self-assessment which is recorded on their stages of writing provides evidence that the young learners made self-monitoring as well as self-adjustment toward their learning. As the consequence, for the longer time, if the students conduct their self-assessment in regular basis toward their English learning, it will influence their metacognitive development in a good way so that it will give positive impact toward their self-regulated learning that might create autonomous learning for their long life learning.

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USING GAMES IN THE TEACHING OF GRAMMAR TO ENGLISH LANGUAGE LEARNERS

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ABSTRACT

The use of games in teaching is often claimed to spark interest and promote student engagement in the learning process. This paper reviews the theory involved and classifies the various types of games used in teaching grammar in the English language classroom. Ten research studies involving young to adult learners are analysed for this purpose. Apart from motivating and engaging learners, the paper also highlights other advantages of using games in teaching grammar . No doubt, the use of games is much more interesting than the traditional method. However. it is important for teacher to match games to the teaching grammar syllabus

KEYWORDS: English language learners, English Language classroom, game classification, teaching grammar.

Introduction

Traditional teaching methods are often implemented within English as Second Language (ESL) and English as Foreign Language (EFL) classrooms. Examples of such methods include direct language method, grammar translation method, and audiolingual method. However, teachers have started to adopt the elements of creativity when teaching. Creativity is vital to keep up with language learning and teaching in the 21st century. This is because, as mentioned by Carduner (2007) and Mei-Yun and Tzu-Fu (2008), the teaching and learning of grammar has always been technical and frustrating for students and teachers alike.

The use of games in teaching is supported by Krashen's Affective Filter Hypothesis (1992) where it is said that the area of affect (emotions) can assist the process of learning. Games are fun thus they are able to motivate the students. With the right motivation, there exists a higher chance of students participating in the lesson or learning activities. Matas and Natolo (2011) states that games combine the element of enjoyment when it comes to learning. This will eventually promote student engagement. This is also a way for teachers to implement student-centered learning. Because games play a big part in the affective filter of students, they are able to experience "meaningful-learning" (Wright, Betteridge and Buckby, 2006).

Educational Games

The topic on educational games in studies has been rather difficult to be interpreted, this is because most of the classifications of these games may overlap. Hence, Hadfield (1984) came up with the explanation on the two ways of classifying these educational games by dividing it into two; linguistic games and communicative games.

However, in May 2012, Jacobs further explained on these classifications of games in which he

classified the games into detailed forms that is composed of both linguistics and communications.

This paper reviews the seven types of educational games carried out by teachers in classrooms; search games, exchanging games, matching games, role play, board games, information gap games and guessing games.

i. **Search games** are one of the games that represents the version of a two-way information game whereby according to Hadfield in 1990, it is a game that revolves around people to give and seek for information. This game may include the entire classroom and as an illustration for this activity, the classroom is divided into two groups; one group is in charge of simple present tense, while the other of past tense. The teacher would then put cards into their envelopes and the students are to communicate with and search for information among each other. The student that is able to complete the sentence as quickly as possible or within the time limit, wins.

ii. **A**ccording to Wright, Betteridge and Buck(2006), **exchanging games** has always believed that the use of games are able to give a chance to teachers to create various contexts in which students are forced to use the language provided to communicate with any significant in exchange for any information and express their own opinions. In this game, students are provided with barter cards, articles, ideas, or even objectives. The game is introduced, in aims of making an exchange which is satisfactory to both sides.

iii. **Matching games**; according to Scivener (1994), some kinds of practical exercises to help students become more familiar with the words they have learned. This games could be broken down in many different ways. For instance; matching pictures to words, matching parts of words to other parts, using prefixes and suffixes to build new words from given words and etcetera. Where teachers will give a list of words or word cards and students would actually have to match these cards to the tenses that are present. As an example, the word "run" should be matched with its past tense "ran".

iv. In 1994, Phillips has described **role play games** or also known as RPG as cooperative, improvisational, structured, and free form "interactive stories" that take place in the participants' imagination, usually seated around a table and using paper and pencil to keep track of events and persona of note. RPGs are language-centered communication games, they have a definite positive effect on student socialization skills [and language development] which are central to RPGs. For example, if the task requires the students to look for a flat-mate, they will take on a persona that is not themselves. Here, interviews can be conducted and can be carried out almost in game-like environment.

v. In her research of *Learning with Board Games,* Treher (2011) explained that **board games** are considered to be an important tool to provide hands-on and heads-on skill and knowledge development for people of all ages on all subjects. For a student to learn, one should make the learning experience a game-like enterprise, which could be in the form of a video game, board game, or competition in a class (Gee, 2005). Although some may think board games are outdated especially with the existence of new technologies, Harris (2009) speaks of new and emerging simulation style of these board games in education. These board games are typically aligned by theme or mechanics.

vi. According to Carvalho in 1997, the **information gap game** is the activity whereby one group has half of the information required to complete the task and other group has the other half. Raptou (2002) says that in Information gap games are mostly known as an activity where an individual has certain information that must be shared with others in order to solve problem, gather information or make decisions. This refers to the fact that in real communication people normally communicate in order to get information they do not possess (Raptou, 2002).

vii. **Guessing games** were once highlighted as the most interesting technique in teaching and learning a new language. The strong opinion of Slattery and Willis (2001) suggested that this activity will be a great help for children to become familiar with new grammar and vocabulary in an enjoyable way. In 1985, Allen points out that the guessing games create a situation whereby the use of the target language is necessary in order for the leading players to make the correct guess. This is because the aim of the guessing game is to guess the right answers to a question given (Hadfield, 2001).

These seven games listed are the types of games that can be implemented in both ESL and EFL syllabus all over the world.

FINDINGS

All types of games were researched and carried out accordingly and from there, the researches have come out with arguments that these games have brought advantages and disadvantages towards the educational studies of language. At the end of the research it was clear that all types of games have somehow played a more positive role in developing the language knowledge of the students rather than negative. It was also agreed that the use of these games in the classroom is much more effective than the use of the traditional teaching method.

However, many may agree with the statement that these games are just "time fillers" (Vernon, 2012). It means that these games may not need the involvement of a specific skill, sub-skill, grammar point or etc., to practice or learn with them. Many agree that these games are simply just to have fun and fill up empty times, so it will only be a waste of teaching time rather than a productive one. And for that reason only, it is wise to choose carefully on which game is able to be a good match to be used in the teaching syllabus.

Search games had resulted in students coming up with new ideas to interact with their schoolmates where it clearly shows that it would be a great way to help the student in their communication skills with one another.

The researchers have found that exchanging games in the classroom allow students to have fun but at the same time learn. The class or lesson becomes much more interesting and exciting as opposed to the use of traditional methods.

Students have shown very good interest and feedback and it is clearly that they have enjoyed learning grammar by participating in board games activity in class. It is discovered that the students developed positive attitude towards the use of grammar in their sentences.

Information gap and guessing games has shown developed positivity perception in the use of grammar and has promoted student participation in the classroom. The students' confidence level has also somehow increased because they have started interacting with their schoolmates. They even started using the language in real life situations as well.

The role play games affected the students the most. At the end of the research, the researchers have discovered that the students started practicing the grammar skills and became more excited, more interactive and more confident using the language.

CONCLUSION AND IMPLICATIONS

Finally, the discussion and conclusion part. In this part of the paper, the researchers discuss their perceptions toward the use of games in the classroom. Interestingly, the researchers appear to have similar thoughts and opinions to the use of games in language classrooms. The researchers believe that the students enjoy learning about the grammar skills, their motivation level increase thus resulting in them being able to do well in their exams. As a whole, they are able to become more positive. However, it is important to not forget that these kinds of games are basically suitable for primary stages of learning grammar. As a conclusion, the researchers have found that with the use of games, the classroom become much more interesting and much more exciting as opposed to the traditional method.

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UTILIZING MUSIC AND SONGS TO PROMOTE STUDENT ENGAGEMENT IN ESL CLASSROOMS

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ABSTRACT

One of the main challenges English language teachers face in their daily classes is to find creative ways of sustaining their students' interest in language learning, which can often be perceived as dull and tedious. Music and songs, which have a universal appeal and ubiquitous presence in most people's daily lives, have all the prerequisites to become an effective teaching resource in this respect. However, this useful resource appears to be underutilized by English language teachers, which is attributable to the lack of understanding of its theoretical rationale and benefits. The present paper aims to examine the role and potential of music and songs in English language teaching in the light of current literature. Research findings suggest that the effective use of music and songs in language teaching has the potential to address multiple intelligences, reduce anxiety, increase motivation, facilitate memory retention and establish an affectively conducive learning environment. Moreover, music and songs can be utilized to enhance the learning of almost every aspect of the target language, to develop cultural awareness and to foster students' creativity. Apart from adducing theoretical arguments and empirical evidence in support of using music and songs in language instruction, the paper provides practical suggestions for integrating music activities into ESL classrooms. It is hoped that a larger number of ESL teachers will deem music and songs a valuable educational tool which they can use to engage their students both affectively and cognitively, promoting enjoyable and effective language teaching and learning.

KEYWORDS: music, songs, English language teaching, student engagement, creativity

1.0   INTRODUCTION

Music and songs can become an effective teaching resource to teach language . However, it is seldom used by English language teachers even though many have an intuitive inclination to use both in their classrooms. This could be due to their lack of understanding of its theoretical rationale and also the scarcity of publications on this subject (Engh, 2013; González, 2007; Salcedo, 2010). The following would offer the theory involved in using music and subsequently some of the main reasons for using music and songs in second language teaching . Suggestions on ways music and songs can be used in ESL classrooms are also discussed.

2.0   WHY USE MUSIC AND SONGS IN ELT?

The use of music and songs in language teaching can be justified by the Theory of Multiple Intelligences (Gardner 1983), which asserts that people possess varying degrees of linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic intelligences. A major educational implication of this theory is that a particular intelligence can be developed by triggering other intelligences as intelligences work together. Thus, stimulating the musical intelligence could be an effective way of developing the linguistic intelligence. This becomes even more cogent considering that the two intelligences develop in parallel without depending on physical objects, rely on the oral-auditory system and share several features such as pitch, volume, tone, stress, rhythm and pauses (Gardner, 2011; Mora, 2000). Moreover, recent findings from neurophysiology and brain imaging on music and language processing suggest that "music and speech functions have many aspects in common" (Jäncke, 2012, p. 1) and that "musical hearing and ability is essential to [early] language acquisition" (Brandt, Slevc, & Gebrian, 2012, p. 1).

Apart from musical and linguistic intelligences, classroom activities incorporating music and songs have the capacity to tap interpersonal, intrapersonal and bodily-kinesthetic intelligences of students, which in turn will enhance language learning to a considerable extent (Abbott, 2002; Campbell, Campbell & Dickinson, 1996; Failoni, 1993).

2.1 Music and Affect

Using music and songs in the second language classroom is also consistent with Krashen's (1982) Affective Filter Hypothesis, which implies that increasing motivation and self-confidence along with reducing anxiety significantly facilitate second language acquisition. Several researchers and educators point out that music and songs help increase intrinsic motivation, build self-confidence, reduce anxiety, thus lowering the affective filter of both young and adult language learners (e.g., Arévalo, 2010; Green, 1993; Kara & Aksel, 2013; Medina, 2002; Metaxa, 2013; Setia et al., 2012). As stated by Setia et al. (2012) "the use of song not only helps the understanding, it also stimulates and increases the students' interest to learn, enjoy and engage in the learning process" (p. 270). Moreover, music and songs are said to improve mood and foster imagination and creativity in language learners (Džanić & Pejić, 2016; Mora, 2000). Last but not least, music activities can benefit language teachers themselves. As pointed out by Brown (1998), music "can help make teaching more enjoyable by bringing us closer to our students and, more importantly, closer to ourselves" (p. 68).

2.2 Music and Memory

As expressed by Thornbury (2006), "There is no learning without memory, and language learning in particular, with the enormous load of vocabulary that it requires, is largely a memory task" (p. 129). One of the main objectives of teaching a second language is to help students retain what they have studied and recall it in the process of language production. Current models of memory suggest that rehearsal and retrieval are the key to storing material in long-term memory (Thornbury, 2006). Several researchers mention that the content and form of songs facilitate the storage, rehearsal and retrieval of language items from memory (Calvert & Tart, 1993; Kerekes, 2015; Lake, 2002; Legg 2009; Mora 2000). In addition, songs are capable of evoking intense emotions and present the language material in a meaningful way, which makes its retention significantly easier (Jäncke, 2008).

According to Murphey (1990), songs are particularly effective in triggering the so-called involuntary mental rehearsal or din, which occurs when recently heard words or phrases perpetuate repeatedly in a language learner's mind. Krashen (1983) describes this phenomenon as "din in the head" and hypothesizes it to be "a result of stimulation of the Language Acquisition Device" (p. 43). Murphey (1990) believes that the din occurring after listening to a song, which he calls "song-stuck-in-my-head" (SSIMH) phenomenon or "song din" can be triggered with much smaller amounts of time, does not require understanding of the input and remains for a longer time as compared to the language din (Murphey, 1990).

2.3 Music, Linguistic and Cultural Competences

Apart from addressing multiple intelligences, lowering the affective filter and serving as an effective mnemonic tool, music and songs provide an authentic context for the practice of listening, speaking, reading and writing as well as vocabulary and grammar, while also allowing to break the classroom routine (Abbott, 2002; Failoni, 1993; Lo & Li, 1998). Since songs usually contain colloquial language with repetitions delivered at a speed slower than the natural speech, they are considered optimal for lower level learners needing exposure to models of stress and intonation as well as grammatical and lexical patterns (Chuang, 2016; Murphey, 1992). In addition, songs provide students with the opportunity to receive exposure to different varieties of English. Finally, music and songs enable students to acquire a greater understanding of the culture underlying the target language (Arévalo, 2010). Different genres of music expose listeners to unique styles, vocabulary and emotions, thus providing access to cultural diversity (Mõts, 2016). Overall, music and songs can improve the intercultural competence of students, thereby achieving a major objective of language teaching (Karabinar & Guler, 2013).

Several studies suggest that using music and songs in language teaching supports the development of learners' listening, speaking, pronunciation, vocabulary, grammar, writing and reading skills as well as cultural knowledge (e.g., Alisaari & Heikkola, 2016; Arévalo, 2010; Fisher, 2001; Kara & Aksel, 2013; Lee & Lin, 2015; Lowe, 1995; Ludke; 2010; Setia et al. 2012).

As it can be inferred from the above, there are a number of cogent reasons to use music and songs in second language classrooms. However, just listening to songs cannot help students to communicate in the target language. As Murphey (1992) points out, "songs alone […] will not teach anyone how to use a language, no matter how great their memorability, how much fun it is to sing and listen to them, or how 'energizing' the change of pace might be" (p. 6). Therefore, teachers have a crucial role to play in enhancing their students' language learning by exploiting music and songs through suitable classroom activities.

3.0 INTEGRATING MUSIC AND SONGS IN ELT

In view of the teachers' role in making full use of music and songs in language classrooms, the present section provides some practical suggestions for choosing songs and structuring classroom activities around them, which are followed by some creative music activities.

3.1 Selecting Music and Songs

It is important to bear in mind that not all songs are suitable for teaching purposes. Based on the review of relevant literature, six main factors are to be considered by teachers when choosing songs for classroom music activities (Abbott, 2002; González, 2007; Lems; 2001; Marone 2018; Salcedo, 2002).

- First of all, teachers should determine the purpose of the song to be used. It is important to choose a song not just for fun, but for its instructional value. The song should be connected to the theme of the lesson and/or include grammatical structures or vocabulary covered in the class.
- Secondly, when selecting a song, the age and proficiency level of students should be taken into consideration. While it is more appropriate to use nursery songs or specially written ESL songs with controlled vocabulary and grammar for young and beginning learners, it is advisable to use authentic songs for older and/or more advanced students. Regardless of the type of songs, it is vital to ensure that the lyrics are neither too simple nor too demanding.
- Thirdly, it is important to choose songs containing standard language without any inappropriate references. At the same time, the quality of the recording should be good so that the lyrics can be easily heard.
- Fourthly, teachers should take into account their students' musical tastes when choosing songs for music activities, considering the fact that students are more motivated to work with their favourite songs. Teachers can prepare a list of suitable songs themselves and let the students choose from the list or ask the students to write a list of their favourite songs and pick out the most appropriate ones.
- Fifthly, when it comes to the format of songs, music videos are more preferable as they generally contain more contextual information, though audio recordings are more easily accessible. Here, it is critical for teachers to carefully examine the content and messages of the music videos beforehand.
- Lastly, teachers should take into account that certain equipment, such as a computer, a video projector and loudspeakers, would be required to play songs or music videos in the classroom.

3.2 Structuring Music Activities

After the selection of songs, teachers can adapt or design classroom activities addressing multiple language skills. In order to get the most from songs as an authentic resource, several educators recommend situating music activities within the following three-stage framework (Abbott, 2002; González, 2007; Lorenzutti, 2014):

1. **Pre-listening stage:** Students engage in activities designed to activate their background knowledge and to awaken their interest in the song. This step can involve warm-up and prediction activities as well as the introduction of lexical and grammatical items to be encountered in the song.
2. **Listening stage:** Students complete specific tasks while listening to the song, which include filling gaps, underlining particular words, spotting mistakes, rearranging words, matching phrases and definitions.
3. **Post-listening stage:** Students are given tasks that focus on individual language skills (speaking, reading or writing) or involve several skills. Students can practice the pronunciation of words and phrases, discuss the song lyrics, read a text related to the theme of the song, write and present a short review of the song.

3.3   Creative Music Activities

Apart from the activities mentioned above, teachers can use music in the classroom in various ways that go beyond listening to music and exploiting the song lyrics. Below are some student-centered music activities that can stimulate students' creativity, while also developing their language skills.

- **Free-write/free-draw to the music:** The teacher can play different types of music and ask the students to write or draw how they feel about them. Every student can also make up their own stories for the music piece (Budden, 2008; Lems, 2001).
- **Writing alternative verses of lyrics**: Students can be encouraged to write their own lyrics, keeping the original mood or style. Students can do it in groups or individually, whereby each group or student will be responsible for writing a new part of the lyrics. In this way, the alternative lyrics of the entire song can be prepared and presented in the class (Shen, 2009; Simpson, 2015).
- **Planning (and filming) a music video:** Groups of students can plan a music video for a selected song, focusing on the characters, the location and the storyline. After each group has explained the specific details of its plan for the music video in the class, the students can choose the one based on which the actual filming can be done (Simpson, 2015).
- **Preparing a lyric video:** Students can prepare song lyric visualization videos by using song lyrics and relevant images. By doing this project, the students will not only be challenged to show their creativity and interpretive skills, but they will also need to demonstrate that they clearly understand the vocabulary in the song so that they can pick up befitting images based on their understanding of the song lyrics (Lems, 2016).
- **Presenting on a musician or music genre:** Students can be asked to make a presentation on a chosen musician or music style. They are given the freedom to organize their entire project, including research on the topic of their interest and the presentation of their findings. As a result, the students can develop their academic skills in addition to practicing their oral and organizational skills (Lems, 2018).

As a matter of fact, the ideas discussed above only scrape the surface, considering the large number of creative ways that can be found for the adaptation of music and songs to the language classroom. In addition to articles suggesting music activities for ESL/EFL classrooms (e.g., Abbott, 2002; Budden, 2008; Failoni, 1993; Lems, 2001, 2016, 2018; Lorenzutti, 2014; Simpson, 2015), there are several pedagogical resource books, which can assist ESL teachers in incorporating music into their lessons (e.g., Murphey, 1992; Paterson & Willis, 2008; Arnold & Herrick, 2017). Among them, *"New Ways in Teaching With Music"* edited by Arnold & Herrick (2017) is especially worth mentioning as it is the most comprehensive and up-to-date collection of creative musical activities for English language classrooms contributed by practicing ESL/EFL teachers around the world. It features over 100 adaptable activities for students of different skill levels divided into the following eight areas: reading, writing, listening, speaking, grammar, vocabulary, cultural exploration and integrated skills. Last but not least, there are a number of websites (e.g.,   www.tefltunes.com,   www.tuneintoenglish.com,   www.busyteacher.org/classroom_activities-listening/songs_and_lyrics/) that contain ready-made song-based lesson plans and classroom activities for various proficiency levels, which ESL teachers can adapt to fit the needs of their students.

4.0   CONCLUSION

Nowadays, the role of a teacher is not only educating but also motivating students who often regard traditional ways of learning as boring and unappealing. Therefore, language teachers are supposed to show creativity and enthusiasm as well as openness to new ideas and challenges, while also keeping a balance between serious learning and amusement. Music and songs provide teachers with a rich and authentic resource that they can utilize to promote student engagement in ESL classrooms and to make a satisfactory connection between entertainment and learning. As the review of recent literature suggests, the effective use of music and songs in language teaching has the potential to address multiple intelligences, reduce anxiety, increase motivation, facilitate memory retention and establish an affectively conducive learning environment. In addition to making lessons more interesting, music and songs can be used to enhance the learning of almost every aspect of the target language, to develop cultural awareness and to foster students' creativity.

It is hoped that a larger number of ESL teachers will deem music and songs a valuable educational tool which they can use to engage their students both affectively and cognitively as well as to promote effective and enjoyable language teaching and learning. For a successful implementation it is vital that teachers select appropriate music and songs that are related to lesson objectives and then carefully design or adapt classroom activities that will help to achieve them.

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USING GAMES IN TEACHING GRAMMAR TO YOUNG LEARNERS

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ABSTRACT

Teaching grammar to young learners has been a challenging task especially among low to moderate proficiency L2 learners. Low vocabulary knowledge also contributes to the lower motivation in learning grammar. Thus, there are a few research studies shows that using games in teaching grammar is effective to young learners. This method does also help young learners to engage and integrate with the language. Studies also suggest that using games in teaching grammar will encourage, entertain and promote fluency of the young learners. This paper presents to further describe the different approaches used by the teachers on using games, the selection of games and the proper planning of using games in teaching grammar. Research findings suggest that games can also be used as another method to make the instruction helpful for the learners to understand, thus, giving a positive effect in creating a more interactive and creative environment among the learners. In addition, this present paper aims to look at how using grammar games can make the learning memorable, more communicative and promote collaboration among the L2 learners, unlike the teaching method that focuses on terminology and rules through skill-and-drill exercises.

Introduction

Young learners can be defined as children in the range of 5 years old to 12 years old (Rixon, 1999). In other words, children who are enrolled in the kindergarten up until primary school are all considered in the context of young learners. This correlates with the view of Nunan (2010) who regards young learners as those who are at preschool or in the first couple of years of schooling. In order to further discern the concept of young learners, there are several characteristics to outline them. The characteristics are short attention span (Nedomova, 2007), active, imaginative, respond well to praising and enjoy learning through playing. In general, children hold 10 to 20 minutes of attention span which is much shorter than adults. They tend to indulge in other kinds of activities if they start to feel bored. Subjects such as grammar might accelerate the decrease in their attention span due to the dryness of the subject matter. Nunan (2010) also notes that young learners enjoy fantasy, imagination and movement which contribute to their active and imaginative characteristics. Since they are naturally active, this trait develops their interest in learning through playing. Young learners also love to be the centre of attention which validates why they would respond well to praising.

Challenges in Teaching Young Learners

Although English is considered as an international language, there are still some challenges that might intervene in the course of teaching it to students especially young learners. The challenges are in teaching speaking and writing, motivation and class size. Since young learners do not possess strong vocabulary and sentence structures as adult learners, the teaching of the language especially in speaking and writing might pose some challenges for teachers. These two particular skills; speaking and writing present more challenges compared to reading and listening because they are productive skills. Sharma (2015) claims that receptive skills are easier to attain than productive skills as they need enormous practice to be ingrained although few cases might vary. Therefore, in the context of young learners who are still lacking in linguistic knowledge, practice is seldom being done on the productive skills which leads to difficulties in teaching those aspects for teachers.

Motivation is another crucial aspect of possible challenges. This is because young learners do not understand why they are learning the language. In other words, they lack integrative motivation which is a powerful tool in learning. Despite the unfathomable reason behind learning the language that plagued young learners, English language is a compulsory subject to be learned in many countries. In China for instance, young learners have to learn English because their examination is written in English. Even though this

aspect might develop instrumental motivation in learners (scoring well in examination), the fact remains that integrative motivation is more impactful than instrumental motivation. A study done by Hong and Ganapathy (2017) shows that the instrumentally motivated students do not commit much to English language learning where they do not put much effort to gain mastery in the language. Thus, motivation poses a challenge in young learners where teachers have to take into account when teaching them.

Class size can also be a challenge to teachers in teaching young learners. If the class size is too big, it might be difficult to control the students. Fortes and Tchantchane (2010) list out several challenges if the class size is too big; diversity of students, lack of flexibility, class climate management, difficulty of setting and enforcing classroom behaviour (crowd control), minimum attention to students, limited monitoring of students' learning and difficulty in engaging students to activities. Young learners are especially active which would be harder to control if there are too many students at once. Games would be even more challenging to conduct if the segregation of groups are too many.

Why and When Games Are Used in Teaching Grammar

One of the alternative approaches to teach grammar is games. The benefits of using games are to lower students' anxiety, promotes active involvement and engagement, strengthen knowledge and skills and help to build previous knowledge and skills. Crookal (1990, p. 112) agrees on games as an outlet to decrease students' anxiety in language learning. This is because learners usually have the fear of being criticised and punished because of their mistakes which can be eradicated through games. Learners will not feel anxious or afraid of the criticism while practicing the target language without restriction.

Cross (2000, p. 153) states that games are student-focused activities which enables for active involvement and engagement among learners. Students are actively involved when they are able to take charge of their learning. Through learning using games, the learning experience becomes student-centred as students would determine the outcome of the games or in other words, the learning itself. It also diverges from traditional approach of chalk and talk and gives opportunity for learners to unconsciously learn about language instead of imposing it to them formally. Since games are considered as interactive teaching and learning technique, students will be interested to be engaged with the process more than usual. This applies especially to young learners as they are more active than adult learners. Thus, activities that can cater to their active characteristic will help them to learn better because it will increase their percentage of engagement.

Games are also considered as a chance to strengthen knowledge and skills among students (Avedon as cited in Deesri, 2002, p.2). Studies have shown that lower level of stress during or just before learning may strengthen human memory (Schwabe et al, 2008). Games on the other hand, are known to lower stress in a classroom. Schultz (1998) stated that;
"...Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking... ... raise the stress level to a point at which it interferes with student attention and undermines motivation. ..... One method has been developed to make students forget that they are in class which is by engaging them in stress reducing task (games)."

As games can lower down students' stress, this would allow learners to learn in a stress-free environment which ultimately improves their memory. In terms of skills, games allow learners to brush up their skills such as communication skills, cooperative skills and motor skills. In games, they would be grouped into teams which they have to communicate with one other as well as cooperating. This will allow them to practice the skills between their group members. In addition, since games require students to move around, it will also elevate their motor skills in accomplishing the mission of the game.

Last but not least, games also help in building previous knowledge and skills. Game is a great technique to be used not only in the presentation stage of teaching but also in set induction. By using games

in set induction, it will help teachers in tapping into students' schemata which will lead them to build their previous knowledge.

Therefore, teachers may use games in many stages of teaching. In other words, games can be used as a starter (before a lesson), practice (during the lesson) and plenary (after a lesson). For starter games, teachers have to implement games that consume less time since it only serves as introduction to lesson. Some of the examples are Mystery Box and Hangman. For practice, teachers can utilize simulation and competitive games since the duration of time is much longer. Research has shown that simulation activities allow students to actively experiment, test and apply their knowledge in the learning process (Zapalska et al, 2012). Teachers can group students into several teams and create a scoreboard to instil the element of competition into the teaching lesson. To further solidify students' comprehension over a subject matter, games can be used as a post-lesson activity. For instance, role-playing can be used to integrate their analysing skills over the topic that has been learnt. In the context of grammar teaching and learning, one of the activities that can be done is DJ Summary. Basically, learners have to write what they have learnt in the form of their favourite songs. Then, they have to sing out their newly formed lyrics. For young learners, instead of a song, teachers can ask them to write down what they have learnt in a form of nursery rhymes that they are familiar with. In other words, games can be regarded as a revision of the grammar rules that have been learnt by the students.

How Games Can Engage Learners

Games can engage learners through developing students' creativity, building knowledge and skills, instilling good-natured competition and enhancing their growth mindset. Cochrane et al (2013) proposed several games that can be implemented according to every dimension of engagement. In stimulating creativity among young learners, Learning Talk game is introduced where they have to confer about their choices of answer and probe questions for the purpose of comprehending the subject of discussion. For primary school students, teachers have to play an active role in guiding the students as they might not be aware of effective questioning strategy. Thus, teachers have to model and give explicit instructions to guide them in achieving the objectives of the games. In Malaysian context, the introduction of CEFR in English learning further presses the need for the element of creativity to be implemented in an English lesson. Through the usage of games, it will provide a platform for teachers to build students' creativity in which they can assess the progress of students clearly.

Race to Build a Clause is also proposed to build ample amount of knowledge and skills. In this game, the focus will be on the engagement of students by independently utilizing the skills learnt to win the game. By exchanging, attending and responding to ideas, it will help in developing their literacy in grammar and language as a whole. Ways to conduct this game is students choose from a pile of sentence strips and they have to complete a clause with a least one aspect (Process, Participant and Circumstance) before they can begin their next clause. The clauses are labelled and colour coded in order to keep track of the cognitive demand. This game is significantly beneficial to develop metalanguage confidence in using clauses.

To instil good-natured competition, collaboration in games is necessary. To achieve this goal, one of the games that can be implemented in young learners' classroom is Jeopardy. Jeopardy can be played in a group. Categories can be chosen by the students which they have to answer in questions. In this game, the elements of brainstorming, comparing and contrasting ideas as well as analysing are successfully used to achieve the objective of the game. Through discussion and cooperative learning, young learners can learn the content of lesson in a competition form. In this way, students' engagement can help them to complete the game.

Finally, games can help to enhance students' growth mindset. Match Me Right game for example, can help students to understand the grammatical components being taught (Salazar, 2016). This activity is suitable for young learners as the design is quite simple. Basically, students have to match according to the

right criteria. The advantage of using this game is students can be given direct feedback which will help them to do self-assessment. By using self-assessment to evaluate their learning, it can stimulate their growth mindset in acquiring English.

Findings

Many studies have been conducted to find out the effectiveness of using games for young learners in the context of grammar teaching. Yolageldili and Arikan (2011) found that learners learn the structures of grammar unconsciously when they are playing games. Kuldas et al (2013) state that students regardless of age cannot always have conscious awareness, control, and the intention to learn or promptly and continually organize perceptual, cognitive, and emotional processes of learning. Students in fact form or activate mental associations between verbal and pictorial information unconsciously which brings the need to include learning that diverts from formal teaching. For example, teachers do not have to tell in detail that students have to make use of present tense in game but students will automatically use the rules themselves when they are in the game.

Raftery and Santos (2015) view game as a launch activity and a device to reactive stored knowledge of grammar. By activating stored knowledge or prior knowledge, information is brought into conscience where it is used to stimulate questions, build interest and is ready to be applied (Wessels, 2012). This notion validates the reason to reactivate background knowledge of grammar and games can be one of the interactive options to achieve that. When their schemata are fully tapped, they will be more ready to absorb new grammar information from the teacher.

Schwarz (2015) found that games that are able to spark creativity among young learners can be beneficial to them. It is crucial to develop thinking skills from a young age and if a child can foster creative thinking in his or her learning, they will be better learners not only in the present moment but also in the future. In this case, teachers have to evaluate which games can cater to this purpose as well as helping them to acquire grammatical components for their age.

Conclusion

Even though grammar is usually viewed as a dimension that applies traditional approach in teaching and learning such as drilling method, it is not always the same case. In fact, the teaching of grammar can be infused with interactive element such as games. When teachers are teaching young learners, they have to be the creative agency in which they have to fuel students' creativity while achieving their target objective for the lesson. They also have to be creative people as well; constructing activities that would be able to garner interest in students towards the subject matter. Therefore, teachers should incorporate games in their teaching lesson to make learning process more successful.

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LOOP INPUT: FOSTERING CREATIVITY AMONG TEACHERS

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ABSTRACT
The present paper aims to analyze the role, potential and advantage of loop input approach within the context of teachers' creativity and professional development. Loop input approach allows for experiential learning where teachers replicate a lesson that will later be put to practice in their actual classroom and experience it themselves for them to be able to reflect on their own practices. Research findings suggest that at the reflective stage of loop input approach, teachers often recognize and point out the issues in their own teachings such as time management, learning style and content of learning. This process of reflection fosters metacognition and allows teachers to develop new knowledge and ideas as how to approach their teachings more effectively with the learners in mind. The employment of loop input perfectly captures teachers' teachings in the clearest way possible. This approach plays with cognitive skills which help with teachers' creativity and professional growth. In fact, experimenting and having a clear idea of what the teacher expects from the learners is very important in producing a conducive teaching environment. It is anticipated that the loop input, if implemented within Malaysian teacher training context, will catalyst teachers' creativity as well as professional growth through its capacity to provide experiential learning and reflection on skills and competence.

1.0 INTRODUCTION

As the time changes teacher's responsibility has shifted greatly. Back then teachers are only required to teach in the classroom but nowadays teacher have be imposed with a lot of things rather than just teaching. Teacher is required to attend meetings, workshops, seminars and have to attend their students at the same time. So this matter leads to the main problem which is teacher did not have ample time to prepare for their actual classroom teaching. These workloads left teachers with minimal room for creativity in teaching development. The loop input approach is introduced as one of the solutions for the problem. This approach is actually an experiential learning which proposes reflection becomes a practice after any activity. Through loop input approach, teachers will have to practice the learning strategies that will be applied in the classroom and they have to do reflection afterwards.

2.0 SIMILARITIES AND DIFFERENCES BETWEEN LOOP INPUT AND MICROTEACHING

2.1 Micro teaching

Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting (Brent & Thomson, 1996). Microteaching can also be defined as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviors. It is consider as a mini lessons that is semi-authentic teaching function in which teacher's main concern is on their own teaching styles and technique. It is a platform that gives teacher trainee opportunity to attempt, practice and apply their teaching activities and improving it.

2.2 Loop input

According to Tessa Woodward (1986), in a 2003 article she describes loop input as "a specific type of experiential teacher training process that involves an alignment of the process and content of learning. The main keywords in loop input are process and the content of training. It focuses more on building up different strategies and how to apply the strategies to the learners. Through loop input, teachers will experience what learner will experience. In example, the teacher will have to present their ideas of new strategies and go through a few times of practice together with the other teacher before doing a reflection on it and decide on the most effective way to teach their students. Loop input appears to have the benefit of presenting

information quickly and more efficiently than presenting the technique as it would be done with students and then discussing it. However, a loop input activity will still require discussion afterwards and some 'unpacking' of the process and content with the teacher, so it is considered as time consuming technique.

3.0 APPLYING LOOP INPUT APPROACH IN CLASSROOM

There are a few way to apply Loop Input approach in classroom teaching planning. One of the ways is dividing teachers few into small groups and they will be instructed by a teacher that come out with the strategies. The teachers will put themselves as students and get ready to do the activities as they had been instructed. After they had gone through all the process in the activity, the teachers will have to do a reflection on it. During the reflection the teacher will explains about their feeling and comments on the activity or strategy. They would identify whether this approach really work for their students or not. The teacher will also take into account the strength and weakness of the technique and if it suitable enough to be applies in their classroom teaching and learning sessions. Through all the stages in Loop Input approach, teachers are forced to use their critical thinking skills and cognitive skills to creatively analyze the technique that could be use in their classroom teaching and learning sessions.

4.0 ROLE OF LOOP INPUT

In loop input approach, there are two crucial main elements which are experiential learning and reflections. Through loop input approach, teachers are able to experience the new technique that they had discovered by pretending to be the students and really put themselves in the students' shoes according to their age and level of proficiency. After they had done the activities suggested, the teacher could improve the strategies or activities by reflecting on their experiences while going through the activities afterwards. They also get the opportunity to learn new teaching technique that probably could suits their teaching styles and their own student's level of proficiency. In conclusion, teacher's creativity could be enhancing during the brainstorming of the ideas as well as while going through the experience. They will have to improve or adapt the strategies before it could be implement in their teaching training since the students will have different levels of proficiency. They also have to take into account of their own classroom environment while practicing the strategies or activities. Loop input will be able to develop teacher's creativity and enhancing their critical thinking and problem solving skills at the same time.

5.0 ADVANTAGE OF LOOP INPUT

One of the advantages of loop input is that, it allows experiential learner and participants to learn deeply about the topics and subjects. Since the teacher that are involves in the process are pretending as their learners and how they are going to experience the lesson and technique, the teachers will have an overview on how the students will react to the new technique. From there, teacher will be able to set their expectations on what the students would feel and achieve when they applies the technique to the students. Before going through the loop input sessions with the other teacher, the teacher must know well about their students' level of proficiency, the class environment and the way their students perceive knowledge. This is to make sure any teaching strategies applied will not discourage students' motivation in learning. Through loop input the teacher will not only get to know their students better, they also will learn a lot about themselves and their teaching styles through the reflection done in loop input sessions.

6.0 LIMITATIONS

In any approach, there must be limitations in applying in teaching. There are two main limitations of loop input approach. The first one would be the students English language proficiency levels in the same batch is different from one another. In loop input approach, all teacher that teach the same subject will have to practice the skills or strategies together before applying them in the classroom teaching. Although while practicing the activities or strategies the teacher will pretend as students, they could just pretend as certain level of students. The students' ability and knowledge is also way different from the teacher so that the

result of the experimental teaching could be questionable. In example, the students may have less vocabulary and having problem in comprehending the instruction unlike the teacher since they might not have any experience on the topic discussed. Secondly, this approach is actually really consuming a lot of the teacher's time. There are a lot of teaching techniques and the teacher would have to spend their time out of school to practice all the techniques before they could imply them in the actual classroom teaching. That is one of the reasons why teacher are suggested to practice the teaching technique in their teacher training program so that they could at least prepare for the better actual classroom teaching.

7.0 CONCLUSION AND IMPLICATIONS

In conclusion, loop input could be a useful addition to teacher training strategies repertoire. It is not always appropriate, but sometimes combining the message and the process is potent and memorable. The reflection of teaching techniques matters because it provides room for development creative potential among teachers. In loop input the ideas of ones could be expands and improves greatly through discussions and brainstorming. There are a lot of creative solutions to imply the technique to the students or the learners. Finally, experiential learning in loop input itself has a great impact on teachers' teaching techniques. Loop input will help teachers to become more creative and have better engagement with the students.

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SOCIAL MEDIA: ENGAGING LANGUAGE LEARNING

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ABSTRACT

Most of youth nowadays have a problem of failing to perceive learning English as important as learning other subjects and therefore, slowly losing interest to get engaged in English lessons. Since Instagram, Twitter and other social media have been the main medium for them to express and share their ideas, this paper will discuss how the usage of social media helps in engaging language learners to use the target language in informal contexts. Today, teachers started to realize that some of these internet tools such as Facebook, Instagram, Email, and others are very useful in promoting language skills among students in schools. However, it cannot be assumed that students know the values of these tools in promoting their language learning. This paper will specifically look at Twitter and Instagram, the two major platforms of social media that are widely used among youth nowadays and adopt these mediums as the main agent of engagement for students in using the target language. Thus, instead of teachers looking at the negative side of social media, they should use it in class as a channel for language learning and teaching and direct students to realize social network as a catalyst to improve their English.

KEYWORDS: learning, social media, language learning, language engagement, engaged learning

INTRODUCTION

Social media is a vast platform of communication that used by people around the globe. In this globalization era, the social networking sites (SNS) are the most visited sites as there are more than 1 billion active users around the world (Prichard, 2013). This escalates quickly especially with today's "digital natives" generation using the SNS as a daily routine in their lives. It is a medium that allows everyone to share information, opinions and thoughts efficiently as it exists in every tablet, mobile phones, computers and laptops which make it easier for people to connect with people around the world.

As a result, it becomes one of the Malaysian government's aspiration to maximize the integration of information communication and technology (ICT) in crafting the educational system of the country (Mansor et al., 2014). Fortunately, teachers are starting to recognize this platform as one of the tools that can enhance the teaching and learning process.

PROBLEMS IN LANGUAGE LEARNING

Language learning has been defined as a conscious process where the product can be obtained from either learning on our own or from formal classroom situation (Kramina, 2000). Teachers throughout the

years have been struggling to find the most effective way that suits their students' language learning styles. On the other hand, students keep on encountering issues that forbid them in getting interested with language learning, on their own or when they are in the class. One of the main reasons why this is happening is because students often have the perception that learning English is all about learning difficult grammar systems. A study conducted by Ngersawat and Kirkpatrick in 2014 found out that students still encounter difficulties in applying grammar rules, especially in writing. This contributes to the heavy equation of applying grammar rules that students still could not grasp the idea of, together with writing, the skill that most students frighten the most upon hearing it. Thus, this does not provide any solution to the problem of disinterest among students to learn a new language, but it adds more concern on the issue itself.

Moreover, students also find that the things they learn in schools, including English language, is not meaningful for them as it is only for the purpose of surviving examinations, especially in Malaysia. A result of a study claims that the higher the level of the students in schools, the higher the exam-oriented pressure that is built up in them (Kutlu & Kumandas, 2012). Thus, this leads to students having no motivation or self confidence in using the target language at all because on the first level, they are not good enough in dealing with the stress for examination. Therefore, students are not interested enough to use the target language. In addition, students, especially the ones who are coming from the low proficiency group, will lose interest to get engaged with any language lesson because they are afraid of making mistakes. The pressure of being judged by their teachers and classmates are too much to bear that most of them always decide to be quiet all the way through the lesson. As a result, all of these problems add up to the pressure hold by the language teachers to assist their learners in mastering the target language.

REVIEW OF LITERATURE

Social Media in Engaging Language Learning

Social media is now becoming a major communication platform for today's youth to freely express their opinions and thoughts. Through social media, a person can connect with anyone from just a single 'click'. As stated by Mondahl & Razmerita (2014) "Using Web 2.0, users may easily express or share their opinions, 'think by writing', seek others' opinions and feedback and be connected with the others." and this explains that, social media can and has a potential to be a distinguished medium for language learning. Teachers nowadays should adapt this advancement of technology into their teaching and engaged language learning process. By integrating technology into learning, in this case, social media, teachers can enhanced their methods of teaching and thus will help them to be more creative and innovative in delivering the lesson. As Noraien Mansor et al., (2014) explained "As an educational tool, social media enriches the learning experience by allowing students and teachers to connect and interact in new, exciting ways" and also allow authentic environment of language learning.

In addition, the usage of social media also helps the students to be more creative and willing to use the language because the nature of social media itself is interactive and limitless. At the same time, social media engaged the students in language learning by fostering collaboration and discussion among their peers. Thus, teachers should take this opportunity to integrate it in the classroom as well as making language learning happen even in informal context. To get the students to use the target language in informal context is very important because that is how the language should be used in order to make them comfortable and confident in using the language. Hence, social media can be one of the platform for teachers to engage students into language learning as well as improving their creativity in developing teaching materials for teaching and learning process.

EXAMPLES OF LANGUAGE ACTIVITIES USING SOCIAL MEDIA

Twitter

The first example of activities that use social media as a medium for language learning had been done before by one of the literature lecturer. She taught Malaysian Literature and what she did is by assigning an on-going assignment to be done online which is on Twitter; one of the main social media among students. She assigned a reading text during class hour and the students will discuss the issues, and

themes of the reading text together with her, after that she will a few open-ended questions that requires the students to share their thoughts and opinion on Twitter. This assignment allowed her to directly interact with the students through twitter. Every time the students post something, she will reply to each of their opinions and views. Based on this activity, the students will enhanced their reading and writing skills because the lecturer will constantly reply to their 'tweets' and ask questions that facilitate them to give proper answer related to the text assigned. Thus, this activity helped the students to increase their engagement in the language learning as well as in the reading and writing skills.

Instagram

The second example was conducted in a secondary school in Putrajaya, Malaysia. This activity was participated by form 4 students from a low proficiency class. The aim is to engage the students with the lesson of a literature short story entitles 'Tanjong Rhu' by Minfong Ho. The activity requires the students to snap a photo or find any pictures of their likings that remind them of their favourite character in the story. They are to upload the picture on their Instagram's timelines with a caption in English of why the chosen picture reminds them of the respective character. This will be included together with a unique hashtag to make it easier for the teacher to find the post on Instagram. Plus, the activity also requires them to discuss about their posts in a group in the next class. Therefore, the engaging activity not only cultivate writing skill, but also speaking and listening skills.

ADVANTAGES OF INTEGRATING SOCIAL MEDIA IN LANGUAGE LEARNING

In a study conducted in using social media to learn French, the researcher focusses on the term of "Digital Natives". "Digital Natives" refers to the new generation who grows up being accustomed to the frequent use of internet and technology in their daily routine (Geraldine, 2013). Thus, it is a good time for language teachers to use the opportunity to expand their pedagogy and integrate social media, the existing comfortable platform, in their teaching process. Firstly, a study states that social media makes language learning more accessible as they can learn whenever they wish (Basoz, 2016). Social media can be accessed through the technological gadgets that are owned by almost all teenagers nowadays such as smartphones and tablets that can be brought nearly everywhere by the owners. The sources (e.g. Instagram, Twitter, Facebook, etc.) can be used anytime by the students as it is very flexible (Ali, Yaacob, Endut & Langove, 2017). Thus, this enables learners to complete the language task given easily and they can get engaged with the lesson deeper even when they are not in the classroom. Plus, homework through social media also gives learners the chance to organize and plan their own study time (Basoz, 2016).

The environment of social networking provides learners with positive effects on their motivation level in learning and using the language (Mills, 2009). Based on a study, learners showed evidences that they are creating investments of improvements in their English language after being introduced to learning activities through Facebook (Shafie, Yaacob & Singh, 2016). Plus, these social media sites may improve students' language skills such as reading, writing, listening, and speaking. Another study done by Fishman et al (2005) claims that students produce a big amount of writing via this social networking sites including blogs and emails. Moreover, by using social media to get students engage with the language, it also provides students with a low anxiety environment for learning to take place. A study revealed that students use social media to share their ideas and information together in a less informal atmosphere (Mingle & Adams, 2015). This is exceptionally because they have low anxiety when they are sharing information on social networking sites.

LIMITATIONS OF USING SOCIAL MEDIA TO ENGAGE LANGUAGE LEARNING

In any research there must be limitations that can restrain the researcher to make sure certain methods can be fully practiced or not. Limitations in a research also can be a reason why certain research gives out varied result even though the method used is the same. For this paper, there are a few limitations that can be identified.

Availability of Internet Access

The first limitation is the availability of internet access. In Malaysia, there is no doubt that most places have the facility to use the internet especially the school's computer lab. However, the common problem that happens to school in relation to internet is the connectivity. The schools from rural area will face this problem quite often because the connectivity of the internet is weak. This is the major limitation because in order for the teachers to integrate technology in their teaching and giving the opportunity to students to use social media in learning, they must have the facility or else, it will be a problem for the students to complete the task given by the teachers for language lesson.

Teachers with Traditional Mind Set

To integrate something new into classroom environment is nearly impossible if the teachers themselves do not want to go out of their ways and try new things. Teachers who are already used with traditional method might not easily accept the usage of social media in engaging the students in language learning. One of the factors why there are teachers who still stick with the traditional method is maybe because of the syllabus. In Malaysia, the teachers need to finish the syllabus to make sure that students will be prepared for their exam and because of this; some teachers will be rather reluctant to integrate social media in the lesson because it takes time and proper preparation.

Assessment Difficulties

As everyone knows, when it comes to posting works online, the originality of the work can be questioned if the source of the information is not properly quoted and also, anyone can edit their work anytime, anywhere when they posted it online. This particular situation is also one of the limitations for the teachers to integrate it in language lesson. When the teacher assign a task or homework for the students to finish it by using social media, the students can alter and edit their work as they pleased so, this will give a hard time for the teachers to assess students' work and to find out their actual level of progress for language learning.

CONCLUSION

In conclusion, language learning process should be interactive and engaging in order to attract students' interest to learn and most importantly, use the target language. The integration of social media in language learning will also help the teachers to engage the students with the lesson and at the same time boost up teachers' creativity and innovation in developing activities for language lesson. The usage of social media in engaging language learning can also motivate the students to use the target language outside of schools hours or in informal context. As explained by Derakhshan & Hasanabbasi (2015) "New technologies have been introduced so that language learners can implement them in and out of their classes to improve their language ability, especially in terms of writing". The incorporation of social media in language learning will make the students eventually use the target language while doing their daily activity and thus help them to improve their proficiency level.

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CREATIVE TEACHING APPROACHES IN READING FOR ESL LEARNERS AND HOW IT CAN EMPOWER ESL TEACHERS' PROFESSIONAL DEVELOPMENT

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ABSTRACT

Creativity is one of the approaches used for ESL learners and teachers. It aims to improve learners' approaches of learning and to discover ESL teachers' strength in teaching. Studies have shown that through creativity, it can help to improve ESL learners' method of learning and to improve ESL teachers' way of teaching. Reading will be our main focus. This paper will be highlighting or studying on the various creative approaches in the teaching of reading and their effectiveness in developing ESL proficiency among learners and also to empower ESL teachers' professional development. Inclusive are the reasons for these approaches and when these approaches are used among ESL learners and teachers. Using various approaches will not only make communication more engaging, but also make learners more creative in learning, and also to increase ESL teachers' strength in professional development, such as when it is done in teaching. This paper will provide teachers with a repertoire of reading skill approaches which will be helpful in developing ESL learners' proficiency and empowering ESL teachers' professional development.

KEYWORDS: Reading skill, ESL learners and teachers, Engaging, Creative, Professional Development, Proficiency, Repertoire, Strength, Approaches, Empowering

INTRODUCTION

For centuries, reading skill has been recognised as one of the essential skills in learning. In fact, it is not only used for teaching and learning, but testing as well. Reading is actually a complex skill as the students have to combine many cognitive processes such as recognising words, constructing meanings and making words-meaning relationship. One of the earliest steps need to be mastered by the beginners is to recognise the alphabets' shapes and sounds. Then, they would have to segment and blend the letters before forming them into words. These little stages will help the students later apply their knowledge in reading. Basically, in order to acquire the skill; there is no short-cut other than mastering these important little steps first. This is when the phonological instruction becomes a necessity in developing the students' reading skill. It serves a systematic approach that stresses on the letter-sound correspondence which will later be used to read words and sentences in a text. Even though phonics is designed initially for first language, L1 learners to develop their reading skill, but it is totally applicable and suitable to second language, L2 learners to acquire their vocabularies and reading skill too. In Malaysia, phonics is used in the teaching and learning of Malay Language too except for the different sounds produced for most letters. As important it is in the teaching and learning of our national language, it is also vital for the teaching and learning of English.

However, in segmenting and blending English words; students need to have a huge repertoire of English vocabularies. So students can easily recognise the words and pronounce the sounds in their reading.

Phonics instruction has become well-known among educators nowadays as people are still figuring out the best method or approach to help children develop their reading skill. Research of more than two decades has affirmed the importance of phonological awareness and its relation to reading acquisition. Sitthitikul (2014) in his review indicated that the presence of phonological awareness is a sign of good readers while its absence is a common characteristic of poor readers. This evidence has highlighted that the difficulties with awareness, coding, and retrieval of verbal sounds have powerful and long-term effects in reading. Therefore, it is interesting and important to review and discuss phonological instructions in achieving the success of acquiring reading skill, especially among the beginner readers. Nevertheless, there is actually no specific 'the best' approach in the teaching and learning of reading skill. As all teachers are aware; different students have different learning abilities. In this research, we will further discuss about students' different abilities which are; the mixed-abilities and dyslexic students. According to Marima (2016), "phonic method of teaching is the most preferred method of teaching and the most recommended by the heads of departments". The reasons why phonic method was the most preferred method of teaching reading were that it was easier for the students to understand and accelerate their reading development ability. This has proven that phonics is one of the most preferable methods to be used in a classroom by teachers as it provides many advantages to early readers in compared to other methods.

One of the reasons to focus on phonics is because of according to Institute of Education Sciences (IER) (2016), "When students confuse the shape or sound of one letter for a different letter, such as confusing 'd' for 'b' are common among children in the early grades." This confusion if not be alleviated at the early stage, can cause more major problems in the later stage of developing their reading skill. Although this issue is common among early readers, but it has to be curb as soon as possible. As mentioned earlier, reading is indeed a complex process and requires many steps before mastering the main skill. Chuunga (2013) also emphasized that there are three interacting processes in reading which are sound, visual cues and meaning which can be used by all. His statement has stressed another important component in the phonological instruction which is visual cues. Young readers especially those who are below 9 years old, learn better with visual cues and concrete objects as they are still at the pre-operational stage. The other reason is to highlight the right of dyslexic students in developing their reading skill as stated by Troeva (2016) "there is a large number of individuals with dyslexia have accompanying auditory or visual processing difficulties which make them harder to read and even recognize common alphabets". This has increased our concern about the importance of applying suitable approaches to teach phonics with the assimilation of visual and oral elements. We should not neglect the necessities of dyslexic students as they might be facing harder situations in developing their reading skill as compared to the normal ones. So, teachers have to be wise in choosing and deciding the most appropriate approach to suit their students' abilities.

Besides, ESL teachers need to know when, why and how they can discover their strength in professional development area.

CONTEXT AND REVIEW OF LITERATURE

Suggested Approaches

Advanced Students

A. Reading Programs That Include Systematic, Intensive Phonics Instruction

Referring to WETA Public Broadcasting (2018), we can see that, explicit, systematic phonics instruction is indeed a valuable and essential part of a successful classroom reading program. The goal of phonics instruction is to provide the young people about the technique and skill of reading and writing.

For advanced students, they supposedly have they higher number of vocabularies in compared to the average and weak students. Teachers can conduct a reading programme with uncommon or difficult words that contain more than one diphthong such as "blood", "breath" and "absorb". This task will develop

and test their segmenting and blending skills. It will help them to deal with difficult words that they encounter through reading. The sounds of the words that they form should also make sense and connected to the spoken words. By doing so, the students will be able to guess and get the meaning independently. Furthermore, the instruction is an effective way for them to learn from kindergarten until the age of 11 till 12 years old and for children with reading difficulty. The ability to read and spell are used and developed during kindergarten time which is the beginning stage of a systematic phonics instruction.

Average Students

A. The Spalding Method

"The Spalding Method is a comprehensive program for learning to read, write and to spell" (Kinnane, 2018). It is a total language arts program, where the process of spelling, writing and reading mixed and get together with each other. The program which had been taught, it is a program with evidence that has been used to teach children and adults to read, write, and spell. Some researchers believe that these three skills are inseparable, as they are interlinked to each other. So, in order for the students to develop effective reading skill; they should be able to spell and write the words too. By spelling and writing them, it is assumed that the students will remember the shapes and sounds of the letters better. This will help them to develop a meaningful learning situation and long-term memory effects. Some of the letters have almost similar sounds too, which can cause confusion to the readers. Thus, by writing the letters the students can recognise and differentiate them easier.

B. Pseudo words

Cronin (2015) claimed that Pseudo words is for English speaking children at the third or fourth grades and has to be learnt as most English speaking children do not read pseudo words until the third or fourth grades.It is also known as non-word. It is a unit of speech or text that appears to be an actual word in a certain language, but it has no meaning in the lexicon or vocabulary. It is a kind of non-lexical vocabulary, which is spoken word but cannot be read. Those word that have no meaning in a language or any incidents or events happened in any large structure of text. They can happen as a result of or the knowledge of the mind of a truly no order signal. This approach is beneficial for the students to get familiarize with the sounds of phonemes and blend them to form a word with no meaning. It is appropriate for L2 learners as they have poor English vocabularies. This approach can help to reduce their anxiety in learning too as there is no right or wrong words. So, they can enjoy creating not existed and funny words.

Weak Students

A. Read Out Loud

Walker & Salvadore (2016) stated that read out loud is for babies and toddlers. It is useful because babies and toddlers are listeners, and they are building their vocabularies before they can even talk. Read aloud is a prominent approach for weak students in helping them to develop their reading skill. It is not only suitable for L1 readers but L2 too, as it provides many advantages to them. One of the advantages is to detect pronunciation mistakes. The teacher can give immediate personal guidance. This will stop them from repeating the same mistake, develop new knowledge and self-esteem. The student can share a story with his or her class members too. This approach is suitable to be done in a circle with 4 to 5 students. They will take turns to read the text and help each other. Other than for pronunciation practice, it is also good for them to learn intonation and stress. Young learners are usually good in imitating. So, by listening to other friends' and teacher's read out loud; the students can learn when is the right time or place to stress a word. Different stressed words will deliver different messages to the listener. Intonation plays an important role too, as it portrays the emotions of the text and readers. Furthermore, read out loud will provide an opportunity for the students to look at the shape of mouth of the teacher and other friends on how to pronounce certain letters or words. For example, when pronouncing the letter /e/; the mouth has to be wide in compared to /i/. English also consists of silent letters in its words like 'knee', 'debt' and 'knife'. So, by reading and listening at the same time; the students can gain lots of detailed reading skill.

B. Fabulous Phonics

Drabble (2013) stated that Fabulous Phonics is a creative approach to teach reading and writing. Fabulous phonics means the students are in a total immersion in learning letters' sounds by connecting all activities in the environment. The first thing to do is to capture interest at this very early stage. We have children in our class whose spoken language are not well developed and others who have English as their second or third language. An example of activity is, we can just teach three letters a week. Each letter gets a whole day devoted to it. So, we do everything with that letters, create special songs, created rhymes and stories, eating food that begins with that letter, other multi-sensory activities and active learning outdoor. Having boxes of tiny toys for every letter and sound, thus, in the 'A box' you'll find fake ants, aeroplanes, ambulances, astronaut figures and other words starting with 'A'. Other examples of activity are we need to find the games, activities and things first in order to know what we supposed to do later. Then, paste the picture at the specific place as examples. For an example; we paste an **'ear'** picture, and write down 'h**ear** with your **ear**'. Then, we write the **'air'** word and followed by other word such as '**air**y' and 'f**air**y'.

Dyslexic Students

A. Rhyming Games

Elliott & Grigorenko (2014) said when a child play or use Rhyming games, the purpose and aim is to identify or create rhymes—tasks which can be done orally. A dyslexic child may reply 'car' and 'bus' rather than 'duck' or 'luck' when they are asked to generate any rhyming word to 'truck'. Their inability to do this task is an obvious sign of dyslexia. Children with dyslexia are easily confused with similar sounds and shapes. So, they need lots of guidance when completing a task. They also need to do lots of exercises, repetition and imitation in order to curb their problem. The best way to make them practice and repeat is through games. Children would love hands-on activity and games which enable them to complete their task interestingly. Children also have short attention span because sometimes repetition can cause them to get bored easily. An example of a rhyming game is the game known as 'Fly to the Hive'.

WETA Public Broadcasting (2018) claimed that rhyme is found in many materials used by all, such as poetry, songs, and many children's books and games. Most children love to sing and recite nursery rhymes. Example of the words that can be grouped together by a common sound, which are the "-at" family — cat, hat, and sat. These words can be used to teach children about similar spellings. Children can use these rhyme families when learning to read and spell. Thus, these prove to us that rhyming games is indeed a very interesting activity to be learnt by all, and it is suitable for dyslexic students too, as they need the sound to help them connect the words.

WHY, WHEN AND HOW TO EMPOWER ESL TEACHERS' PROFESSIONAL DEVELOPMENT

1. Strengthen ESL teachers' motivational skill

Teacher as teacher-mediated or teacher-oriented in class. Teachers are the motivator, guider for students. Teachers are the one motivate students in terms of cognitive, constructivist, affective filter. Teacher can change students mind, construct their thoughts, and feel for students. Thus, teachers are mind controller for students. Teacher mediates, helps students. Teaching a second or foreign language can bring different challenges in teaching compared to other subjects, especially in certain areas of Malaysia. Some students are having difficulty to understand the importance of learning and mastering English for their benefits in the future. They also have low understanding about the function of that language in their daily life routines. These are all due to several common factors such not supportive environment, family background and social issues. Therefore, ESL teachers need to provide extra efforts in motivating their students to learn in school generally and specifically in English. Sometimes the approach becomes less effective when using English because weak students; usually problematic students, have low proficiency in the language. English language has the potential to be a barrier in reaching the needs of weak students and motivating them to learn. So, this will elongate the list of ESL teachers challenges. However, from the positive side; some students are motivated easier with English. They might feel challenged by the language and have higher curiosity. So, it increases their individual effort to make self-improvement in term of language proficiency as well as holistic learning progression.

Hassan (2014) stated that "Motivation always leaves an effect on the learning of any item in any classroom. In language classroom, motivation is a must. Without motivation language teaching is nearly impossible." Teachers can keep on strengthen their motivational skill throughout the whole teaching process. There is no specific time required to motivate the students because it should be inculcated indirectly to the students. In fact, the indirect motivation sometimes work better than the directed one. Young students might find it hard to understand any motivational points because of their abstract – concrete brain development. Whereas the teenage students might be easily offended to any motivational attempts due to their rebellious urges. However, it is not forbidden to try the direct motivation too. Teachers can allocate a specific time to deliver a motivational talk in developing their passion and interest towards learning. The students need to be kept motivated throughout the year. Thus, several motivational talks can be conducted in the beginning, middle and end of the year. Teachers are the most suitable representatives to give the talks as they should know their students the best. Most of the activities conducted in the school are involving teacher-students relationship, so teachers are the best mediators to inspire and motivate the students. In term of ESL aspect, English teachers can list down the advantages of mastering English to the students during the workshop or talk. Teachers can share personal experiences travelling to other countries, videos and basic routines about the importance of English. These authentic experiences and reasons hopefully will help to open up the students' eyes which later develop their motivation to learn English. Burden (2004) found that students need to realize that the purpose of using the target language is not for studying purposes only but also for effective communication.

In order to strengthen teachers' motivational skill, teachers can participate in relevant motivational courses. By joining these courses, teachers can gain specific knowledge about the right steps of planning, conducting and assessing motivational talks at school. Moreover, teachers could also receive a professional recognition in the counselling or motivational area from authorised agencies or departments. This is another major step of developing the teachers' professional development and level up ones' career progression. In addition, this knowledge is definitely beneficial to ones' teaching career as it can help to develop positive and progressive learning development among the students. In fact, it might be helpful to create better working environment among the teachers as they can keep on motivating and inspiring each other too.

Next, the other way of strengthen teachers' motivational skill is by frequently conducting motivational talks and workshops at suitable events or programmes. This is not restricted to the school programmes only but also outside events. Teachers can participate in volunteering programmes especially related to educational purposes. In fact, by joining volunteering programmes organised by Non-Government Organisation (NGO) or Government Organisation also can help to develop teachers' interpersonal skill, communication skill as well as social skill too. Teachers can grow their authentic experiences regarding of handling social emotions and responses. These experiences will benefit the teachers when facing various students' social problems and emotions. Students' social issues such as family problems, peer relationship and intrapersonal issues are the major contributors to low motivation level in learning.

Steps to become a more creative teacher by Constantinides. M. (July 15, 2015).
Step: share your learning

In my experience, teachers (like learners) can pick things up from others as they go along, but there comes a point when they find they have to make a commitment or a contribution.
If you have training days in your school, offer to lead a session and then research the topic, so that you feel confident about sharing your knowledge with your peers. This can be a daunting but momentous moment in the life of a teacher, and you'll be amazed by how much you learn in the process.
Start a teaching journal or a blog. The act of blogging and describing your teaching ideas generates conversations with other teachers, and those conversations stimulate more ideas; they are a great bridge to creative teaching.

Step : remove the blocks to creative thinking
Many people are confident about their creative potential and are not afraid to dip their toes in the pool, but lots of us at various times have felt we cannot do it. In those moments, we might feel we lack the imagination, that we're not clever enough, young enough or talented enough, and so on.

No-one can claim that every person has the same skills and abilities as everyone else, but all people have the potential to be creative. Look what we do with language! Using a finite vocabulary, each of us creates original utterances, never articulated in quite the same way before, every time we speak.

Work on your self-esteem; be around supportive colleagues who share the same interests and goals and make you feel good about yourself.

Step : practise your creativity

Just as athletes maintain their ability through continual training, our brains also benefit from regular exercise. What do you do to exercise your mind? Do you enjoy crosswords, Sudoku or jigsaw puzzles? These and similar 'brain-training' activities have been shown to increase our concentration and boost creativity.

We often tell our students that practice makes perfect, but it's important that we apply this to ourselves. Skilled people in all fields, from dancers to chefs to teachers, reach the highest levels through practice – they didn't get there overnight. But practice takes discipline and patience.

When practising anything, it's a good idea to set your mind to the process rather than the goal. In other words, take satisfaction in what you're doing in the present moment rather than worry too much about what you have yet to achieve.

Step : start experimenting and reflecting on your teaching

A sure-fire way to burn out as a teacher is to stick to the same ideas and techniques without trying something new. This approach is bound to demotivate your students at some point too.

Learners respond positively to teachers who don't follow the same old steps in the same old way day in and day out. As much as learners like teachers who are patient, tolerant and able to explain things well, they appreciate teachers whose lessons have surprises and elements of fun.

Try out new ideas or adapt old ones, but remember to stop, think and evaluate the experience when done. Learn from your successes and your mistakes, and try to make this a regular part of your teaching.

Step : make creativity a daily goal

Being creative can help you solve problems. This is useful to teachers because problem-solving is what teachers do every moment of their working day, from deciding on teaching materials, procedures and grades, to adapting an activity that learners are not responding to, and helping individuals who are not progressing as they should.

To keep developing these skills, you need to make creativity part of your daily routine rather than an occasional activity. Look at everything you do with a critical eye and consider how your lessons could be made more motivating, productive and interesting for your learners.

Above all, give yourself time and don't judge yourself harshly. Developing one's creative thinking abilities, just like developing any other cognitive ability or skill, is not a straight and smooth progression but requires patience, dedication, and a passion for excellence.

2. Make improvement and development to communication skill

Communication is the basic way of how human interact and understand each other. At schools, communication ranks as the highest skill needed in all levels; from the administration , teachers, staffs, students and extra workers. However, the most important one is the effectiveness of communication between teachers and students. From bottom up approach, students have to deal with teachers, from top down approach, teachers have to deal with students. Teachers are the ones who teach students, as they are from upper level. Students are from lower level. Teachers have to deal with students, communicate with them oftenly; as communication is the key to a good relationship. Teachers are the boss, leader, guider to students and students have to listen to teachers' advices, guidances, words.

ESL teachers can make improvement on the effectiveness of communication during their respective English time. The process of teaching and learning is not all about delivering knowledge by the teachers and the students are expected to receive it without any issues. Loy (2006) claimed that if a teacher cannot communicate any idea at all then the students are left to their own ways and this will only benefit proactive students with high learning desire. Different students need different communication approach. Advanced

students can handle complex dialogues in compared to weak students. The choice of words and length of sentences will contribute to the effectiveness of the communication skill. ESL teachers should be aware that when communicating with weak students, teachers have to use simple and direct words as well as sentences. This is because they have limited vocabularies of the language. Appropriate body gestures can be used too to develop better understanding. The success of information delivery is our ultimate objective when communicating with students. During the lesson, it is actually the most suitable 'bonding' time between the teacher and students to develop positive teacher-students relationship. Teachers can identify problematic students during the lesson through their behaviour and responses. This is when teacher's communication skill has to be infused in order to help the students. Even though it seems like their personal problem is not related to the lesson, but it actually can affect their learning development. Humanistic approach is closely-related to communication skill as it encourages people to interact in the most suitable way before understanding each other.

Moreover, another effective way is by conducting a personal private talk with the students. Some of them are reluctant to share their problems in public. The problems stated here can be varied to learning problem as well as personal ones too. Low, Chong & Ellis (2014) stated that in order to successfully convey their message, educators must be aware of potential problems and try their best to avoid them during the lesson. Both are crucial to be highlighted and helped. So a face-to-face meeting with the students in the teachers' room or office would be a great option in ensuring a successful two-ways communication. ESL teachers in national schools have some privileges in terms of students' comfortness and familiarity. National school ESL teachers have one hour lesson per day. So, the opportunity to develop the communication skill and interpersonal relationship is opened every day. This is the reason of why a personal private talk can be successful, due to the positive teacher-students relationship. ESL teachers can also always keep track on the students' progression closely. In addition, some students might look up more to the ESL teachers. This will allow them to feel more comfortable to open up their problems with ESL teachers. The teacher can also make use of this personal private talk as a tutoring session. Some weak students that come from low-income families cannot afford to go to tuition classes after the school hour. They probably have to help their parents working or taking care their little siblings at home. Thus, by talking and analysing their issues can be the first step of solving their learning difficulties and increase their motivation in learning.

ESL teachers can allocate specific time during the lesson such as 5 minutes before the lesson ends to do a formative assessment. Then, identify the students who might need more guidance. Teachers can also use these 5 golden minutes to communicate with the students in need about the main focus of the lesson, learning tips and perhaps some motivation too. ESL teachers can apply the Keep it Simple & Short (K.I.S.S) rule. 5 minutes might be short, but the simplest point can be the strongest reason to be the students' turning point in making positive changes. The other suitable time is after school although some students might not be able to make it due to time constraint and other commitments. The extra effort shown by the teacher can be a motivational factor for the students to make improvement in their learning too. Furthermore, ESL teachers also would have ample time develop their communication skill as well as fulfilling the students' needs. As the saying goes, "kill two birds with one stone". The last effort is by visiting their homes and meeting the parents. Some researchers claimed that in order to solve an issue, it has to be all rounded. By communicating with the parents, ESL teachers can identify the students' issues right to the root of it and understand it deeper. Teachers can also get or encourage parents' cooperation in resolving the issues. These students need more than the teachers' supports, but also from their common surroundings especially family members. Thus, this has proven that communication is the key to solve learning issues among the students as well as helping them with their personal problems.

C.   Professional Development Tips for Teachers by Cox. J. (n.d.).
How can teachers improve professional development?
1. Professional Development: Promote Student Growth
2. Set high expectations for student achievement.
3. Use the most-recent educational technology.
4. Plan instructional strategies.
5. Apply higher-order thinking skills.
6. Use cooperative learning.
7. Apply classroom management techniques.

3. Attend courses related to the teaching profession

Teaching is supposedly a growing profession. It means that teachers need to keep on growing to suit and adapt to the current needs. Teachers can attend courses which are related to personality, behaviourist conference, seminar, discussion so that they can develop themselves inward and outwardly and be more professional than before – self image, self confidence, self motivation, self personality is important. In Malaysia, within these past 5 years, many new approaches and teaching techniques are introduced. This is all to keep the education system be up-to-date with the globalise requirements. One of the subjects that is extremely impacted is English. ESL teachers have been bombarded with new programmes and techniques to escalate the students' success. Some of them are Literacy & Numeracy 2.0(LINUS 2.0), Common European Framework of Reference (CEFR), native speakers programme, Highly Immersive Programmes (HIP) and 21st century learning. All of these programmes need some times for the teachers to get used of it. ESL teachers also need new knowledge and input to cope with the programmes, not by following them blindly. Thus, the best way is by joining related courses in order to gain deeper understanding and reaching the full scale of these programmes. Some of the courses are provided by the Ministry of Education which the teachers are required to attend them sometimes in a year. However, ESL teachers can go extra miles by attending courses organised by the Non-Government Organisations (NGOs) too.

Even though participating these courses is not an obligation, but teachers should be aware of their self needs. If the teachers are struggling to cope with these new programmes and they become obstacles for their professional growth, actions must be taken. It is the best if the teachers can join a professional course for at least once a year. However, it all depends on the teachers' personal needs. Teachers should be able identify their weak areas and be proactive in solving it. So, the participation of courses is not restricted but depending on the teachers' self-requirement.

Some of the courses are provided by the Ministry of Education which the teachers are required to attend them sometimes in a year. This golden opportunity should not be taken for granted by the selected teachers. Teachers have to maximise the chances in upgrading their current knowledge and professional development, especially ESL teachers. ESL teachers have to be able to adapt quickly to the fast changing system. Everything must be looking at the positive sides and for the benefits of our future generation. Teachers' passion and dedication in teaching should not be hindered by these newly introduced programmes. However, ESL teachers can go extra miles by attending courses organised by the Non-Government too. In fact, it can provide the teachers to new perspectives; private sectors, parents and professionals. These aspects will definitely broaden teachers' knowledge and view on our educational system. Gradually, teachers will be more open to new ideas and criticisms. Thus, ESL teachers specifically will have a bigger selection of options in improving their teaching career.

D.   Professional Development Tips for Teachers by Cox. J. (n.d.).

E.   Improve Your Performance

The essence of a teacher is to help others. This is why it may so hard for educators to look at themselves to see what they can improve upon. Here are a few tips to help you improve your performance as a teacher.

1. **Read** – Join a professional scholarly journal, go online and read educational blogs, or read some literature on education. Knowledge is power.

2. **Participate** – Go to educational conferences or workshops, or attend online seminars. Participation in these types of event will make you a more effective teacher.

3. **Join a Group** – There are many groups you that you can join, online and off. All of these groups are a great source of information as well as inspiration. You can learn a lot from other professionals who have years of experience.

4. **Observe Your Peers** – An effective teacher takes the time to observe other teachers. These teachers can be a great source of knowledge for you. You can find a new strategy to teach or behaviour management plan to implement.

5. **Share** – Once you have improved your performance, then you should share your knowledge with others. Contribute to your profession, and others will be thankful.

4. Apply various teaching methods and approaches suitable to students' abilities.

In teaching, there is actually no specific "the best method or approach" when dealing with various students' abilities. Different methods work the best with appropriate students' needs. Teachers have to use suitable approach in order to provide the correct support and positive learning environment to the students. Every approach chosen and applied should elevate the students' interest in learning and knowledge level instead of making them feel more threatening. So, teachers must be aware of their students needs; weak, average and advanced students. Then, the teaching approach is also differed for lower-primary and upper-primary students. The lower-primary students might be more responsive to tangible rewards in compared to the upper-primary students. They might regard tangible rewards as childish and prefer intangible rewards suited to their maturity level.

Teachers can make any change by adopting new approaches whenever it is necessary. This is when reflections come in handy as teachers have to keep track of self and students' progressions. By analysing their own daily reflections, they should know which approaches suit their students at the best. These approaches increase students' motivation in learning, develop better understanding, pulling out their best potentials and individual satisfaction.

On top of that, teachers must make adjustment to the approaches when dealing with different ages or levels of students. This is because, the topics and syllabus are getting harder following by their ages. Even though the textbook topics for Year 4 to 6 are quite similar and related, but lower-primary students are using the Cambridge textbooks nowadays. So, some major amendments might be needed. As their level increases, ESL teachers can infuse more complex grammatical instructions based on their abilities. Choice of words and sentences structures should be getting longer and tougher. Upper-primary students are expected to master high-frequency words, simple tenses and sentences. They also should have gotten used to the approaches and the lesson must be smoother. Thus, group works, presentation, walking gallery and games are not foreign approaches to them anymore. This is different to the lower-primary students especially Year 1 students. It actually takes years for the students to be trained.

Below is a list of suggested approaches for reading approaches. This is because "Using reading texts that students can understand is another motivating factor." (Bahous, 2011)

a) *Advanced Students* is Reading Programs That Include Systematic, Intensive Phonics Instruction
b) *Average Students* are The Spalding Method *and* Pseudo words
c) *Weak Students* are Read Out Loud *and* Fabulous Phonics
d) *Dyslexic Students* is Rhyming Games

5. Apply experiential learning approach in developing self-professional development

As mentioned earlier, teaching is a growing profession. Teachers are expected to keep on improving and adapting to the latest education needs. Years and experiences of teaching are the best growing factors. Teachers have to be creative in doing the "Trial and Error" approach. Mistakes from the past experiences are to be learnt and avoided in the future. Successful experiences can be reused according to the appropriate needs. So, teachers have to be experimenting with vast options of teaching methods, approaches and techniques suggested by educators from all over the world.ESL teachers specifically, have multiple ideas on how to conduct an effective and fun lesson because English is taught all around the world. Teachers should make use of the technologies as there are thousands of sharing, articles and researches conducted about the teaching of English. Everything is at the finger tips but requires individual effort to search for the best.

This experiential learning will not only increase the teachers teaching experiences but maturity of thinking too. After several years of teaching, teachers usually would know their best teaching practices, selection of effectives teaching approaches and ways of handling different students. All of these can only be achieved through experiential learning. This is because, theories learnt are different from the application in the real situation. Teachers might have plenty of theories learnt in the university and books, but fail to apply them accordingly. In fact, theories from other countries are not all suitable to be applied in the Malaysian context. This is because Malaysian classrooms have huge numbers of students, limited teaching aids, different cultures and language barrier. English teachers in Malaysia sometimes need to resolve these external factors first before accomplishing the objectives of the lesson. In other countries where English is their first language, the teachers can straight away focussing on the content of the lesson. So, successful teachers are proactive teachers that learn from their past experiences and make changes for betterment.

Teachers can learn from the experiences based on reflections. Reflections are not stricted to the written ones only but mind-notes too. Teachers can instantly avoid the same mistake without repeating it to the other students at that moment or later. If the teachers identify zero or low understanding of students although after several explanations and repetition, teachers must immediately try other approaches. This is the reason why teaching is more towards flexibility than strictness. Teachers must always be prepared with Plan B in case if the Plan A failed. This immediate action can stop the problem from expending and getting serious. The learning pace will be faster too as their needs are fulfilled almost at the right moment. So, it will help the flow of the lesson to be smoother. The written reflections are made after a lesson. They are more formal and formatted. They can be used as evidences and future references.

There are many experiential approaches which can be used such as the one listed above in number 1 to 4. As the saying goes 'Experience is the best teacher'.

METHOD

The written method or technique used in this paper is through conceptual so there are no results or findings made.

DISCUSSIONS

Based on overall analysis, we can see that although students are divided into mixed-grouping abilities, as stated, which consist of excellent, average, weak and dyslexic students, all of them can learn those activities as mentioned despite their different age groups or gaps in their age. The reasons for using those approaches are emphasized too. Basically, all of the suggested approaches are suitable to be conducted to all types of students' abilities. The only difference is perhaps the level of guidance that should be given to the student based on the abilities. Teachers can allow advanced students to explore more varied and complex reading prints in compared to the average and weak students. The average and weak readers usually require more specific and personal guidance from the teachers or instructors. So, they might consume a longer time frame to develop a good reading skill. This is similar to the dyslexic students' situation, as they need lots of repetition to recognize and get familiarized with the letters or words. Teachers will have to always trial and error in identifying the most suitable approach to their students. Variety of teaching aids will be useful because early readers are usually young children that love colours, games and hands-on activities. They will not only be more motivated to learn but develop interest in learning and reduce their anxiety too. All of these suggested approaches are hoped to be able to increase the teacher's creativity in creating an effective reading lesson. It is also hoped to help develop a stronger foundation of reading skill among the young readers. Hence, it is up to all relevant people and authorities to use their utmost potential to discover the right approach to suit the different capabilities and abilities of all students.

About the ideas of why, when and how we can empower ESL teachers' professional development, all the facts and ideas can be found in literature review.

CONCLUSION

In conclusion, based on the previous researches and literature we can conclude that suitable approaches are essential in the phonological instructions. It is important to develop students' phonemic

awareness as early as possible. This awareness will soon develop to be a stronger foundation of their reading skill. Reading is actually a complex process that has to be acquired by all learners, so it comes with several challenges to both teachers and students. Some of the issues are regarding of the appropriateness of the approaches to students' abilities and levels, creating a meaningful lesson, limited resources and access to teaching aids and the necessities of special needs students. Nevertheless, there are many beneficial recommendations and suggestions presented by the previous researches to help teachers and instructors in the teaching of phonics. There are vast amount of ways served throughout the digital media such as videos and websites. There are also interesting ideas to be followed in books related to phonological instructions. Basically, teachers have the main authority of choosing and deciding the best method to be conducted to their students. Thus, we can all agree that the right approach does affect the effectiveness of the teaching and learning of phonics. ESL teachers should also know on why, when and how they should improve and upgrade their level of professional development from time to time.

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NEEDS ANALYSIS IN ENGLISH ORAL COMMUNICATION OF PASSENGER SERVICE AGENTS AT SUVARNABHUMI AIRPORT

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ABSTRACT

This study aimed to investigate the level of needs in English speaking and listening skills and identify the needs in these two English skills of passenger service agents in Thailand with different work experience. The participants in this study were 103 passenger service agents of many airlines working at the check in counters and boarding gates at Suvarnabhumi Airport, Bangkok, Thailand. The instrument in this study was a questionnaire and the research design was quantitative in which the questionnaire was used to collect data about level of their needs in English speaking and listening skills and to identify the needs in these two skills of participants with different work experience. The findings of this study revealed that English speaking and listening skills were highly needed for their job. In term of speaking skill, this skill was highly needed when dealing with passengers and apologizing when mistakes occur. However, in terms of listening skill, being able to understand passengers' needs and wants was highly needed. Among the three groups of service agents with different experience, all groups agreed that speaking skill was most needed for the task of "dealing with passengers and apologizing when mistakes occur". Regarding listening skill, however, the groups with 1-3 years and 4-6 years of experience agreed to rate highest need on the tasks "able to understand passengers' needs and wants" while the group with 6 years of experience rated highest need on the tasks "able to understand what foreign cabin crews said" and "able to comprehend what a supervisor assigns to do". In short, the result of this study is useful as a guideline to develop English language training courses.

KEYWORDS: Needs analysis 1, Speaking skill 2, Listening skill 3, Passenger Service Agents 4

1.0   INTRODUCTION

In the airline business industry, English has been widely used to communicate with foreigners. Being the main language used for international communication, English is essential for the airline business in order to deal with passengers (Davidoff, 1994). According to the International Civil Aviation Organization (ICAO), English plays an essential role in the airline industry. English is employed as the official language of passenger service agents who work with passengers globally. Therefore, communication in English is necessary for staff in handling passengers during their journey and bringing them safely to their destination. Interestingly, in order to perform job effectively, several airlines required staff to take the Test of English for International Communication (TOEIC) which needs to be taken before applying the job. The TOEIC test is specially designed for evaluating the ability of an applicant in dealing with English language for business purposes. It is acceptable that in the airline business industry, TOEIC is used for recruiting applicants (Sirikanjanawong & Wasanasomsithi, 2018). The score range of TOEIC for passenger service agent is various (Uraipan, 2011). For example, some airlines set minimum standard scores as 550-650. At present, those who work in the airline industry must hold a score high enough to reach the requirement. However, in reality those who had a score higher than minimum requirements still encounter problems when dealing with passengers. This is because the TOEIC test does not certify the effectiveness of English oral communication; speaking skill is not assessed in TOEIC test (Dhanasmithivesn, 2007). It is necessary, therefore, to find the needs in speaking and listening skills of the service agents in order to improve their performance.

Passenger service agents play an important role in supporting the airline's image. Notably, passenger service agents need to use appropriate English to communicate with passengers from various countries properly. Although these passenger service agents are trained to use English in real situations, problems when communicating with passengers still can occur. The findings of this study will serve as a guideline to develop English training courses for passenger service agents.

1.1 Objectives of the study

1. To examine the needs of English speaking and listening skills of passenger service agents.
2. To find out the needs in English listening and speaking skills of passenger service agents of different work experience.

2.0 LITERATURE REVIEW

2.1 Need Analysis

In the field of English for Specific Purpose (ESP), there are a number of scholars of needs analysis such as Munby (1978), Hutchinson & Waters (1987), Robinson (1991), West (1997), and Dudley-Evans & St. John (1998). The models of ESP needs analysis that were suggested by these scholars are similarly to investigate the English language needs of the learners. The term of needs analysis was first invented by Michael West in West Bengal, India. He introduced the language in a target situation and how learners should master language during learning. After the introduction of needs analysis in the mid-1970s, needs analysis became essential in English for Specific Purpose (ESP), (West, 1997). The publication of Munby's Communicative Syllabus Design (1978) is the principle of needs analysis.

Since English is a world language in the airline industry, a high standard of English will also highlight candidates for employment. Needs analysis is useful for passenger service agents. Without good communication in English, passenger service agents will be faced with problems of aptitude and ability to perform the basic duties of the position. Needs analysis of English language is very useful for researchers who want to identify what kinds of specific English use and functions are required for certain occupations (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987). In an English for Specific Purpose (ESP) syllabus, a situational syllabus makes sense as an organizing principle at workplaces. "Why do these people need to learn English?" is a question stated by Hutchinson & Waters, (1987). ESP courses are based on the needs of learners. Thus, the effectiveness of need analysis leads experts to design which tasks are relevant to which professional situations. This hinges on knowing which problems learners often face.

Brown (1995) pointed out that needs analysis is a first step and a key to the designing of a curriculum or syllabus. Furthermore, Nunan (1988) states that "information will need to be collected, not only on why learners want to learn the target language, but also about such things as societal expectations and constraints and the resources available for implementing the syllabus". Dudley-Evans and St John (1998) were concerned with what field of English the learners would practice English in when investigating needs analysis. They said that information can be obtained from a range of different people such as company staff, trainers, and the learners themselves. It will be beneficial for future training. Need analysis begins with an investigation in a particular field.

2.2 Need Analysis Model Framework

2.2.1 Present Situation Analysis (PSA) and Target Situation Analysis (TSA)

Present Situation Analysis (PSA) is helpful to discover the language proficiency, strengths and weakness of the students at the beginning of the language course (Robinson, 1991). Richterich and Chancerel (1980) suggested three basic sources of information, which are information about the students themselves, the language-teaching organizations and the user-institution. Present Situation Analysis (PSA) is needed when students start the course and for investigation during the course. To analyze a learner's present situation, Present Situation Analysis (PSA) displays the gap between the present and the target.

Target Situation Analysis (TSA) is mainly focused on students' needs at the end of a language course (Robinson, 1991). Chambers (1980) stated that Target Situation Analysis (TSA) means communication in the target situation which identifies the necessity or what the learners need to know in order to function effectively in the target situation. In terms of conducting a needs analysis, it includes surveys, questionnaires, test scores, and interviews. The identification of needs is a process of describing

"problems" of a target population and possible solutions to these problems. The identification of the target situation is an essential for the course designers. Then, analysis of the language proficiency of the situation should be carried out following the syllabus of the course.

In addition, Munby's (1978) Communicative Syllabus Design is considered as the most well-known work for Target Situation Analysis (TSA). To analyze needs, a set of procedures are used including "Purposive Domain" (ESP classification), "Setting", "Interaction", "Instrumentality" , Dialect", "Target Level", "Communicative Event" (activities and subject matters), and "Communicative Key" (the manner in which communicative needs to be carried out) (Li, 2014). The last stage in this model is Profile which refers to the students' language needs after using this model.

In short, the Communicative Needs Processor (CNP) is a detail of students' needs. This model can be adapted and organized to identify the target language needs of any group of learners (Hutchinson and Waters, 1987). Present Situation Analysis (PSA) and Target Situation Analysis (TSA) are included in the language course. With the elaboration of the Communicative Needs Processor (CNP), it became easy to design the course for the needs of any groups of learners.

3.0   METHODOLOGY

3.1   Participants

The participants of this study were 103 passenger service agents of many airlines in Middle East who work at Suvarnabhumi Airport. The convenience sampling technique was used for selecting the participants of this study. All passenger service agents are permanent staff of the company.

3.2   Research Instrument

In this study, the questionnaire is employed to collect data. The study employed a questionnaire which aims to explore the needs of English speaking and listening. The questionnaire was prepared in English and divided into 2 parts. Part 1: General Information. The first section aims to ascertain background information of the passenger service agent such as gender, age, and educational background and work experience. Part 2: English speaking and listening skill needs. The participants of this study are asked to identify the level of needs in both English speaking and listening skills. The questionnaire was designed by using five point Likert scales arranging from 1 (Not needed) 2 (Quite needed) 3 (Somewhat needed) 4 (Slightly needed) to 5 (Highly needed). It comprised 15 items dealing with needs of English speaking and 10 items dealing with needs of English listening skills. To ensure the validity of the questionnaire, the draft version constructed by the researcher was modified and revised based on the suggestions from experts. Also, the Cronbach alpha coefficient was employed to find reliability of the questionnaire.

3.3   Data Collection

After the official letter was sent for permission and cooperation to collect the data, designed questionnaire was piloted with 20 passenger service agents for comprehensibility and validity before the distribution. After the revision, the questionnaires were distributed to the participants at the airport during break times. They were requested to complete the questionnaires truthfully and return them after they had finished all the parts. The questionnaires filled in by the respondents were collected by the researcher.

3.4   Data Analysis

Statistical procedures were used to analyze the process data in descriptive statistics. The data collected was then transformed into numbers and analyzed using percentage, means and standard deviation by using the Statistical Package for the Social Sciences (SPSS) program. The content analysis method was adopted to analyze collected data.

4.0   FINDING

The number of female participants (74.76%) was higher than male participants (25.24%). The majority of the participants were in the 20-30 age range (67.96%), and 93.20% of participants have obtained

a Bachelor's degree. Furthermore, 53.40% of the participants reported having 1-3 year working experience, while 26.21% of the them had 4-6 year experience and 20.39 % of them had 6 year up experience.

4.1   Level of the needs in English speaking skills

In terms of speaking skill, the findings of this study indicated that the need of dealing with passengers and apologizing when mistakes occur was rated highest with mean score of 4.77 (Highly needed) while the task making public announcements was rated lowest with mean score of 3.98 (Quite needed) by all three groups of the respondents. In addition, the total average mean scores of the level of needs in English Speaking Skill was 4.39.

4.2   Level of the needs in English listening skills

In terms of listening skill, the findings of this study indicated that the being able to understand passengers' needs and wants was rated highest with mean score at 4.79 (highly needed) while the task being able to comprehend specific idioms in English was rated lowest with mean score of 3.80 (Quite needed) by all three groups of the respondents. Furthermore, the total average mean scores of the level of needs in English in Listening Skill was 4.41.

4.3   Level of the needs in English speaking of passenger service agents of different work experience

Table 1. Level of the needs in English Speaking Skill of passenger service agents of different work experience

Speaking skill	1-3 years		4-6 years		6 years up	
	Mean scores	Level	Mean Scores	Level	Mean scores	Level
1. Welcoming and greeting passengers	4.51	5	4.22	5	4.19	4
2. Providing passenger's needs and wants	4.55	5	4.67	5	4.90	5
3. Asking passenger's information	4.65	5	4.56	5	4.67	5
4. Clarifying passenger's questions and repeating their message	4.55	5	4.11	4	3.62	4
5. Making public announcements	4.18	4	4.04	4	3.38	4
6. Giving information about flights to passengers/cabin crews	4.55	5	4.52	5	4.71	5
7. Giving passengers directions	4.55	5	4.15	4	4.14	4
8. Explaining situation after complaints	4.65	5	4.67	5	4.67	5
9. Dealing with passengers and apologizing when mistakes occur	4.71	5	4.78	5	4.90	5
10. Using appropriate vocabulary	4.45	5	4.30	5	4.71	5
11. Pronouncing words correctly, with correct stress and intonation	4.33	5	3.85	4	3.86	4
12. Using correct form of verb tense correctly. (Present, Past, Future)	4.25	5	4.04	4	4.00	4
13. Speaking smoothly when communicating with foreign passenger/cabin crew	4.33	5	4.15	4	4.19	4
14. Controlling the speed of speaking appropriately for a listener	4.42	5	3.85	4	3.62	4
15. Clarifying excess baggage fee	4.49	5	4.48	5	4.81	5
Total	**4.48**	5	**4.29**	**5**	**4.29**	**5**
Overall Speaking Skill Mean Score (All Group of Respondents)			**4.35**	**5**		

Regarding the respondents with 1-3 years' experience, the need of dealing with passengers and apologizing when mistakes occur was rated highest with the mean score of 4.71, followed by the need of asking passenger's information and explaining situations after complaints with the same mean score of 4.65. However, the need of making public announcements was rated lowest with the mean score of 4.18.

For the respondents with 4-6 years' experience, the need of dealing with passengers and apologizing when mistakes occur was rated highest with the mean score of 4.78, followed by the need of providing passenger's needs and wants and explaining situations after complaints with the same mean score of 4.67. On the other hand, the need of controlling the speed of speaking appropriately for a listener and pronouncing words correctly, with correct stress and intonation was rated lowest with the same mean score of 3.85. Another finding of respondents revealed that the highest mean score of the 6 year up job experience was 4.90 rated on the task of providing passenger's needs and wants as well as the task of dealing with passengers and apologizing when mistakes occur. Moreover, the need of clarifying excess baggage fees followed with the mean score of 4.81. Nevertheless, making public announcements was rated in the lowest level with the mean score of 3.38.

All in all when comparing three group respondents, it was found that the highest mean scores of the level of needs in English speaking of passenger service agents with different work experience was 4.90 rated by the respondents with 6 year up experience on the tasks of dealing with passengers and apologizing when mistakes occur and providing passenger's needs and wants. However, the lowest mean score was 3.38 rated by the respondents with 6 year up job experience on the task of making public announcements. Therefore, the overall average mean score of the level of needs in English speaking of passenger service agents with different work experience was 4.35 (Highly needed).

4.4 Level of the needs in English listening of passenger service agents of different work experience

Table 2. Level of the needs in English Listening Skill of passenger service agents of different work experience

Listening skill	1-3 years		4-6 years		6 years up	
	Mean Scores	Level	Mean scores	Level	Mean scores	Level
1. Able to understand passengers' needs and wants	4.75	5	4.81	5	4.86	5
2. Able to understand passenger's complaints	4.45	5	4.33	5	4.86	5
3. Able to understand passengers' satisfaction	4.42	5	4.22	5	4.71	5
4. Able to understand airline announcement/instruction	4.55	5	4.48	5	4.81	5
5. Able to understand what foreign cabin crews said	4.53	5	4.37	5	4.95	5
6. Able to comprehend what a supervisor assigns to do	4.51	5	4.41	5	4.95	5
7. Able to comprehend messages through telephone calls	4.38	5	4.07	4	4.05	4
8. Able to comprehend specific idioms in English	4.15	4	3.74	4	2.95	3

9. Able to comprehend accents of passengers from different countries	4.22	5	4.26	5	4.00	4
10 Able to comprehend airline technical terms	4.38	5	4.56	5	4.67	5
Total	**4.43**	**5**	**4.33**	**5**	**4.48**	**5**
Overall Listening Skill Mean Score (All Group of Respondents)			**4.41**	**5**		

For the respondents with 1-3 years' experience, the need of being able to understand passengers' needs and wants was rated highest with the mean score of 4.75, followed by the need of being able to understand airline announcement/instruction with the mean score of 4.55. On the other hand, the need of being able to comprehend specific idioms in English was rated in the lowest level with the mean score of 4.15.

Regarding the respondents with 4-6 years' experience, the need of being able to understand passengers' needs and wants was rated in the highest level with the mean score of 4.81, followed by the need of being able to comprehend airline technical terms with the mean score of 4.56. Nevertheless, the need of being able to comprehend specific idioms in English was rated in the lowest level with the mean score of 3.74.

Moreover, the respondents with 6 year up experience revealed that the need of being able to understand what foreign cabin crews said and being able to comprehend what a supervisor assigns to do was rated highest with the same mean score of 4.95. Interestingly, being able to understand passenger's needs and wants and being able to understand the complaints were rated with lower mean score of 4.86. However, this group rated listening skill for being able to comprehend specific idioms in English with the lowest mean score at 2.95**.**

In short, in term of the level of the needs in English listening of passenger service agents of different work experience, the highest mean score among three groups was 4.95 rated by the respondents with 6 year up experience on the tasks of being able to understand what foreign cabin crew said and being able to comprehend what a supervisor assigns to do. And, the lowest mean score was 2.95 rated by the respondents with 6 year up experience on the task of being able to comprehend specific idioms in English.

5.0   DISCUSSION AND CONCLUSION

The purpose of this study was to investigate the level of needs in English speaking and listening skills and identify the needs in these two English skills of passenger service agents in Thailand with different work experience. In terms of speaking skill, the findings showed that the respondents of this study mostly agreed that dealing with passengers and apologizing when mistakes occur was the most important for them. Passenger service agents need to have face-to-face communication with passengers most while performing the job. Speaking skill is a part of effective communication. It shares similar results with Tangniam (2006) who studied an analysis of English Language Needs for Thai Airways Ground Staff. The result of his study indicated that speaking skill is most needed for dealing with and apologizing to foreign passengers when they encounter problems.

In term of listening skill, this skill was most needed for the task being able to understand passengers' needs and wants. The results of this study were similar to Phithakphongphan (2016) who studied the Needs of English Skills of Airline Ground Staff, in which understanding the requests from the passengers is most the important need. To meet passengers' satisfactions, understanding passengers' basic information including passengers' personal details and information to seat allocations is deniable. To avoid misunderstandings between the airlines and passengers, speaking and listening skills are the greatest needs in their daily job routine. As Fahmongkhonchai (2011), who studied Needs and Problems in English Listening and Speaking skills of CIMB Thai Bank Tellers explained, English speaking and listening skills play a necessary role in communicating with foreign customers at work.

Moreover, the working experience of respondents are significant for performing job tasks. For example, the task dealing with passengers and apologizing when mistakes occur was rated in the highest

level among three groups. This may be because of all the years of experience using English language for dealing with situations encountered with passengers. When mistakes occur unintentionally, apologizing and explaining what airlines can do for passengers is most important. In order to achieve high satisfaction of passengers, passenger service agents need to communicate with passengers effectively and be able to perform tasks well.

Additionally, the respondents with 1-3 and 4-6 years' experience rated highest on the task of being able to understand passengers' needs and wants. However, the respondents with 6 year up experience rated highest on the task of being able to understand what foreign cabin crew said and being able to comprehend what a supervisor assigns for them to do. This is because senior positions frequently provide flight information and have more chance to work with foreign cabin crews. These consequences were consistent with Yang & Chang (2012) who conducted a study "Exploring the perceived competence of airport ground staff in dealing with unruly passenger behaviors". They also found that senior ground staff can manage troublesome passengers and do complicated tasks better than junior ground staff.

In conclusion, the findings of this study addressed the level of needs with regards to English oral communication skills among passenger service agents. Additionally, this research provides helpful information for human resource to design an English language training course. This will serve the real needs of passenger service agents while performing their jobs. English language training courses will help avoid misunderstandings in communication with passengers and decrease the gap of communication problems. One limitation of the study was a closed-ended questionnaire which may not have revealed in-depth analysis and not expressed other aspects of participants' needs. Further research should include interviews and open questionnaires because the results of such a study would be more reliable. Another limitation of this study is that the participants only worked for Middle East airlines. Further studies should focus on airlines of different regions to see whether such factors give varied results. In addition, a further limitation of this study is the focus only on needs in English Oral Communication. Lastly, further research should emphasize communication problems and communication strategies in order to gain more understanding of the oral communication problems and strategies of passenger service agents.

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LEARNING IN DIVERSITY: INDONESIAN MULTICULTURAL CLASSROOM

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ABSTRACT

The main purpose of higher education is to prepare students in a multicultural society for a professional work (Logvinova & Ivanova, 2016). Universities around the globe are on their way to support international atmosphere in the campus. Some foreign lecturers involves in academic activities within or beyond the classroom. Moreover, with the presence of International students enrolled in the university program, international atmosphere is existed in some classes in the university. The program fosters multicultural education to be implemented in classes in the higher education level. Given that there are challenges in the complexity of multicultural education (Sleeter, 2018), the purpose of the study is to investigate student perspectives in a multicultural classroom with regard to multicultural education. Further, it will identify and analyze difficulties in the practice of multicultural education which takes place in a class with students from diverse nationalities, race, ethnic, religion, and culture. In doing so, the present study will involve Indonesian, and Chinese students enrolled in English Department, University of Muhammadiyah Malang who experienced multicultural classroom. Employing qualitative research design, the present study gathered the data by conducting observation, distributing questionnaire and conducting a comprehensive semi-structured interview. The results indicated that the challenges in the implementation of multicultural pedagogy cover four areas such as language barrier, cultural differences, familiarity to certain topic, and teaching practice.

KEYWORDS: *Multiculturalism, multicultural classroom, Indonesian students, Chinese Students, challenges*

1.0   INTRODUCTION

Globalization has driven us to not only interact but also mingle in the current society with no boundaries. It encourages people to live together, learn from each other, and exchange necessity to enrich themselves (Chatzipanagiotou & Nikolaou, 2018). As a result, it is inevitable that people are forced to to open themselves to cultural, educational, and geographical differences in this interdependence world. Culture is defined as the same lifestyle of people who live together as a society (Wallerstein, 1990 in Yildirim and Tezci, 2016). It indeed shapes the culture existed in certain countries. Indonesia which consists of many different ethnic groups such as Jawa, Batak, Madura, Minang, Banjar, Makasar, Aceh, and Irian have more than 250 ethnic languages spoken across the country (Hanurawan & Watenvorth, 1997). Along with this, notion of multiculturalism existed when certain communities in the society have cultural diversity resulted from different ethnical, geographical, educational or economical background (Yildirim & Tezci, 2016). It is a process which evolving and transforming continuously along with the social development (Zhu, 2017). In Kowaluk's perspective (2016), multiculturalism do not aims at uniformity, as it is grounded by diversity. Multicultural education, consequently, is carried out to prepare future generations to have positive attitudes towards the diversity. In Ragsdell's view (2016), the inclusion of values, religion, literature, beliefs, arts, and social skills shape positive educational environment and cultivate social integration which affect students' academic success. Multicultural education is also regarded as an open-minded approach which recognise the important role of schools as the foundation to reinforce changes to transform of societal paradigm that values diversity (Kowaluk, 2016).

The awareness of establishing strong international atmosphere has been one of the major concerns of University of Muhammadiyah Malang (Nurbatra, 2017). Intensification of internationalization at the University of Muhammadiyah Malang in recent years has transformed the university significantly. As a part of internationalization process, enrolment of international students and employment of foreign lecturers has precipitated multiculturalism within the institution. More classes become multicultural ones which urge mechanism to facilitate the pedagogical approach. Hung and Hyun (2011 in Chuah and Singh, 2016) indicated that internationalization in higher education system has improved the institution to be more conducive and supportive. Accordingly, students, lecturers, policy makers and even administrators need to be well informed about the implementation of the multicultural classroom.

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It is the responsibility of higher education to provide the knowledge of cultural values of their own culture and teach the students to respect and embrace diverse cultures (Zorina, Vygodchikova, Gatin, & Munira, 2016). The same notion also asserted by Lawyer (2018) who stated that higher education is the place for future teachers are educated and trained together with other individuals from various background. However, based on the preliminary study, some challenges occurred in the implementation of multicultural classes. Ragsdell (2016) believed that increased multiculturalism may be seen as a challenge for institution and international students. Along with that, the present study is expected to provide insights on the challenges occurred in multicultural classroom conducted in UMM as an Indonesian Islamic private university. The study is therefore expected to give adequate input to improve the implementation of multicultural education within the institution.

2.0   LITERATURE REVIEW

Conflicts in racial, religious, communal or ethnic took place in different part of the world. In Indonesian context, the conflict occurred is regarded as a threat to the state sovereignty and unity (Rohman & Lessy, 2017). Religious conflict, for example, is part of ideological struggle which affect regional security (An, 2016). Multicultural education, consequently, is seen as a powerful weapon to prevent and eliminate this segregation. In the perspective of Ayami Nakaya (in Chang, Pak, & Sleeter, 2018) who examined ethnic conflict in Indonesia, multicultural education has enabled inter-ethnic groups to recover after conflict and understand each other. It is not about questioning who has the power over others, but it is more about diversity management (Sleeter, 2018). It is not a process of culture immersion and assimilation which may threatened particular culture.

Multicultural education indeed is an opportunity of learning from each other cultures. It was established with human rights principles which cultivate democracy and social justice (Rohman & Lessy, 2017). In addition to that, Logvinova and Inavova (2016) also believes that multicultural education is the solution to issues in training and education in a culturally diverse environment existed in many countries in this era or modernity. It is in line with Bindhu's statement (2016) that multicultural education is important for future citizens to cultivate their active citizenship. One of the pioneers in multiculturalism, James Banks (1999) in Tonbuloglu, Aslan and Aydin ((2016) regards multicultural education as a kind of education which caters various background of students in terms of races, ethnicity, genders, and culture to be equally succeeded.

There are different procedures in implementing multicultural education in the classroom. Alismail (2016) suggested that multicultural education to be executed in three forms, such as conservative, liberal and critical. In the conservative perspective, students were seen as global citizen. On the other hand, liberal perspective sees multicultural education is about positive attitudes towards diversity. Lastly, critical perspective in multicultural education is the one emphasizes on equality among culturally diverse society.

3.0   RESEARCH PURPOSE

The current research is intended to depict multicultural classroom as part of multicultural education took place at University of Muhammadiyah Malang. In detail, the paper highlights the challenges faced by the students in multicultural classroom in the perspective of Indonesian and Chinese students. Both group of students were selected as they part of the multicultural classroom in the university. Three Indonesian students were students of University of Muhammadiyah Malang (UMM), while the three Chinese students were students of Tongren University who had an exchange program at UMM. The selected research subjects were students of UMM who studied at English Education Department, Faculty of Teacher Training and Education within the university. They were second semester students at 2016/2017 academic year who experienced multicultural education in some classes.

4.0   METHODOLOGY

The present research employed qualitative approach with case study design. Creswell (2012) stated that case study is an intensive exploration of event, activity, process or individuals in an extensive data

collection. In this research six students of Literal Listening Class were purposively recruited as the subjects. The students involved in the research were consisted of three Indonesian and Chinese students. In order to collect the data, the researcher was selected as the primary instrument as observer and the interviewer. The secondary instrument were observation field note, questionnaire and interview guide. In accordance to that, the data of the study were gathered by means of participant and non-participant observation and semi-structured interviews. Observation was conducted with the purpose to identify the students' challenges in the multicultural classroom. Furthermore, interview is conducted in order to gain detail information on the student perspective on challenges they faced in the multicultural classroom.

5.0   FINDINGS AND DISCUSSION

Based on the result of observation and interview, the research reveals that there are challenges occurred in multicultural classroom in Indonesian setting which are elaborated below.

5.1   Language barriers

There are language barriers in the multicultural classroom which covers two areas: English proficiency, pronunciation, the use of native language,

5.1.1   Diverse English proficiency level

English proficiency which varies among students in multicultural class is one of significant challenge in multicultural classroom. Based on the observation, some students were reluctant to speak and interact with students with different cultural background. They prefer to sit close to the students with the same nationality. The Chinese students prefer to stay with Chinese people, and most of Indonesian students do the same way. In the case of Chinese students, a study reported that they prefer to be with the other Chinese student because they do not want to atttact attention of others (Xiang, 2017). They will not sit with students with different nationality unless the lecturer ask them to do so, or when there were no empty seat left. When the researcher asked them about the seat preference, both group of students mentioned that actually they did not mind to sit next to each other. In addition to that, when the students have to do group work, some of them have difficulties in translating their ideas to English, which constraint the group discussion.

This issue is mentioned by one of Indonesian student:
'The hardest one for us to to do some group work is we need to translate our words with them, because our English is not really fluent, so it's hard for us to communicate.'
In multicultural education, discussion play important role as it not only about expressing opinion, but also respecting others and solving problems (Julianda, Widiati, & Djatmika, 2018). Watkins, Lean and Noble (2016) argued that English proficiency level shapes academic performance and social access in multicultural classroom. As a result, language barriers encompass challenge in the verbal communication among students within group work (Ragsdell, 2016).

However, although the Chinese international students face challenges in the communication, they are still able to make friends with the local students in the classroom. The social interaction among them may be affected by the level of English proficiency, but in the informal situation, the barriers can be negotiated. Indeed, the social support from friends in the form of practical, informational, motional, social companionships essential for international students (Chuah & Singh, 2016). In regards to this, Kowaluk (2016) stated that culturally responsive classroom can be incorporated with relationship building as the foundation. A research conducted in US in Relations Cultural Theory indicated the importance of nonverbal cues in multicultural society to communicate (Dietz et al., 2017).

5.1.2   Pronunciation

Pronunciation is an issue in the multicultural classroom because the students from different culture has different way to pronounce certain words. In the interview, the students mentioned that they have difficulties in understanding their friend's utterance. For example, one Indonesian student said that she found difficulty to get the word "wear" in which what the Chinese student mean was "well'. The same

problem also occurred when the Chinese students tried to talk to Indonesian ones, as they have difficulties in identifying the words with strong Javanese accent which produced by Indonesian students. For example, one of the Chinese student said that Indonesian people said thousand differently with their strong Javanese accent. From the respondents' statements, it is indicated that the power of language has been identified as some international students in the class were confused with the inability to understand the language the shared in the class. Similarly, the case was also found in the research conducted by Greene and Montilla (2016) which revealed international students felt vulnerable, confused, helpless and even paranoid when they could not understand Hungarian language in the multicultural classroom.

This issue is important in academic context, as the students were expected to produce accurate English pronunciation. However, when it comes to practice, three respondents confirmed that they were less anxious about the pronunciation errors produced by their foreign classmates. The same result was also reported in a research conducted in Russian setting which mentioned that most of students experienced communication problem did not find significant problem in pronunciation since the other students understood them well (Zorina et al., 2016).

5.1.3   The use of native language

Alismail (2016) challenge teachers' skill to blend students with different cultures in the classroom. In the multicultural classroom, students and teachers are expected to use English in their classroom interaction. However, based on the result of interview, it is indicated that some students and teachers use Bahasa Indonesia in classroom interaction. Some lecturers intentionally use Bahasa Indonesia because they teach pedagogical subject in Bahasa Indonesia in the university. In Kowaluk's view (2016), when the teachers are not sensitive to cultural diversities take place in multicultural classroom, the students may not perform at their best. Although the lecturers tried to use English, the International students still find difficulties in comprehending the materials as the coursebook is written in Bahasa Indonesia. The same phenomenon also occurred in US educational setting that some students felt that they were cultural minority when they could not speak the local language (Dietz et al., 2017).

Therefore, the teacher suggested foreign students to ask other students to assist the learning process. Indeed, teacher nowadays are required not only to be competent and professional, but also respectful ones (Logvinova & Ivanova, 2016). He pointed out that teaching the minority students required the teachers to be aware of the cultural characteristic prior to teaching. A research conducted in Yu and Zhang (2016) who investigate multicultural education implementation in China reveals that the certain culture might be marginalised over other stronger culture which existed in the host institution. It supports Hanurawan and Waterworth's argument (1997) that it is not possible to have cultural 'purity' or distinctiveness within a multicultural society. In regards to this, Kowaluk (2016) who did the research in Canadian context, stated that the agent of change and the front line role models to promote equality and social justice in education. So in this case, teachers are the role that inspire students to positively embrace multiculturalism.

The present research also found out that some students also participate in class discussion using Bahasa Indonesia which restraint the other students' understanding. One Indonesian students said that it was too complicated for them to speak in English all the time in the class. The Indonesian student said that they sometimes switch to Bahasa Indonesia when they talk to their Indonesian peers. In the observation, the Chinese students also did the same thing that they prefer to use Chinese language when they talked to their peers. They did is as they have common understanding (Xiang, 2017). When the students with diverse cultural background need to involve in group discussion, they were then inevitably demanded to use English. Group discussion as an effective strategies is the opportunity to practice and improve skills and knowledge (Nadda, 2017).

5.2   Familiarity of certain topics

One advantage of having multicultural classroom is the students can exchange opinion in different perspectives. However, some students may not familiar with certain topics in certain culture. This issue is identified when the students and the lecturer discussed about religion. Indonesian students enrolled in University of Muhammadiyah Malang are accustomed to be familiar with Islam as a religion. On the other hand, Chinese students are not familiar with the concept of religion, particularly Islam. In the observation when the class had a discussion about Muhammad, prophet of Islam, Chinese students could not express

their opinion because they did not even know who Muhammad is. When the lecturer explained about the prophet, they were amazed with the fact that there is a prophet of Islam. This surprised Indonesian students even more, as they have different perspective which regards religion as life foundation. One of the Indonesian respondents said:

'I just knew that Chinese students never think religion"

In regards to this, An (2016) argued that religious symbol is regarded as the same manifestation in different forms and identity. She further suggested interreligious dialogue in order to improve understanding and reduce conflict among religious groups. Respectful class discussion can improve the students' cultural sensitivity and awareness (Chatzipanagiotou & Nikolaou, 2018). In the present research, the lecturer briefly informed the Chinese students about Islam which trigger interreligious discussion in the class. Rohman and Lessy (2017) asserts that teachers play important role as the leader in interreligious dialog to facilitate the discussion in mutual respect. Without a doubt, teachers' positive attitude towards multiculturalism can be recognised from their engagement and guidance when students are structuring information (Koç & Köybaşi, 2016).

Other issue related to topic is identified when three respondents mentioned that it was hard for them to start the conversation with topics that they like. For example, when an Indonesian student wanted to talk about Joko Widodo who is a president of Indonesia, Chinese students did not even know him. Afterwards, they googled out the information and found out the description from many sources. The same thing also happened when a Chinese student talked about Chinese culinary which is not familiar for Indonesian students. Regarding to this, a case study in multicultural education in Japanese university indicated that topic familiarity shape the students' communication (Barker, 2018). He further contended that although Chinese student had difficulty to discuss certain topic because of lack of familiarity, she valued the intercultural discusiion as it improved her understanding. While communication is natural activity, some students may find difficulties to prepare their topic to talk. A study revealed that majority students in multicultural classroom need profound preparation for the classroom communication, while only 12 % perceived communication as spontaneous one (Gabdulchakov, Galimova, & Yashina, 2016). In multicultural classes, students may feel more comfortable communicating with students with the same nationality as reported by Xiang (2016) that Chinese students prefer to talk to each other as they have more common topics to talk.

5.3 Cultural differences

There are challenges in the implementation of multicultural pedagogy resulting from different values in different culture. The issues in this view are identified in three areas such as time, gesture, name and clothing.

5.3.1 Concept of time

The concept of time for Indonesian is more lenient than those of Chinese. From the result of interview, this has been a problem in the multicultural classroom, because when one of Chinese student need to have group activity after class, she had to wait for quite a long time. She said that:

"I was the only student from China in the group, and I had to wait for other members to come to have group discussion'.

The same phenomenon was reported by Permatasari, Kristina and Sumardi (2018) who mentioned that some Indonesian students tend to violate punctuality. In the concept of time, polychronicity is more flexible about schedules and they do not have difficulties integrating sociao-emotional activities and their task-oriented activities (Rokhayati, 2018).

5.3.2 Gestures

Other interesting point in terms of cultural difference is on the use of left and right hand. In Indonesia, you use right hand to give or to pass something to others, while in China you can do it with left or right hand. One of the Chinese respondent mention that she pointed out about this, and she said that

"I sometimes forgot to deliver something using my left hand… Indonesian people taught us we can't use or left hand to give something to others".

In regards to this, the Chinese students have been previously suggested by former Indonesian students who experienced exchange program in China. Culture adaptation process is seen as a challenge for students living overseas with different culture (Nurbatra, 2018). In this case, hand movement is part of gesture which means part of body movement that possess meaning (Rokhayati, 2018). Rokhayati added that the use of gesture is part of non-verbal situation which shape the style of communication.

5.3.3 Name

In one of the classes, students were asked to describe a famous person which the other student need to guess who was the famous person being described. At that time, Indonesian students insisted that the answer was Jacky Chan, which the Chinese students are not familiar with. The Chinese students were more familiar with Chinese name, not the English one. In the case of Jacky Chan, the Chinese students know him as Chan Kong-sang.

From this, Indonesian students learned that the same person may have different name in different culture. The Chinese students also recognised the different use of name in different part of the world. The following interview excerpt support the view:
"I really remember about the two names of Jacky Chan in my previous class. The Chinese student mentioned different name for Jacky Chan.'

5.3.4 Outfit

The last issue in different values is concerning student outfit. Wearing an appropriate outfit to campus is important. University of Muhammadiyah Malang applied a strict rules in students outfit, as they are not allowed to wear casual T-shirt and sandals. The students from China do not aware of this, since they prefer to wear the casual T-shirt and jeans in the campus. For the Chinese students, it is not seen as a serious issue, because in their home insititution, they wears the same outfit. However, one of Indonesian student mentioned that she did not feel comfortable with the difference at the beginning.
She said that:

"She (Chinese student) wore cropped shirt and jeans, showed part of her body. This is campus, it is different in China.

It became problematic because the student thought that they should have worn appropriate outfit which do not violate Islamic values in campus. Additionally, University of Muhammadiyah Malang is established in Islamic values which required the students to wear appropriate outfit. Indeed, different rituals, beliefs, traditions and values are the beauty of culture. With the diverse language, tradition and custom, students in multicultural classroom not only see the difference, but also identify the common traits (Nadda, 2017).

5.4 Teaching practice

In the multicultural classroom, the students may be exposed to different teaching method and techniques. Bindhu (2016) pointed out that teaching practice needs to be adjusted in order to suit students. Based on the result of interview, the different teaching practice is recognised in the writing class. One of Chinese respondent mentioned that the teacher's expectation in writing class is different, as Chinese teachers regards longer writing produced by students is better than the short one, while in Indonesia, efficient and effective is better than the long one. This confused the Chinese students at the beginning. Zhang and Brunton (2007) also identified the same issue that International students from China need to struggle with academic paper writing.

Other difference can also be recognised from the student-teacher and student-student interaction. One respondent from China indicated that in China she did not do a lot of practice in the class. She said further that the learning atmosphere in Indonesia encouraged them to perform the language more by having peer or group work. The statement is supported by Xiang (2017)who reported that Chinese students are accustomed to only receive the knowledge from the lecturer and sit silently in the class without adequate active participation in class. She further mentioned in her thesis that to speak, Chinese students even need

permission. This indicated that hierarchy between students and teachers are obvious. On slightly the same angle, Zhang and Brunton (2007) argued that limited opportunity to practice speaking skill is one factor which contribute to the low speaking proficiency of Chinese students. In regards to this, multicultural classroom should have given an opportunity for the students with diverse cultural background to collaborate and cooperate (Sleeter, 2018).

6.0   CONCLUSIONS

Research on pedagogical problems in multicultural society has been interesting subject in educational and psychological studies (Logvinova & Ivanova, 2016). In the context of Indonesia, multicultural education research is not only intended to advocate the implementation, but also intensification of the multicultural pedagogy. The current reveals that challenges in the implementation of the program face challenges in for areas, such as language, cultural differences, familiarity of the topic, and teaching practice.

The present research indicated the important role of teachers in multicultural classroom. With the internationalization within UMM which has been intensified, it is imperative that teachers equip themselves with necessary professional competence to assist and facilitate students with diverse cultural background. In line with this, it is argued that transformation in multicultural education is not only needed on instructional materials, but also in its pedagogy which is about how the teachers are trained to teach (Chang et al., 2018).

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EXPLORING THE USE OF REAL LIFE PHOTOGRAPHS IN IMPROVING PUPILS' DESCRIPTIVE ESSAY

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ABSTRACT

Writing has always been considered as one of the most important skills in acquiring a language. However, in Malaysia, it is found that pupils exhibit low competence in writing skill. The aims of this study were to explore whether the usage of real life photographs will be able to help the students in improving their descriptive essay and their implications it presents for pupils. This study was designed as an action research where visual aids were used during lessons. Pre-test and post-test were conducted to check on the effectiveness of the usage of pictures. The findings of this study suggest that photographs have a positive impact on the pupils' writing ability. Real life photographs allowed them to generate ideas in a creative way and subsequently improving their descriptive writing. Besides, it also shows an increase in pupils' motivation in writing descriptive essay. It is shown that all the participants achieved tremendous improvement after the intervention. The findings of this study may be beneficial to ESL teachers in improving teaching quality which in turns prepare knowledgeable citizens for the betterment of society and nation.

KEYWORDS: English as Second Language, visual aids, descriptive writing, writing skill, multimedia

1.0 INTRODUCTION

The phenomenon of low English language acquisition in non-English native country is not uncommon. ESL students have always struggle to come out a proper essay. Among the 11 shifts of the Educational Transformation Plan 2013 – 2025, shift 2 focuses on to ensure every child is proficient in Bahasa Malaysia, English and an additional language. The government had rolled out a new KSSR BM curriculum for National type schools, with intensive remedial support for students who require it. In wake of increasing students' literacy in English language, LINUS programmed was expanded to include English literacy. In fact, a neighbouring country of ours, Thailand, is also facing the same issue of low English language acquisition. According to Meeampol (2008), writing in English is writing in a foreign language in the Thai context. Students from Bangkok University struggles in writing as they are employing English as a foreign language (EFL) they must overcome both matters of language barriers while writing. Language rules and usage are one of the concerns that matter. Malaysia education system has taken initiative to support the realization of the second shift as stated in the Malaysia Education Blueprint 2013-2025 which is to emphasize on students' proficiency to be bilingual particularly in Bahasa Malaysia and English. Therefore this study is about improving secondary year 4 students' descriptive essay writing skills using visual approach which is not a conventional approach being used in Malaysia.

Writing is a difficult skill, both for native speakers and nonnative speakers because writing should have multiple balance aspects such as content, organization, purpose, vocabulary, punctuation, spelling and mechanics like capitalization. Most English as Second Language (ESL) students find that writing is difficult because they are expected to create written products that demonstrate the mastery of all elements above in a new language. Considering how important writing is in everyday life it is necessary; therefore, that writing is taught at school (Fitriani 2009). By learning writing, the students will get knowledge how to write effectively, how to express the ideas, and how to sell their thoughts with anyone else, through the writing. The existence of writing in the modern society plays an important role it is the most difficult skill to develop.

Through writing people can communicate to one another over long distances. It has also preserved ideas of many great people and philosophers in the past. Thus, if the writing issue is not address and actions are not taken to impede the issue, the implication would be serious as all of the above mentioned would not be able to achieve. The world would not be as it is now because there would be no development in the society.

Although there has been an increasing number of studies in the area of descriptive writing, very little has been done in the context of using real life photographs in improving students' descriptive writing ability in Malaysia secondary students. Previous research that was conducted by Meeampol was done in the context of university level and was focused in the area of process based writing. Other than that, a very similar research was done by Attiyakarim (2005) whereby the study was on teaching descriptive essay writing through pictures in a multicultural classroom. However this research was only limited to elementary students which is not suitable to be generalize. Therefore, we still need to come out an approach to address the issue that is faced by the secondary year 4 students. This research's aim is to improve students' descriptive essay through the usage of real life photographs. The fundamental questions addressed in this study are:

1. How does using real life photographs improve year 4 students' descriptive writing ability?
2. How does real life photographs be used as motivation to year 4 students to write descriptive essays?

2.0   LITERATURE REVIEW

Studies on how pictures would help the students in writing descriptive texts have been around for some time now. Sa'diyah (2011) did a study using a similar action research method to conduct a study to improve her students' ability in writing descriptive texts by using pictures. Her subjects are tenth grade students of a public senior high school in East Java, Indonesia. Her study indicated that the usage of pictures has a positive effect on her students' ability in writing descriptive texts. Other than that, she stated that by using pictures, the students' attitude towards learning would see an improvement as the students will be attracted and be interested in the pictures that are being used. Furthermore, Sa'diyah (2011) mentioned that students' participation in class would increase when pictures are being used in class. She noticed that students are participating more by asking questions, giving ideas and actively engaging in group activities when in class. Also, in her study, there was an increase of the average marks in the students' descriptive texts. She concluded her study by encouraging teachers to use pictures to further enhance participation in class and improving the learning process in class.

Using the same research design, which is action research, Jannah (2013) did a similar research in Malang, East Java, Indonesia. Her subjects in her study are thirty second grade students in the junior college of MTS Yaspuri Merjosari Malang. Similar to Sa'diyah (2011), Jannah (2013) found that using pictures as a visual media in class proves to be fruitful. She took notice of the increase in class participation when she used pictures as her students would volunteer to give descriptions about the picture which emphasises on the students' enthusiasm in class. Moreover, she noted that students would be able to have a minor improvement in their vocabulary as well. Her results show that there was an improvement in the test results after pictures where introduced into the classroom. Jannah (2013) suggested that there should be more research about the effectiveness of pictures in improving descriptive writing. Also, she recommended future researchers could do a similar study on the other skills such as listening, speaking and reading. However, she did note that preparing these pictures as a visual media could take up more time than usual.

In a similar move, Yudiati (2010) carried out a study using action research to improve the descriptive writing ability of the first year students of SMA Toba Praktikla Giligenting Sumenep, East Java, Indonesia by using pictures. She found that using pictures could motivate the students to write as well as improving the quality of their descriptive texts. In spite of that, she does share the same opinion with Jannah (2013) and mentioned that using pictures might require more time, however Yudiati (2010) time consumption problem comes when she was evaluating and correcting her students.

2.1   Importance of Writing Skill

For students or anyone for that matter, writing skill is necessary to convey their knowledge (Hosseini, Taghizadeh, Abedin, & Naseri, 2013). The capability of a student to write and produce a decent essay will

show that they have a full grasp and understanding of the language. Not only that, the use of sentence structure, grammar and vocabulary in a written work will show whether the writer or student has the ability or the knowledge in this case, to come out with a well written discourse. A well written discourse by a student can be use as proof to conclude that the particular student has a vast understanding of the English language due to his/her capability to utilize the language to his/her benefit. Hence, it will eventually become a scale of the student's knowledge through his/her written discourse. Therefore, when it comes to descriptive writing, students will need be able to show that they are capable of describing a particular event, a place, an item and many more. If they are capable of doing that, it shows that they are capable of using the English language to their advantage through the usage of grammar, sentence structure and vocabulary when it comes to producing a descriptive essay. Not only that, it also proves that students have the knowledge to be able to describe explicitly when the need arises.

Alexander (as cited in Hosseini, Taghizadeh, Abedin, & Naseri, 2013), mentioned that having a solid writing skills are capable to enhance students' chance for success. That is evident in today's world. For academicians that are doing their further studies, writing skills is a skill that they have to master, as they will be writing their dissertations or theses to be reviewed. Without the ability to write proficiently, they would not be able to complete their studies. Relating it back, students with the ability write will usually be more successful since they will be required to write essays in their examinations, applying for scholarships for their further studies or even applying to university. All of that requires students to be at least capable of decent writing skills. The role of writing in all of the situation above are extremely crucial. It can make or break a person's future. Therefore, it is of utmost importance, especially for cases that are aforementioned, that students must be able to use writing to prove that they are capable to succeed.to respond and feedback. According to Stigler et al. (2015), interactive videos contain various elements such as embedded questions, links to external content, additional instructional tools, and user statistics which is useful in monitoring progress of students. Teachers are having the freedom to insert additional content within the videos and this engages students to not only watch the video bust also answer questions, respond to comments or have access to external material (Bakla, 2017). It also allows monitoring purposes as teachers are able to track students' progress according to the determined objectives from students' feedback and analytic statistics about video watching behaviour.

As such, this study also aims to show the students that writing skills are not merely meant to be used to pass exams but also be used in everyday life. It is hoped that the students will manage to improve their writing so that they will be able to use the writing skills that they have obtained practically when they leave school, whether be at home or in the future.

2.2 Usage of Real Life Photographs

The development of this model is underpinning by constructivism theory (Vygotsky 1994) and scaffolding theory (Bruner 1960). The constructivist view of teaching and learning emphasize on learner's participation is active in constructing their own knowledge. According to Vygotsky, learners have two different levels of development: the level of actual development and the level of potential development. Actual development level explains that learners learn based on their own ability and current intellectual development, while potential development level is defined as the level development that can be achieved with the assistance of someone who is intellectually higher than the learner. Learning occurs through social interaction with teachers and peers. Therefore, the visual aid approach is encouraged as it is in line with this theory whereby learners are inspired and need to communicate with peers and teachers in order to develop information. Real life photographs presented encouraged learners to think and inculcate creativity besides needing critical thinking to help formulate describing sentences.

Bruner's (1960) idea of scaffolding helps in developing this visual aid model as this method is a process in which a learner is helped to master a particular problem beyond his or her developmental capacity through the assistance (scaffolding) of a teacher. By applying visual aid model, students are able to develop ideas and points in writing an essay.

3.0   METHODOLOGY

For this study, we implemented the Action Research model proposed by Kemmis & McTaggart (1988) which consists of four stages; plan, act, observe and reflect in one cycle. It was found that the secondary year 4 pupils of SMK Gunung Rapat are weak in their English writing, hence an intervention was implemented to improve the situation. Real life photograph was used as an intervention in this action research.

In order to select the participants, we applied the purposive sampling technique. Purposive sampling relies on the judgement of the researcher when it comes to selecting the pupils that are to be studied (Lund, 2012). 20 pupils were selected and the majority of the participants do not utilise English as their daily language in both written and spoken. More often than not, they make use of their mother tongue. It was recorded that their English monthly assessment marks are lower than 40%. According KSSM standard, this indicates that they passed with low marks and identifies them as a weaker English writer. Therefore, based on that result, 20 of them were selected as research participants.

Three instruments were used throughout this research. They were the pre and post-test, observation checklist and questionnaire. Firstly, pre-test were conducted to get the marks and analyse the pupils' mastery on writing descriptive essays. Participants were selected based on the marks obtained in the pre-test. During the intervention stage, pupils were observed and their responses, attitudes and behaviours were recorded in the observation checklist. After the intervention lesson, the post-test were conducted to get the final marks and analyse the improvement after the pupils used real life photograph to write descriptively. Lastly, pupils were asked to answer a set of questions from the questionnaire. The validity of this model is done by sending the lesson plan to Professor Goh Hock Seng from University of Perguruan Sultan Idris (UPSI) whose field of specialization is TESL. Professor Goh Hock Seng who is a member International Literacy Association has more than 20 years of expertise in his area therefore seeking his expertise is proof to be a validation of this model. As for the validation of the test, the test is to be checked with the Guru Panitia of SMK Gunung Rapat to see that the questions are suitable for Secondary Year 4 students.

In this study, real life photographs are used as an intervention tool to help elicit writing ideas from students to help them with their descriptive writings. After the weaker pupils have been identified based on the result of the pre-test, the intervention is carried out. Pupils were required to look at the photographs and working in groups they were to come out with various descriptive sentence which describes the real life photographs. The essay however was completed individually. While the intervention is carried out, the observation checklists were distributed to 3 guest teachers to observe the pupils. Pupils' responses and attitude were recorded in the observation checklist. Finally, the pupils were tested in the post-test using the same worksheet in the pre-test. The data collected from the pre-test and post-test is tabulated and a line graph is plotted to analyse while data from questionnaires were analysed in the form of bar graph. Observation checklist is then used to triangulate the data collected from both research instruments.

4.0   FINDING AND DISCUSSION

The data collected was analysed and interpreted to use of using real life photograph in improving secondary Year 4 pupils' descriptive writing essay. This section discusses the data collected from the pre-test and post-test, observation checklist, and questionnaire.

4.1   Pre-test and Post-test

For this study, the most significant data are the essay results from the pre-test and the post-test. The marks proves whether the pupils had actually improved on their ability to write a better descriptive essay or not when they are given visual aid. Data collected from pre-test and post-test are tabulated and analysed. Table 1 shows the marks comparison between pre-test and post-test while figure 1 illustrates the result between two tests.

In pre-test, pupils weren't given any pictures to write their descriptive essay. Instead, they were just given input from the teacher and also some examples so that they will be able to create their own descriptive essay. The result was not encouraging. Twenty pupils scored and average score of 20.5 marks over 40. Just a meagre 0.5 mark above the middle point. The reason for that is the pupils seem incapable of using many

adjectives to describe in their descriptive essay. They repeatedly use the same examples that were given by the teacher in their essay and lacked originality. The lowest score obtained by a pupil was 12 while the highest score was only 25.

It's the post-test where the real difference can be seen. After real life photographs were introduced to the students to help them with their descriptive writing, the scores of their essay increased significantly. From the essay, it shows that the students are able to use more adjectives in their description when writing a descriptive essay. Twenty pupils scored an average of 27.1. A big improvement compared to the 20.5 in pre-test. One of the students even scored 32, the highest of all. While the lowest mark was 22, just three short of the best score during pre-test.

Table 1: Comparison of Marks in Pre-test and Post-test

| Pupils	Pre-Test (40%)	Post-Test (40%)	Difference (+/-)
Pupil 1	22	28	+6
Pupil 2	19	27	+8
Pupil 3	21	30	+9
Pupil 4	25	32	+7
Pupil 5	20	31	+11
Pupil 6	22	31	+9
Pupil 7	12	24	+12
Pupil 8	21	26	+5
Pupil 9	25	31	+6
Pupil 10	22	30	+8
Pupil 11	18	24	+6
Pupil 12	16	25	+9
Pupil 13	19	26	+7
Pupil 14	21	24	+3
Pupil 15	22	28	+6
Pupil 16	19	25	+6
Pupil 17	17	22	+5
Pupil 18	22	27	+5
Pupil 19	23	26	+3
Pupil 20	23	25	+2
Average Score	**20.5**	**27.1**	**+6.7**
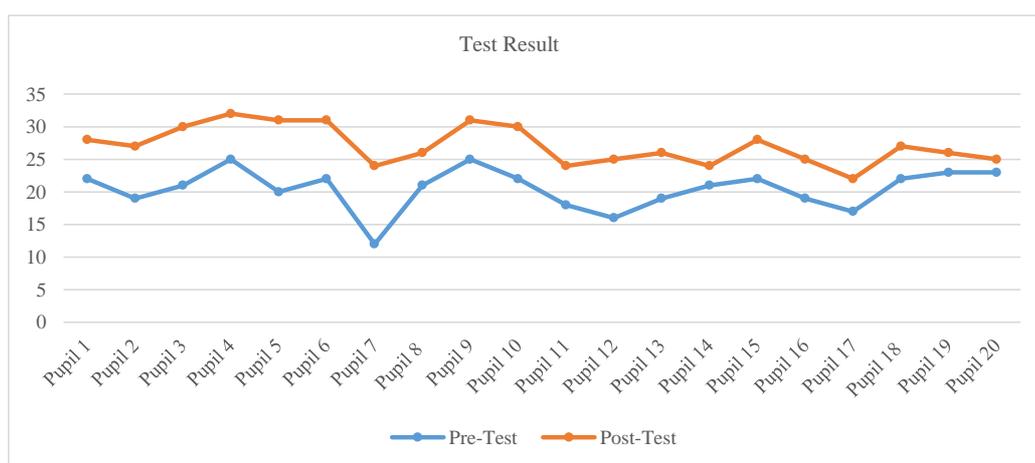
Figure 1: Pre-test and Post-test Result

Comparing both pre-test and post-test, it can be seen that the students fared better in post-test with a 6.7 increase in marks. The highest improvement was a jump of 12 marks from 12 to 24. It shows that

pictures does make a difference when it comes to helping the pupils in writing descriptive essays. It helps to think out of the box and come out with ideas that they usually cannot when pictures are not around to help them. Visual aid proves to be a key material to improving a student's descriptive essay.

4.2 Questionnaire

Besides conducting the pre-test and post-test, a questionnaire and observation checklist had been conducted after the implementation of the intervention to support the findings from the written test. Table 2 shows the result of the questionnaire which is conducted after the post-test.

Table 2: Questionnaire result

Questions	Options			
	Very Good	**Good**	**Bad**	**Very Bad**
1. Do you like our learning activity today?	13	7	0	0
2. How interesting are the pictures?	14	6	0	0
3. How much did the real life photographs help you in generating ideas?	13	5	2	0
4. By having these real life photographs to help you, were you able to come out with more descriptive sentences?	14	5	1	0
5. By using these real life photographs, did you enjoy the lesson more today?	11	9	0	0
6. Would you want to have real life photographs again for your next writing activity?	12	8	0	0

From the data collected through the questionnaire, it shows that the pupils responded well generally to the usage of visual aid in class when it comes to learning how to write descriptively. Pupils take much more interest in a lesson when real life photographs are being used. That can be backed up by looking at the first question in the questionnaire as all twenty pupils responded positively to the lesson. In question four as well, it shows that all the pupils enjoyed the lesson when visual aids were used compared to the other lessons when pictures were not used. Other than that, the visual aids that were used are also effective as the students are able to comprehend the photographs since the photographs caught their attention as shown by the overwhelming positive response in the second question.

4.3 Observation Checklist

The participants' attention and attitude throughout the lesson were also observed and recorded down in the observation checklist. An observation checklist was created and used with an aim to see the students' reaction towards the idea of using pictures in a classroom lesson. Whether the pupils will react positively or negatively will be seen through this analysis of the observation checklist. The observation checklist was given to three teachers and they were tasked to observe the students on their behaviour in class during pre-test and also post-test whereby H indicates High, M indicates Medium and L indicates Low. The comparison below is the data collected from those observations.

Table 3: Observation checklist result

Items	Pre-test			Post-test		
	Ob 1	Ob 2	Ob 3	Ob 1	Ob 2	Ob 3
1. Trying to understand the explanation given by using some learning aids (notes, pictures and etc.)	H	M	M	H	H	H
2. Actively engaging in group discussion	H	L	M	H	M	H
3 Taking notes by jotting down important details.	L	L	L	H	H	H
4. Using learning aids (pictures, notes, and etc.) to accomplish their task.	H	H	L	H	M	L
5. Enthusiastically observing teaching aids to generate ideas.	M	M	M	H	M	H
6. The students' participation in asking questions.	L	L	M	M	H	M
7. The students' participation in providing adjectives.	L	L	L	M	H	M

Based on the result from questionnaire, pupils indicated that they enjoy the lesson whereby photographs were used, this is supported by the observation data whereby all 3 observers observed that all pupils participated enthusiastically. The findings from the observation checklist shows a very positive reaction from the pupils towards the lesson in the post-test when photographs were introduced to help them to write descriptive texts. They were more attentive, motivated and enthusiastic in class compared to the pre-test lesson. This shows that by introducing visual aids when teaching students how to write descriptive texts will help to motivate the students to participate in class.

Summing it up, the findings prove that, not only using visual aids help to improve the students' descriptive writing is effective but also it further motivates and encourages students to participate in classroom activities such as doing group work actively thus answering both the research questions of this study.

5.0   CONCLUSION

In short, it was evident that visual aids cause pupils to react positively towards using real life photographs as a learning aid as they are more motivated to participate and engage themselves in classroom activities. Also, vast improvement can be seen in their descriptive essay through the increment in their essay marks after photographs were there to help the students. On the other hand, with a major improvement in descriptive writing when the pupils are exposed to photographs, this study, still only limits to the context of descriptive writing. It does not represent the whole picture when it comes to writing skills and does not guarantee that the students will be better at other types of writing such as narrative, argumentative and expository writing. Even if using photographs can help with all types of writing to a certain extent, it also may not help with the other three essential skills. Pupils may not improve their listening, speaking and reading skills when visual aids are being used. Other than that, this study is appealing to pupils who are more visually inclined. If the set of pupils are not so visually inclined, the results of this study could have been very different. Therefore, using visual aids might not appeal to every student since students have different learning methods and strategies.

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THE USE OF ABBREVIATIONS AMONG UPM INTERNATIONAL POSTGRADUATE STUDENTS IN A WHATSAPP STUDY GROUP

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ABSTRACT

The use of English language in WhatsApp study group reflects variations with regard to communicative function and use. Its linguistics features have a specific code when used in mobile-mediated communication among texters. This study aims to identify the variation of use of abbreviations in WhatsApp messaging language between international postgraduates and its communicative functions. The study intended to analyze the use of abbreviations on WhatsApp in terms of their use and communicative function. Herring's (2004) approach of "Computer-Mediated Discourse Analysis" (CMDA) was used to study and identify the use and functions of abbreviations in WhatsApp. Data were collected from WhatsApp chat group of postgraduate students enrolled in a Master's program at UPM. Numbers of WhatsApp messages were analyzed for the occurrence of abbreviations. The findings of this study showed the communicative functions and use of abbreviations. Finally, this study represents a step toward improved understanding of how technology can better define the nature of human linguistic interaction.

KEYWORDS: Abbreviations, WhatsApp, mobile-mediated communication, Communicative function.

1.0 INTRODUCTION

WhatsApp Communication software play a significant role in academic connections like other aspects of human's life. Communication itself was defined differently by scholars like Newman and Summer 1977 (cited in anbuvelan 2007), which defined it as "an exchange of facts, ideas, opinions or emotions by two or more persons". After invention of Mobile Mediated Communication (MMC) in late 20th century, it has been playing a major role in communication. Rintal and Pittam (1997) observed the elimination of speech parts through the process of abbreviation. Abbreviation as the shortest, easiest to type phonetics equivalent of a word and utterances often lack a subject or predicate for shortening sake. WhatsApp as a technology for modern communication in mobile phones and desktop computers became a major mean of communication especially in academic communities, affected mostly by abbreviation in text messaging. Most of the words are represented by the spoken discourse as certain abbreviated words serve as a pronunciation guide to the written abbreviations for the readers to save the time.

1.1 Research objectives:

The Objective of the present study is to identify and to survey the different communicative functions and uses of the abbreviations that can be found in a WhatsApp group chats.

1.2 Problem statement & Research questions:

Using abbreviation in WhatsApp study groups among postgraduate students as a main way of communication in groups are problematic in the characteristics of abbreviation itself. By the increasing use of abbreviations among students while chatting in WhatsApp groups, several questions will arise that this study tries to answer some of them like:

1) What are the different communicative functions of abbreviations used in a WhatsApp group chats?
2) In what domains the abbreviations are used in a WhatsApp group chats by upm international postgraduate students?

2.0 LITERATURE REVIEW

2.1 Abbreviations as a Linguistic Feature:

The introduction of communication services such as WhatsApp has allowed text messaging to play a major role in structuring communication. Due to the extensive use of texting in CMC and the amount of space and time spent by users in using WhatsApp texts, words and expressions are constructed with minimal words (Balakrishnan, 2008). In addition, "texters are prone to ignore spellings either intentionally or reflexively" says Crystal (2008). It is also reported that words, sentences and phrases could be simplified by the use of symbols without disregarding comprehensibility. This common practice of texting has created many linguistic features, which include "abbreviations, acronyms, emoticons, misspellings, omission of vowels, subject pronouns and punctuation" (Ling & Baron, 2007, p. 292). This has grabbed the attention of several researchers in the field of language to explore it from different perspectives (Crystal 2008). One of the most remarkable features of current English usage is the abbreviated word-formation process (Crystal 2004). This refers to a practice of shortening the longer words by omitting vowels from the words, for instance "wat" for what or "rite" for write or right. In this study, the abbreviations analyzed in the WhatsApp study group were based on English text messages. It is observed that the usage of abbreviation in the WhatsApp messages is high. the data analysis has shown that abbreviation is the most commonly applied linguistic feature practiced among the participants. Here are some examples of such feature. For instance, "U" for you, "ur" for your and "plz" for please. In relation to this project, there have been many studies conducted on texting and the sociolinguistics of text messaging among users in general and students in specific, to identify its effect on students' literacy skills both positively and negatively. In a study conducted by Heidari and Alibabaee (2013), 400 text messages used by EFL learners were analyzed to reveal a variety of linguistic features of texting, like punctuation, initialization, emotions, and use of abbreviations. The results have shown the use of several features varied among male and female users. Similarly, Bin Ne'matullah (2017) has identified 25 abbreviations used by 30 TESL students in a WhatsApp chat group. He suggests that these words are used for quicker response during chatting. The use of WhatsApp has also resulted in the use abbreviation and acronyms in the participants' essay writing. In another study performed by Ahmed (2016), his findings revealed the use of many varieties of English, which are morphologically, syntactically, and phonologically shortened. He also revealed that the participants used less punctuations and committed grammatical errors in texting. Overall, the use of WhatsApp and other social medias have provided opportunities for human to enhance their capacity to communicate using different sorts of technological tools. However, the nature and the form of communication is affected (Olson, 2005).

2.2 What is WhatsApp…?

WhatsApp (from the English phrase "What's up?" meaning "What's new?") is an instant messaging application for smartphones. It permits users to exchange images, videos, and audio or written messages to provide superior messaging experience to the users by using their Internet connection. The application of WhatsApp functions on nearly all types of operating systems and modern portable devices that was introduced to the smartphone market in 2010. WhatsApp aims to replace the existing carrier by providing SMS services on a free and advertisement-free messaging platform. The popularity of this program has increased dramatically in last two years. The application has a user base of 350 million and according to the statistics of 127 countries, this particular application is the most downloaded application in the smartphone ecosystem (Bouhnik & Deshen 2014). In a typical day, around 31 billion WhatsApp messages are exchanged (Bouhnik & Deshen 2014). In fact, anyone who has WhatsApp installed in his/her smartphone and has a data connection can use WhatsApp as a seamless communication utility as well as the cost of using this application is negligible. Today, there is a sharp increase of smartphone users that has triggered the growth of WhatsApp. (Church & DeOliveira 2013) documented the reasons why WhatsApp became so popular and became prevalent as a main communication channel instead of being merely viewed as an alternative choice as in the case with social networks and SMS services. The low cost of this service and access to unlimited messages can be considered a primary motivating factor. Prompt delivery of messages from everywhere in the world can also be deemed another inspiring factor. Moreover, the sense of group affiliation plays a vital role in the process of popularization of this application. Many users started to install and use WhatsApp to follow trends, join desired groups, meet many friends simultaneously and

take part in ongoing interesting conversations. In spite of strong competition (e.g., iMessage, LINE, BBand Viber), WhatsApp remains well anchored as a market leader in messaging applications.

2.3 Computer-Mediated Communication (CMC)

CMC is a generic term used nowadays generally for various systems that enable people to communicate with other people by means of computers and networks. It refers to a variety of written messaging systems which enable two or more users to connect and interact with each other with the help of computer-based technology (Benson &, Morgan 2014). The term Computer Mediated Communication was first proposed by (Hiltz and Turoff 1978). CMC includes different interactive socio-technical modes like E-mail, Discussion list, Chats' news group, (ICQ), Multi-User Dimensions (MUD), text messaging, and instant messaging. One of the main distinctions that has been made in CMC were between synchronous (real-time) and asynchronous (delayed time) communications. For example, face-to-face discussion, or talking on the telephone is considered as synchronous. While E-mail, video messages, and text messages are examples of asynchronous communication. SCMC (Synchronous CMC) and ACMC (Asynchronous CMC) indicate the significant potential of text-based interaction within a sociocultural perspective, based on the work of (Vygotsky1978). Two primary variables define CMC messaging, chiefly (1) synchronicity and (2) the number of participants engaged in said interaction According to (Lewis-Mohabir 2013). In the former variable, CMC is considered to be either synchronous or asynchronous. In synchronous CMC, the participants are logged on to the computer-based technology on the same time and users are able to communicate in real time. Chat and instant messaging are examples of synchronous communication which are similar to face-to-face communication as the message transmission is instant (Af Segerstad 2002). Synchronous messages are generally short and unedited, as users often have time constraints and face interruptions, while the other party demands an immediate response (Lewis-Mohabir 2013). Whereas, Asynchronous CMC is a different nature that participants do not communicate in real time. In general, a user forms a message and sends it to the other user and in most cases, the sender is not expected to send immediate responses to the transmitted message. Essentially, users do not face time constraints and interruptions. Asynchronous CMC enables the users to have time to think and construct responses. Moreover, users receive time to edit before sending messages unlike Synchronous and spoken interactions, where users do not have the luxury of dallying over a response (Af Segerstad 2005).

2.4 Mobile-Mediated Communication (MMC)

Digital technology has made a lot of changes on communication and affected people's communication pattern as well. In the early days of internet usage, the concerns of academic research regarding interpersonal communication from the past face-to-face communication shifted towards the evolution of Computer-Mediated Communication (CMC). Nowadays, the popularity of smartphones produces a new interpersonal communication pattern termed as Mobile Mediated Communication (MMC). This alteration includes not only different communication device, but also function expansion, contact efficiency and economy. The communication relationship and social interaction, along with technology transitions result in new models. Mobile Mediated Communication (MMC) in the academic field is still a new topic. Communication through mobile phones are used to define and mediate group members, maintain social cohesion and harmony. Relevant research mainly focuses on technical innovation of communication technology or message properties. The communication now carried out through use of smart phones offers applications and options such as WhatsApp. For the purpose of the study the researcher focused on linguistic features of WhatsApp messages with regards to the use of Abbreviation among postgraduate students.

3.0 METHODOLOGY

The current study, over a corpus-based approach to the study of language variation, examined the linguistic and paralinguistic characteristics of WhatsApp-based text messaging as one of the applications. Specially, it clarified how the sentence structure of SMS is different from that of formal English writing.

3.1 Research design

The study is a detailed investigation of short messaging on WhatsApp. performing a qualitative corpus-based study,

3.2 Data Collection:

In the current study, examples are extracted from UPM graduate students (three male and two females) using the WhatsApp chat group. The study will explore the functions of communication and use of the abbreviation shortcut through the WhatsApp.

3.3 Data Analysis:

The data was analyzed based on Herring's (2004) approach of "Computer-Mediated Discourse Analysis" (CMDA). The framework was used for both research questions to study and identify the use and functions of abbreviations in WhatsApp.

4.0 FINDINGS & DISCUSSION

The data in Table 1 displays the number of abbreviations and their uses and their communicative functions in WhatsApp chat group among UPM international postgraduate.

Table 1

No	WhatsApp samples	Linguistic features	THE USE	COMMUNICATIVE FUNCTION
1	Bro	Brother (Abbreviation)	used in informal setting between close friends.	Fast messaging ,saving space and time.
2	wt	What (abbreviation)	Used in informal situation.	Fast messaging, saving time and space.
3	Plz	Please (Abbreviation)	Used in informal setting indicating asking for permission or asking in a polite way	Fast messaging, showing off an aesthetic way of writing
4	U	You (Abbreviation)	Used to indicate a short version of pronoun 'you'	Fast messaging
5	Ur	Your (abbreviation)	Used in informal setting	Fast messaging ,saving space and time.
6	Tq	Thank you (Abbreviation)	Usually used by Malaysians in formal and informal settings	Fast messaging, showing off an aesthetic way of writing
7	ASAP	AS soon as possible (Abbreviation)	Used in formal setting indicating different abbreviation that is (applied security Analysis Program)	Fast messaging ,saving space and effort
8	BTW	By the way (Abbreviation)	Used in formal and informal setting indication addition	Fast messaging ,saving space and effort
9	UPM	University Putra Malaysia (acronym)	Used in formal setting indicating a university name	saving space
10	Cuz,Bcos	Because (Abbreviation)	Used in informal setting indicating reasons	Fast messaging, showing off an aesthetic way of writing

11	LOL	Laughing Out Loud (Abbreviation)	Used in informal setting	Fast messaging ,saving space and effort
12	OMG	Oh My God (Abbreviation)	Used in formal setting expressing shock	Fast messaging
13	IDK	I Don't Know (Abbreviation)	Used in formal and informal setting.	Fast messaging ,saving space and effort
14	Ok	Oll correct (Abbreviation)	Used in formal and informal situations.	Fast messaging
15	R	Are (Abbreviation)	Used in informal situation	Fast messaging
16	tmw	Tomorrow	Used in formal and informal setting	Fast messaging ,saving space and effort.

WhatsApp is a smartphone application that functions on almost all types of operating systems and modern devices. WhatsApp assisted human communications, and made stronger social relationships among different groups of people. Our study described the use of abbreviations in communicative in WhatsApp. The results show that most of the postgraduate students use abbreviations in their daily communications. Moreover, the findings show that most of the abbreviations are alike in terms of their communicative functions. For example, most of the abbreviations are used for fast communication and time saving. furthermore, the use of these abbreviations varies according to the context (formal and informal). A major one, this study reveals, is shortness of sentences. The sentence structure of SMS is short and lacks the basic rules of formal writing. The data showed that none of the participants followed the formal English grammar. In over-all, the findings from the data analysis identify the use of communicative function for abbreviations in WhatsApp. In addition, the findings also show other forms like acronyms (UPM). These morphological and phonological characteristics (shortening, acronyms, and clippings) were investigated in prior research studies (e.g. Prøysen, 2009; Crystal, 2005).

5.0 CONCLUSION

WhatsApp is a Smartphone application for instant messaging. Lately the application's popularity has risen. One of the unique features of the application is its ability to enhance communication within a group. That operates on approximately all types devices allows the students to retain superficial social relationships among large numbers of people. The main purpose of the study is to survey the different communicative functions and uses for the different linguistic features that can be found in a WhatsApp group chat. Most of the students have a plain understanding of how WhatsApp's conversational system operates. They are pleased with the mere *idea* of language control through their communication. Students use different linguistic features in word-formation when they use WhatsApp. Word-formation processes such as abbreviations, acronyms, etc. are essential stylistic features of texting. A WhatsApp message is an instant communication medium which is primarily achieved through a pidgin-type variety.

Text messages offer various communicative functions such as sharing ideas, coordinating beliefs, supplying information, etc. Moreover, they enable conventional communication such as sending invitations, greetings, jokes, love letters, congratulation messages. One of the most remarkable features of current English usage is the abbreviated word-formation process (Crystal 2004). WhatsApp messages are affected by language choice, under which students showed variation in the use of abbreviation, acronyms and furthermore, it was observed that abbreviations are the most frequently used among students followed by acronym respectively. Data analysis showed that abbreviations used by students are similar in terms of their communicative functions and use. Language variation in digital communication and social network Language variation studies have viewed CMC as the variation between speech and writ-ing, or between standard and vernacular forms. Concerns have been raised as to what consti-tutes an online standard with no institutional control (Androutsopoulos, 2011). This research on CMC has highlighted that the interactions through the digital communication like WhatsApp, Short Message Service (SMS) messaging, Instant Messaging (IM) and mobile-text chats contain clear oral traits along with features charac-teristic of written language (Baron, 2008; Yus, 2011; Jones & Hafner, 2012; Pérez-Sabater, 2012).

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HOMEWORK: THE MARRIAGE BETWEEN COMPLETION & ACHIEVEMENT

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ABSTRACT

Homework stirs controversy as people debate both sides of the issue as the arguments both for and against homework are not new, swinging between pro-homework and anti-homework attitudes. The aim of the study was to identify the factors that influence the students' motivation in homework completion. This study made use of a quantitative approach using survey research design through the application of questionnaires to collect data from Form Two students of a secondary school in Malaysia. The research reveals that the factors influencing the students' motivation are teacher's feedback, homework environment, as well as the quality and quantity of homework. This study provides some insights for educators in terms of planning and assigning homework.

Keywords: *Homework completion, motivation, quality, environment, planning*

1.0 INTRODUCTION

Homework, a word which is "not everyone's favourite morning coffee" stirs controversy as stakeholders (students, parents, school authority and government) debate both for and against homework assigning. Homework is an activity related to classroom curriculum and school learning which is completed outside of the classroom performed at home without immediate teacher's supervision. The purpose of homework is to complement school instructions, reinforce the learning which takes place during school hours, and build effective study and work habits. Therefore, homework is as important as any other part of a lesson in a classroom of learning. It is undeniable that the students do benefit from assigned homework. In general, homework had been always assigned to improve the students' academic progress. Hence, it can be said that academic achievements have positive relation, where students who complete their homework are more likely to score better in their examination. Doris (2010) reports that the level of proficiency in English positively impacts the academic performance of the students in general. In the study, students having better proficiency of English happens to perform better in the academic. Hence in order for the students to have better English proficiency they should be assigned with homework as they get to practice as well as use the language outside of the classroom time.

On the contrary, unplanned homework might have negative effects upon them. Medwell &Wray (2018) suggest that older students requires longer time commitment for their homework as it is planned that way. This clearly shows that the teachers have to play an important role in planning the homework. To illustrate, some researchers bring forth the idea of how homework can be detrimental to a student or the quantity of homework assigned by the teachers. These researchers also state that students spend too much of their time completing their homework (Rajoo, 2016). Even though researches have shown that homework plays a role in students' academic achievements as well as their self-learning development, most students do not see the benefits of homework because teachers pay less attention to the homework they assign. According to Letterman (2013) homework aids the teacher to understand the students' background knowledge of subject as well as assess their previously learned lesson. In addition, Fook & Sidhu (2010) agree to the benefits that homework carries based on the results of their survey and interview in their research. Similarly, the teachers in this research acknowledge that homework is an extension of classroom to home. The respondents in this research also voiced their opinions that homework help to instill self-discipline among the students. This, is in line to Cooper (2006 as cited in Reilly, 2016) who further supports this claim by reporting that homework helps '*study habits, attitude towards school, self-discipline and independent problem-solving skills'.*

The purpose of this paper is to bring forth one of the common classroom problems, homework submission which had mostly been neglected. According to Letterman (2013), '*quantity, quality and time restrictions*' are the issues always discussed by researchers in this field. However not much is known about the factors affecting the students' homework submission rate. Hence, this probes into a class of Form Two students of a secondary school in Malaysia where English lessons were observed for 10 weeks for the purpose of the research. The proficiency level of the students are identified as mixed ability where most of them could understand and write in English Language comprehensibly. The students were assigned different types of homework and different quantity of it throughout the observation period. While assigning homework, it was visible that some of the students show resentment towards English homework assigned and some of the homework had very low submission percentage.

This brought the researchers to a conclusion that the students' proficiency level alone is not enough for them to complete their homework but external factors which influence their motivation to complete the homework assigned. Hence, the main objective of this study is to find out the factors (teacher feedback, homework environment, as well as the quality and quantity of homework.) influencing the students' motivation.

2.0 LITERATURE REVIEW

Despite the fact that homework being a controversial subject, it has always been used in the classroom practice to help the teaching and learning process. Hallam (2006) stated that homework has been used as a tool to aid teaching and learning process since the mid-nineteenth century. Hallam claimed that homework assigning is a dynamic aspect where it had been adapting in line with the political, economic, social and educational factors ever since. Homework in general can be said the task given by teachers to the students to be completed outside schooling hours. Researchers have brought forth their definition of homework as well. For example, Bembenutty (2011 in Medwell & Wray 2018) defined homework as '*tasks assigned to students by teachers that are meant to be carried out during non-instructional time*' In similar vein, Hallam (2006) added that homework assigned to students to be completed outside the instructional time whereby students took the '*primary responsibility*'. This shows that homework is an assignment to create responsibilities and self-reliance and confidence among students.

There are more than one reasons as to why the teachers assign homework. One of it is that the teacher assigned homework depending on their belief system which effects the quantity and type of homework assigned to the students (Cooper, 2007; Darvasi, 2014; Bedford, 2014; and Medwell & Wray, 2018). Medwell & Wray (2018) conducted a study among 235 primary school teachers which showed that they assigned homework believing that it would helped consolidate what had been taught in the lesson, stayed connected with parents, learned study skills as well organized their time properly. To illustrate, a teacher who wants her students to improve their score would choose to assign them with more practice type of homework of what had been taught in the lesson previously. This enhanced the point on why different teachers have different homework types that they favoured and they set forth to assign them to the students. To support this claim, Darvais (2014) stated that students and teachers have the same perception in regard to the types of homework they prefer.

On the other hand, Cooper (2007) argued that homework, if not properly planned, would be detrimental. As much as he supports the fact that homework may benefit the students at the same time it could affect the students' negatively. For example, optimal amount of homework should be assigned and something relatable to the students to motivate them. If not cautiously planned, students would dislike the whole idea of homework. At the same time, not assigning any homework for a long period of time would also be detrimental to the students' academic achievements where they have a lack of practice on their learning. Cooper (2007) further stated that the students who spend too much time on their homework would eventually miss the community activities as well as students' leisure activities. This shows that students would not be leading a balance lifestyle when the quantity of homework is not monitored appropriately.

Next, homework issues were never far from the motivation topic because for a student to complete his or her homework, motivation is needed to fuel that act. Some researchers showed the idea of motivation being the driving force for the students to complete their homework (Lai, 2011; and Watkins, 2012). Watkins (2012) supports this idea by suggesting that the students might fail to submit their homework due to the intrinsic motivation in them. Intrinsic motivation is motivation that is '*animated by personal*

enjoyment, interest or pleasure' or the characters shaped by willingness built internally or inwardly (Lai, 2011). According to Venugopalan (2007), the motivation concept is an individual's *'driving force'* which is used to please someone or themselves.

On the other hand, extrinsic motivation is controlled and shaped by reinforcement contingencies (Lai, 2011). Hence it can be said that the intrinsic motivation is constructed within themselves whereas extrinsic motivation is constructed by surrounding factors. Prast et el. (2018) in this study, brought forth the idea of how motivation and academic performances are correlated to each other. It was shown that the students who had higher academic achievements had higher motivation and vice versa. This is because students who are good achievers happen to value the subject more and they begin to work on it more (Prast et el., 2018). In order for them to build this motivation, they need to build their proficiency level of the language too. Cooper (2007) supports that homework helps in academic performances of the students.

This study is important as it looks into the factors that influence the motivation of the students to complete the homework where it can help teachers improve the homework assigned. This will in order help the students improve their achievement or academic performances as they get to practice and train more. It is also hoped that the teachers would take into consideration to assign more student-friendly homework which would eventually motivate them to complete it. This is said because teachers who assign homework never really take into consideration the quality of homework but only the quantity (Fook & Sidhu, 2010).

3.0 METHODOLOGY

In reference to Creswell (2009) that says that a research design is a procedure that takes into account the assumptions around the research as well as the data collecting methods. This study made use the quantitative method where objective theories are tested by examining the relationship between the variables (Creswell, 2009). This research made use of the survey design where it is thought to provide '*a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population'* (Creswell, 2009). The aim of this study is to find out the factors influencing the students' motivation in homework completion where it will affect their achievements somehow. To measure this, a homework completion chart and a questionnaire were used to obtain the data.

The framework of the research design is shown in Figure 1. Driscoll (2011) stated that there were two types of research; primary research which the data was collected at first-hand and secondary research which was already written in the library database. With this study, the primary research in this made use of the homework completion chart and the questionnaire where the identification of problem (students' failure to submit homework), planning (coming up with the research design), collecting (gathering the data through the research instruments as stated) and analyzing as well as writing. The secondary research of this study is the literature that had been reviewed in regard to the topic of interest which are homework in general context, what effects the students motivation, achievement in general and the motivation theory related to the research.
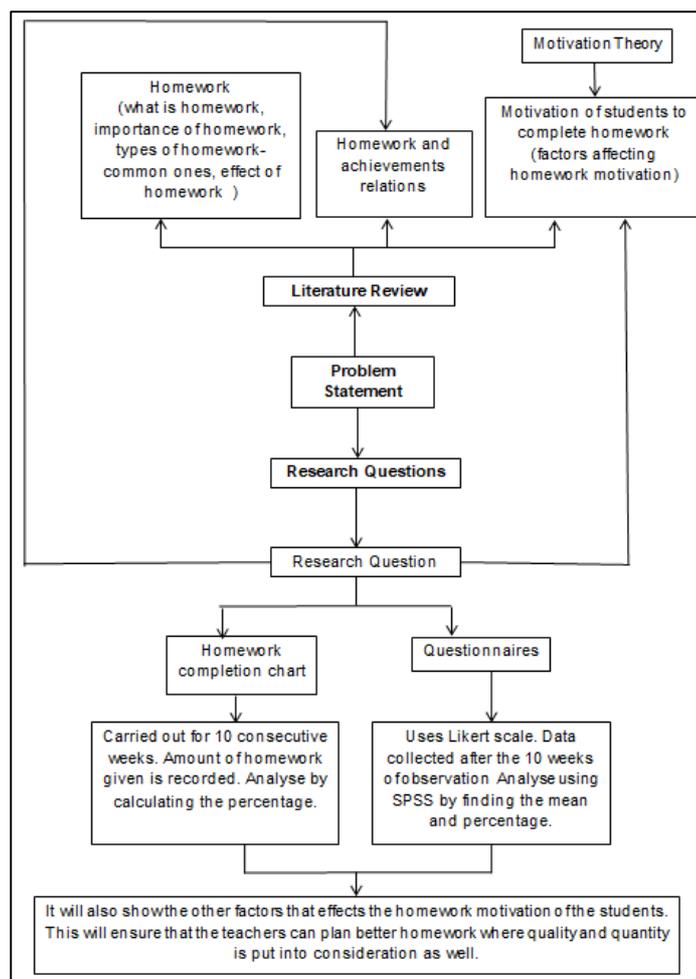
Figure 1: The research design framework

3.1 Research instruments

The first data was collected through the observation of the submission of students' homework. This was done through the first research instrument which was the homework completion chart where the number of homework submitted was recorded. The number of samples involved in this observation are 29 Form Two students. The homework submissions of these samples were recorded for ten consecutive weeks. According to Driscoll (2011) observations were done to understand the behaviors of people in certain situation. This instrument was used for the observation on the frequency of the students' submissions of their homework. Hereby, observation was used for the researchers to identify the factors affecting the students' motivation to complete their homework. Each time a homework is assigned, it will be added into the homework completion chart and the researchers will tick the chart. The amount of homework and the different types (preparatory, extension and practice) of homework were assigned each week. This chart was adapted from Toth (2012) which was divided into four different categories to distinguish different submission pattern; on time submission (handing in the completed homework on time), late submission (handing in complete homework later than asked to), incomplete submission (handing in homework but incomplete) and no submission (homework nowhere to be found). Indication of symbols were used to show these differences as follows:

- on time submission   /
- late submission   Ⓛ
- incomplete homework submission   ◔
- no submission   ◯

The method used to analyze the data collected from the homework completion chart was the calculation of the percentage. The percentage of this was calculated by dividing the total number of homework submitted on that day with the total number of students and multiplied by 100%. The equation (1) is as follow:

$$\text{Percentage} = \frac{\text{Total number of homework submitted}}{29\ (\text{Total number of students in the class})} \times 100\%$$

In addition, at the end of the tenth week, the researchers distributed the questionnaire for the students to fill in containing dichotomous response and Likert response questions (Watkins, 2012). Driscoll (2011) stated that survey was used to ask the *'opinion and behavior'* of the participants involved through the questionnaire. The students were given one day to complete the survey which was carried out to identify the factors affecting their motivation to complete the homework assigned. The questionnaire which was adapted from Watkins (2012) of 'Factors Affecting Homework Completion Among Students' contained five sections: Section A (demographic information) Section B (time spend on homework) Section C (teacher's feedback), Section D (homework environment), and Section E (students' motivation and perception in general) containing 40 items in total. To analyze the data, Statistical Package for the Social Sciences (SPSS) version 21 was used where the data from the survey was saved on Microsoft Excel spreadsheet for in-depth analysis. In SPSS, the frequency, percentage, mean and standard deviation and the results were tabulated according to each items of the sections. This was done in order to keep track on the data so that nothing goes unreported.

3.2 Research sample
The sample chosen were a class of Form Two students of one of the secondary schools in Malaysia. The school is in a suburban area where students were from different racial, cultural, economy and religious backgrounds. These students were chosen because one of the researchers had been involved in teaching them for four months and it was purposive sampling. The number of students who participated in this research was twenty-nine (29) which consisted of 12 girls and 17 boys aged between 14 and 14.5 years. They are mixed ability students where most of them can write and communicate using English Language comprehensibly. The students also did not have any problem participating in the group activities as well as the classroom activities. These students have internet access in their homes and most of them are well versed in the usage of information technology for classroom activities and learning purposes.

4.0 RESULTS AND ANALYSIS

4.1 Homework Completion Chart
The table for this data is presented in Appendix 3 the reason being it will be repetitive of the next section in this paper. Here, the number of homework assigned is presented and this is done to see the pattern of the homework assigned as well as the amount in the consecutive weeks. Based on the table in Appendix 3, the lowest homework submitted is on week 6 which is 60.34% (practice type=18, and practice type= 17). On the other hand, the highest homework submitted is on week 4 with 87.36% (practice type=25, practice type= 22, and preparatory type=29) submission of all the homework assigned on that week. Lastly the homework submission that has same percentage of submission are on week 2 (extension type=25, and preparatory type=23), week 9 (extension type=27, and practice type=21), and week 10 (extension type= 29, practice type=19, and practice type=24) with 82.76% each. The homework also was reduced in number every week in order to see if the amount affects the students' submission.

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WEEK	THEME	HOMEWORK	TYPES OF HOMEWORK			FREQUENCY				HOMEWORK COMPLETED (late and on time submission) (%)
			Pra	Pre	Ext	/	L	I	◯	
2	People and Social Issues	1. Essay about their own experience where their friends played a huge role.			/	21	4	-	4	82.76
	Science and Technology	2. Find information on landfill from the given website.		/		13	10	4	2	
3	Science and Technology	3. Complete task 3 from the textbook which is on page 153	/			22	4	1	2	76.72
		4. Recycling- find one way to reuse newspaper and present the answer using pictures for each step.			/	17	4	-	8	
		5. Draw a graphic organiser to present the answers for the reading text. (Main idea & supporting details)	/			13	3	-	13	
		6. Choose the best part of the plot in the play 'A Night Out' and give reasons for their choice in about 50 words.	/			24	2	1	2	
4	Literature	7. Choose one character from the play 'A Night Out' and give reasons for their choice in one paragraph.	/			23	2	2	2	87.36
		8. Writing the prediction on the ending of the play 'A Night Out'.	/			20	2	-	7	
		9. Role play preparation (Dialogues for the play)		/		29	-	-	-	
5	Science and Technology	10. Find one extraordinary plant and give their special features in an *interesting* way.			/	14	5	6	4	75.86
		11. Choose one plant that they would like to grow and present the process in a flow chart.			/	19	6	-	4	
6	Science and Technology	12. Essay on how to start a garden.	/			13	5	5	6	60.34

		13. Search for five more new adjectives describing a garden.	/			17	-	8	4	
7	Science and Technology	14. Search for six imperative verbs and write one sentence for each verb.	/			23	-	1	5	74.14
		15. Look for one 'Wh' question and give example on how it is used.		/		20	-	3	6	
8	Literature	16. Changing the genre of the play 'A Night Out' in 100 words.	/			21	-	3	5	72.41
9	Science and Technology	17. Write a one stanza poem with the title 'Beauty of a Garden'.			/	27	-	-	2	82.76
		18. Provide one way to save the jungle in a mind map given.	/			20	1	3	5	
10	Science and Technology	19. Write a one verse song on saving the jungle in groups.			/	29	-	-	-	82.76
		20. Write a 100 word essay based on their imagination of forest as their home.	/			18	1	2	8	
		21. Write an email to a friend on how they would protect the forest in the future.	/			24	-	3	2	
11	Science and Technology	22. Write down the points on the given roles in a mind map from Jury I, Jury II, etc.	/			19	4	-	6	79.31
	TOTAL		13	3	6					

4.2 Questionnaire

*4.2.1. Time spend doing homework (Section B)*
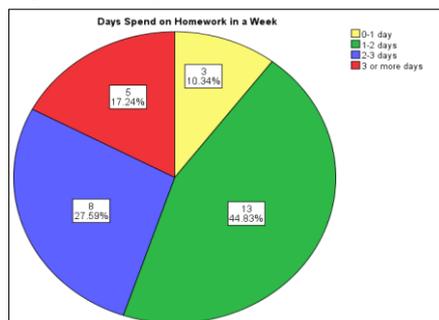
Figure 2: Days spend in a week on homework

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Figure 2 illustrates the days the respondents spend in a week to do their homework. Based on the figure above, 44.83% (N=13) of the respondents spend 1-2 days and 27.59% (N=8) spend 2-3 days on their homework. On the other hand, the respondents spend who spend 3 or more days and 0-1 day on their homework were 17.24% (N=5) and 10.34% (N=3) respectively.
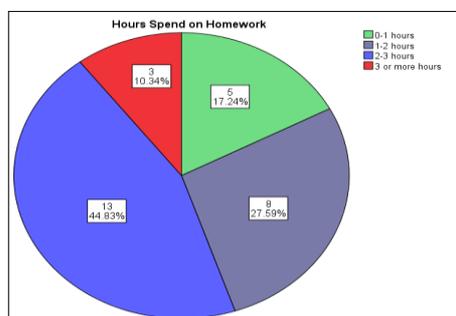

Figure 3: Hours spend in a day on homework

Figure 3 shows the hours the respondents spend in a day to do their homework. Based on the figure above, 44.83% (N=13) of the respondents spend 2-3 hours and 27.59% (N=8) spend 1-2 hours on their homework. On the other hand, the respondents who spend 3 or more hours and 0-1 hour on their homework were 10.34% (N=3) and 17.24% (N=5) respectively.

4.2.2. Feedback from teacher on the homework returned (Section C)

Table 5: Frequency and percentage of feedback from teacher on the homework returned

ITEMS	FREQUENCY AND PERCENTAGE (%)					MEAN	STANDARD DEVIATION
	NONE	SOME	ABOUT HALF	MOST	ALL		
1. How much of your assigned homework is discussed in class?	2 (6.9%)	9 (31.0%)	5 (17.2%)	11 (37.9%)	2 (6.9%)	3.07	1.132
2. How much of your assigned homework is collected by teachers?	1 (3.4%)	5 (17.2%)	3 (10.3%)	14 (48.3%)	6 (20.7%)	3.66	1.111
3. How much of your assigned homework is checked by teachers?	1 (3.4%)	5 (17.2%)	2 (6.9%)	13 (44.8%)	8 (27.6%)	3.76	1.154
4. How much of your assigned homework is graded by teachers?	2 (6.9%)	2 (6.9%)	12 (41.4%)	11 (37.9%)	2 (6.9%)	3.31	0.967
5. How much of your graded homework has comments from the teacher as to how you can improve your understanding or correct mistakes?	3 (10.3%)	5 (17.2%)	8 (27.6%)	11 (37.9%)	2 (6.9%)	3.14	1.125

Table 5 illustrates the frequency and the percentage of feedback from the teacher on the homework returned. It is noteworthy that for Item 3, 44.8% (N=13) of the respondents say that most of the homework

is checked by the teacher and another 27.6% (N=8) say that all the homework assigned by the teacher is checked. This data is followed by the responds for Item 2 which asks about the collection of the homework assigned. 48.3% (N=14) says that most of the homework are collected and 20.7% (N=7) says that all the homework is collected by the teacher.

4.2.3 Homework environment (Section D)

Table 6: Frequency and percentage of homework environment

ITEMS	FREQUENCY AND PERCENTAGE (%)					MEAN	STANDARD DEVIATION
	NEVER	RARELY	SOMETIMES	OFTEN	ROUTINELY		
1. I find a quiet area to do homework.	1 (3.4%)	4 (13.8%)	6 (20.7%)	4 (13.8%)	14 (48.3%)	3.09	1.263
2. I turn off the TV while I am doing homework.	5 (17.2%)	4 (13.8%)	6 (20.7%)	5 (17.2%)	9 (31.0%)	3.31	1.491
3. I have conversations not related to my homework while I'm working.	3 (10.3%)	9 (31.0%)	11 (37.9%)	4 (13.8%)	2 (6.9%)	2.76	1.057
4. I play around with other things while doing my homework.	8 (27.6%)	6 (20.7%)	8 (27.6%)	4 (13.8%)	3 (10.3%)	2.59	1.323
5. I receive and send text messages while doing my homework.	4 (13.8%)	10 (34.5%)	7 (24.1%)	5 (17.2%)	3 (10.3%)	2.76	1.215
6. I work best when doing homework during class time by myself.	-	-	11 (37.9%)	8 (27.6%)	10 (34.5%)	3.97	0.865
7. I work best when doing homework during class time with other students.	1 (3.4%)	2 (6.9%)	8 (27.6%)	16 (55.2%)	2 (6.9%)	3.55	0.870

Table 6 shows the frequency, percentage, mean and standard deviation of environment the students do their homework in. Based on the table above, the students prefer to do their homework in a quiet area with the percentage of often and routinely are 13.8% (N=4) and 48.3% (N=14) respectively. It can also be said that students work best doing their homework during class time either by their own (27.6%, N=8 often and 34.5%, N=10 routinely) or with friends (55.2%, N=16 often and 6.9%, N=2 routinely). On the other hand, the students indicated that 27.6% (N=8) never and 20.7% (N=6) rarely play around with other things while doing their homework.

4.2.4 Students' perception and motivation on homework (Section E)

Table 7: Frequency and percentage of other factors affecting motivation

ITEMS	FREQUENCY AND PERCENTAGE (%)				MEAN	STANDARD DEVIATION
	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE		

1. Doing homework helps me understand what's going on in class.	2 (6.9%)	1 (3.4%)	8 (27.6%)	18 (62.1%)	3.45	0.870
2. Doing homework gives me opportunities to practice skills from lesson in class.	-	3 (10.3%)	8 (27.6%)	18 (62.1%)	3.52	0.688
3. Doing homework helps me develop a sense of responsibility	1 (3.4%)	4 (13.8%)	6 (20.7%)	18 (62.1%)	3.41	0.867
4. Doing homework helps me learn study skills.	2 (6.9%)	3 (10.3%)	5 (17.2%)	19 (65.5%)	3.41	0.946
5. Doing homework helps me get a good grade.	2 (6.9%)	3 (10.3%)	6 (20.7%)	18 (62.1%)	3.38	0.942
6. Doing homework brings me teacher approval (being liked).	1 (3.4%)	5 (17.2%)	8 (27.6%)	15 (51.7%)	3.28	0.882
7. Doing homework brings me parental approval (being liked).	-	5 (17.2%)	9 (31.0%)	15 (51.7%)	3.34	0.769
8. Doing homework in class gives me opportunities to learn from classmates.	1 (3.4%)	2 (6.9%)	18 (62.1%)	8 (27.6%)	3.14	0.693
9. I don't complete homework because I don't feel like it.	11 (37.9%)	8 (27.6%)	4 (13.8%)	6 (20.7%)	2.17	1.167
10. I don't complete homework because I feel that it has little or no purpose.	10 (34.5%)	10 (34.5%)	8 (27.6%)	1 (3.4%)	2.00	0.886
11. I would complete homework more often if I was given more choices for the assignment.	2 (6.9%)	7 (24.1%)	14 (48.3%)	6 (20.7%)	2.83	0.848
12. I would complete homework more often if it was project based.	4 (13.8%)	4 (13.8%)	16 (55.2%)	5 (17.2%)	2.76	0.912
13. I complete homework assignments that reinforce what is being taught in class.	1 (3.4%)	6 (20.7%)	18 (62.1%)	4 (13.8%)	2.86	0.693
14. I don't complete homework at times because the directions are unclear.	5 (17.2%)	11 (37.9%)	9 (31.0%)	4 (13.8%)	2.41	0.946
15. I don't complete homework that contains repetitive questions.	4 (13.8%)	15 (51.7%)	8 (27.6%)	2 (6.9%)	2.28	0.797
16. I don't complete homework that is overwhelming in the number of questions assigned.	3 (10.3%)	12 (41.4%)	12 (41.4%)	2 (6.9%)	2.45	0.783
17. I don't complete English homework because I don't understand what the question is asking.	10 (34.5%)	11 (37.9%)	6 (20.7%)	2 (6.9%)	2.00	0.926

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18. I don't complete English homework because I have difficulty understanding the vocabulary.	11 (37.9%)	12 (41.4%)	5 (17.2%)	1 (3.4%)	1.86	0.833
19. I don't complete English homework that asks me to describe a situation by writing an essay.	7 (24.1%)	14 (48.3%)	3 (10.3%)	5 (17.2%)	2.21	1.013
20. I don't complete English homework that asks me to apply what I have learnt in the lesson previously.	7 (24.1%)	15 (51.7%)	6 (20.7%)	1 (3.4%)	2.03	0.778
21. I have difficulty completing homework that needs me to use my creativity.	3 (10.3%)	16 (55.2%)	4 (13.8%)	6 (20.7%)	2.45	0.948
22. I have difficulty understanding the homework which needs me to prepare for the next class.	2 (6.9%)	13 (44.8%)	12 (41.4%)	2 (6.9%)	2.48	0.738
23. I don't complete English homework that is project type. (scrapbook: extraordinary plants)	7 (24.1%)	15 (51.7%)	3 (10.3%)	4 (13.8%)	2.14	0.953
24. I don't complete English homework that asks me to cooperate with other classmates.	4 (13.8%)	11 (37.9%)	12 (41.4%)	2 (6.9%)	2.41	0.825

Based on Table 4.6 which shows the frequency, percentage, mean and standard deviation of students perception and motivation on homework in general. The survey shows that 27.6% (N=8) agree and 62.1% (N=18) strongly agree to both Item 1 and 2 which are doing homework helps them to understand what is going on in class as well as helps them to practice the skills that they have learnt from the lesson. On the other hand, majority of the respondents agree (62.1%, N=18 agree and 27.6%, N=8 strongly agree) to Item 8 which states that doing homework in class provides them with opportunities to learn from their classmates. Most of the students agree with 62.1% (N=18) agree and 13.8% (N=4) strongly agree that they would complete their homework if it is a reinforcement of what is taught in class. The students also agree (48.3%, N=14 agree and 20.7%, N=6 strongly agree) to the statement that they would complete their homework more often if they were given the choice to choose their homework. From this table, it is also noteworthy that there is no significant reason as to why the students fail to complete their homework. Only 3 items that has partial agreement with 41.4% agree and 6.9% strongly agree which are; they do not complete homework with overwhelming questions (Item 16), they have difficulty in understanding the homework which needs them to prepare for the next class (Item 22) and they do not complete homework that asks them to cooperate with other classmates (Item 24).

5.0 DISCUSSION AND CONCLUSION

This study was aimed to identify the factors that influence students' motivation to complete the homework assigned. The factors as the results shown are teacher's feedback, homework environment as well the quality and quantity of the homework assigned. It is proven that the students' homework submission rate was influenced by all the factors stated above. Importantly, the students need feedback from the teacher in any task they have completed and submitted. This will help them to remain motivated as they know that the teachers read and assess their homework. The confidence and motivation will enhance their perseverance in pursuing the task and to complete and submit their work on time effectively. In addition, the working environment is equally important where the students' preference of the surrounding they chose to do their homework will determine their completion rate.

As for the quality and quantity of homework, it was indicated from the data above that half of the class population stated that they failed to complete their homework due to the quantity and quality of it. This was determined by huge amount of questions or tasks to be completed in the homework assigned as

well as the low level of comprehensibility on the homework in which indicated the quality of it in terms of level of difficulty, suitability and prior background of the tasks provided beforehand. Clearly it shows students preferences on quality over quantity when it comes to homework assigning. The findings also show that the students spend 1-2 days in a week and 2-3 hours in a day on their homework. Despite the fact of spending that much of time on their homework, these students still fail to achieve 100 percent submission rate. The amount of time that students spent doing their homework is not significant in terms of successful completion and effective submission; where some students might have been demotivated by long hours of working on this task.

With the factors investigated in this study, homework is indeed a blessing of a good relationship between the completion and achievement that creates a blissful marriage.

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APPENDIX
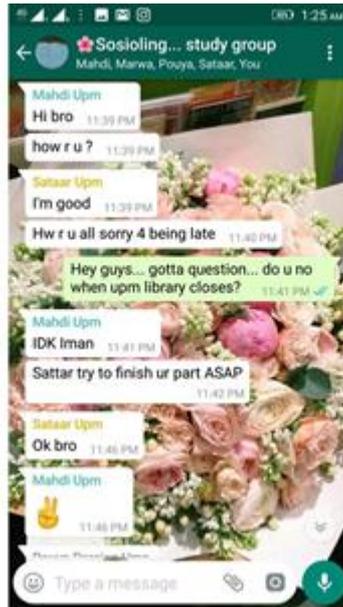
EXPLORING STUDENTS' PERSPECTIVES ON COMMUNICATION APPREHENSION IN PUBLIC SPEAKING CONTEXT: A FOCUS ON UTM MECHANICAL ENGINEERING STUDENTS

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ABSTRACT

This study aims to explore the students' perspectives on the factors of communication apprehension (CA), ways to alleviate it and their learning preferences in their English language classroom. Five Mechanical Engineering students from Universiti Teknologi Malaysia (UTM) were selected and interviewed individually. The results indicate that most of the respondents generally attributed the fear of assessment and big number of audiences to their CA and in order to overcome it, it was crucial for them to prepare well for the presentation particularly with regard to the content of their speech. Also, to alleviate their CA, the students preferred friendly and interactive lecturers as well as informal and comfortable environment in classroom. Besides, the students also showed interest in fun and interesting activities (ice breaking activities, group work and games) that were incorporated in the communication tasks. In all, the students' perspectives on the issue of CA in English language classroom will further assist language instructors to understand the causes of CA, how the students' cope with CA and how they wish the language classroom to be conducted to overcome the CA that they experience.

KEYWORDS: Communication Apprehension, Factors, Ways to Overcome, Learning Preferences in English Language Classroom

1.0   INTRODUCTION

Communication apprehension (CA) is identified as one of the common problems in communication (Zeuschner, 2003). It can hinder the effectiveness of the communication process if the level of apprehension experienced by the individual is higher than average. Many symptoms of CA are proven to be obstructing the communication process such as frequent pauses, stammering, stuttering and many more and these are found to hinder the message from being conveyed well by the communicator to the listeners (Verderber and Verderber, 2005).

Communication skill is one of the important skills for career advancement (Seiler, 1996), particularly in engineering field where engineers are required to possess excellent oral presentation skill (Seliman, 2002). Therefore, since CA can reduce the effectiveness of the communication process, it is important that this problem be addressed as soon as possible especially at the undergraduate level. Instructors must be aware of the sources of the students' anxiety, their mechanism to overcome it as well as the classroom setting and activities that are advantageous in alleviating their anxiety. As supported by researchers namely Young (1991), Brandl (1987), Horwitz et al. (1986), Koch and Terrell (1991), Price (1991), Daly(1991), Saunders and Crookall (1985) factors such as the social context within the classroom, teacher-student interaction, instructor's personality and approach and the activities adopted in class are all influential in determining the students' level of anxiety.

It is crucial to take into consideration that CA is a psychological problem that arises within the individuals themselves where CA is very much dependent on their perception on the communication process (Gibson & Hanna, 1992, Brooks & Heath, 1993 and Seiler, 1996). Therefore, it is pertinent CA be investigated by looking at the students' perspective on the aspects surrounding their communication context such as causes of CA and ways to overcome it. Prior to this, this research is conducted to investigate the students' perspective on CA particularly in public speaking context and the focus is among the Mechanical Engineering students from UTM.

Mechanical Engineering students are trained to perform oral presentation as well as public speaking to prepare them for their future career as engineers. In work place context, engineers are expected to be able to propose a project or an idea to their colleagues and superiors. Moreover, they must also possess the charisma and confidence in order to convince the audiences to accept their proposals. For this purpose, it is crucial that they are able to perform well in public speaking. However, high level of CA experienced by engineers can hinder them from delivering their speech or presentation convincingly and effectively. Vocal disfluencies such as stuttering and stammering (Verderber and Verderber, 2005) can reduce their self-confidence and as a result they will appear to be unconvincing and unsure of their presentations. This can affect the perceptions as well as the decisions made by their colleagues or superior with regard to their proposals or projects.

Therefore, it is crucial that the issue of CA among the UTM Mechanical Engineering undergraduates be addressed as early as possible so they can be trained with effective public speaking skill as well as develop high level of confidence to perform well in their work place. As stressed by Zeuschner (2003), through the right approach, communication skill is something that can be improved over time. CA is an undesirable symptom in communication process as it can reduce the effectiveness of the communication as well as hinder the message from being conveyed from one party to another successfully (Seiler, 1996). High level of CA among Mechanical Engineering students can affect their performance in public speaking or oral presentation as the physical, emotional and cognitive reactions experienced by them can distract the audience from focusing on the ideas or information conveyed by them (Verderber and Verderber, 2005). Symptoms such as shaking and vocalized pauses will also reduce the credibility and the charisma of the speaker.

Consequently, it is important that the students' perspective on CA is investigated thoroughly to overcome this problem. As supported by a number of scholars namely Berger, McCroskey and Baldwin (1984), Seiler (1996) and Adler (1991) and researchers such as Devi and Feroz (2008); students' perception is strongly related to their level of CA. Therefore, for this purpose, it is crucial that the problem is dealt with from the students' point of view so that the real picture of the sources of their anxiety be highlighted, particularly in the context of their communication classroom. It is equally important to determine the type of method that should be adopted to overcome their fear, their preference in communication class particularly in terms of the instructor's personality and approach as well as activities preferred to alleviate their CA.

The purpose of this study is to investigate UTM Mechanical Engineering students' perception pertaining the problem of CA particularly in the context of public speaking. It is conducted due to the consideration on the critical role that communication plays in engineers' career advancement. Therefore, in order to ensure that these future engineers will be able to perform well in public speaking communication especially in their work place, it is crucial that the students are able to overcome their apprehension in communication first.

1.1 RESEARCH OBJECTIVE

This study attempts to address the following research objectives:

1. To investigate the factors of CA in public speaking context among the Mechanical Engineering students
2. To identify ways to overcome the CA in public speaking context among the Mechanical Engineering students

2.0   LITERATURE REVIEW

2.1   Definition of Communication Apprehension (CA)

CA is one of the common problems experienced by people while communicating with others. According to Zimbardo (1977), up to 93% of people in general experience apprehension in communication which strongly indicates that this issue is clearly affects people from all walks of life in many different situations.

Furthermore, it is important to note that the effectiveness of communication tends to decline if the level of CA is too high. According to McCroskey (1982:33), CA is defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons." From this definition, we can see that CA is related to the anxiousness one experiences pertaining to the act of communication. Interestingly, this fear arises not only when the individual has to communicate but also just by merely thinking about the communication process itself.

The fact that the thought of communicating can already trigger the fear in people with high anxiety proves that CA is very much related to the perception that an individual has with regard to the communication task. Perception is deemed to play a very important role in our life. According to Seiler (1996:38), perception is defined as"…the process of selecting, organizing and interpreting information in order to give it personal meaning." This indicates that our perception is actually our personal interpretation on something. Therefore, since CA is related to the perception that people have regarding to communication process, the problem can be overcome by changing the individuals' perception pertaining to the communication task.

This is further supported by Berger, McCroskey and Baldwin (1984), where they mention that CA is about the feelings that the participants have about communication and not the way they communicate. Furthermore, as mentioned by Brooks and Heath (1993), CA is very much related to the attitude that the participants adopt with respect to the communication process. Naturally, the attitude will determine the way they behave and communicate with others such as the tone of the voice, body language, facial expressions and many more.

It is also crucial to clarify here that this research will be investigating the state anxiety experienced by the UTM Mechanical Engineering students. According to Speilberger (1983), there are two kinds of anxiety namely the state anxiety and the trait anxiety. State anxiety occurs when an individual is put in a situation that he or she perceives as threatening. Due to his or her negative perception of the situation, the feeling of fear or anxiety consequently arises. For example according to Rosenfeld and Berko (1990) state anxiety can occur during oral presentation or during giving speech in front of a number of audiences. On the other hand, trait anxiety is experienced by people who feel high level of anxiety regardless to the situation they are in. In other words, the anxiety is part of their nature. For the purpose of this research, the focus will be on state anxiety as the participants only experience high level of anxiety when they have to perform public speaking.

To conclude, since CA is strongly related to the feelings and perception that individuals have about the communication process, it is important that this problem be investigated from the students' point of view. For this purpose, this research is focusing on the students' perspective on CA where the researcher focuses on investigating the factors, ways to overcome it and in order to make this research even more beneficial their preferences for communication class are also explored.

2.2 Symptoms, Causes and Ways to Overcome Communication Apprehension

People who suffer from high level of CA usually display a few symptoms. These symptoms are seen as obstructing their ability to communicate effectively. The symptoms can be divided into three categories namely physical, emotional and cognition (Verderber and Vrderber, 2005).

According to Verderber and Verderber (2005), there are a few physical reactions that can be observed from people who experience high CA particularly when they are put in a threatening situation such as performing public speaking in front of a number of audiences. The symptoms include flushed skin, stomach upset, shaking, sweating, rapid and heavy heart beats, light headedness and verbal disfluencies for

example vocalized pauses and stuttering. Note that the symptoms of verbal disfluencies particularly can hinder the message from being conveyed effectively from the speaker to the audiences.

Besides the physical symptoms, Verderber and Verderber (2005) have also stated that people with high anxiety also experience emotional reactions such as feeling anxious, worried and upset. Due to these negative emotions, people will usually become more traumatic in performing the communication task. Communication task such as public speaking proves to be the most challenging as it involves a comparatively larger number of audiences and it is the most feared form of communication (Laskowski, 2001; cited from Verderber and Verderber, 2005).

Moving on to the third symptom, it involves the participants' cognition. This is also referred as thought patterns (Verderber and Verderber, 2005) where the participants' thoughts play a very important role in initiating their CA. Their negative thinking such as thoughts that they look ridiculous in front of other people, the belief that they are going to make a fool of themselves and people are going to laugh at them hinder them from communicating effectively. This can be explained through the notion of self-fulfilling prophecy (Tubbs and Moss, 2003, Wood, 2006). In the self-fulfilling prophecy, it is stated that people have the tendency to act according to what he or she believes. If one believes that one is going to disgrace oneself while performing public speaking then he or she has the tendency to do so as he or she usually acts according to what he or she believes.

There are many causes of CA as identified by researchers and scholars. One of the causes is due to the negative belief or perception regarding to oneself. This can be further explained through the notion of self-fulfilling prophecy. According to Brooks and Heath (1993), self-fulfilling prophecy is one's tendency to fulfill one's expectation on something. In the case of people with high CA, they usually have the negative belief that they cannot perform the communicative task successfully (Verderber and Verderber, 2005). Consequently, they will fulfill their expectation and fail to communicate well. Due to this, they will receive negative feedbacks from others and the experience will be more traumatic for them. This will further increase their level of CA when they have to perform similar task in future.

Besides the role of self-fulfilling prophecy, the role of reflected appraisal is also crucial. Reflected appraisals are the feedbacks or information about ourselves that we receive from others (Hybels, 2004). Many people experience high CA due to negative feedbacks from other people. According to Motley (1997:2) "if you have experienced negative reactions, you will probably be more apprehensive about speaking in public than if you have been praised for your effort." This shows the crucial role that other people's opinion plays in increasing or reducing our level of CA especially in public speaking context where it involves many audiences.

3.0   METHODOLOGY

The purpose of this research is to investigate the issue of CA in public speaking context among the Mechanical Engineering students. For this purpose, five students are selected as the participants of the study. They are all third year students. The five students consist of two male students and three female students from the Mechanical Engineering department. All of them are Malay students.

These students have taken their compulsory English classes which focused on communication during their first year and their third year and have experienced conducting projects and presenting them in class. The interview conducted with the respondents will reflect their experience concerning the presentation as well as other presentations that they might have delivered previously. In this research, the interview sessions were conducted with the students and each session lasted approximately around 20 minutes. The interview was carried out on a one-on-one basis to ensure that each student was able to express his or her real feelings concerning CA in public speaking and they were allowed to use their mother tongue if they felt more comfortable in doing so.

As suggested by the phenomenology theory the instrument used in this research is interview. The reason why interview becomes the main instrument is due to the fact that it allows the participants to relate their experiences and feelings with regard to CA. Through interview sessions, the interviewer can initiate more information from the participants through more questions and clarification. Since interviews can help the researcher to explore the issue of CA from the students' perspective, it is the best instrument to be used. The interview questions consist of 9 questions that explore the students' perception and feelings pertaining

to CA in public speaking. Among the aspects explored are the factors that they feel contributed to their high anxiety in public speaking, the best way to overcome the problem as well as their preferences in terms of the communication class. These interview questions were designed by the researcher based on the objectives of this research as well as by referring to other sources from studies by Price's (1991) and Worde's (2003).

The interview questions consist of semi-structured interview questions to initiate more responses from the interviewees. Although guidelines were prepared earlier by the researcher, during the interview sessions the researcher has adopted some questioning techniques to extract more information from the participants.The interview sessions were recorded and later transcribed by the researcher. Since the responses were all in Bahasa Malaysia, the researcher has translated them to English. The responses for every question were analyzed to extract the important information. Coding method was used to help the researcher extracts main point from the feedbacks provided by the participants. For the ease of data organization, the researcher only included the important details obtained from the interview to be incorporated into the table. Next, through these responses, the researcher elaborated on the significant similarities of the findings for every research question.

To conclude, the instruments were selected based on the need to explore the participants' perception, feelings and experiences regarding to the issue of CA in public speaking context. The procedure for data analysis will ensure that the researcher obtains the desired information to answer all the research questions.

4.0 FINDINGS AND DISCUSSION

4.1 Factors of Communication Apprehension

From the data analysis, it was found that the most common factor of anxiety during presentation or public speaking is the thought of grading or assessment where marks are given based on their performance. These marks will later on affect their CGPA. Almost all of the students mentioned that one of the sources of their anxiety is the fear of grading. Some examples are "*Grading does affect my level of anxiety.*" and "*There is a difference in terms of my level of apprehension between a class with grading and no grading.*"

According to Horwitz (1982), fear of assessment occurs when students are concerned of the feedback that they are going to obtain from the evaluation done. Since all of the presentations done by the students are part of the requirement in order to pass the subject, the presentations are considered as crucial and they need to perform well. The pressure of the assessment has created a stressful environment which will further initiate the students' CA.

Daly (1991) has also mentioned that students feel anxious in class when they are put in a highly evaluative situation. It is also emphasized that the greater the degree of the students' evaluation the more apprehensive they become. Furthermore, scholars such as Pearson and Nelson (1994) as well as McCroskey (1982) have acknowledged the importance of environment or context of the communication in influencing the students' level of CA. Moreover, it also crucial to note that negative feedback such as low grades is one of the reasons why students develop high level of CA (Hybels & Richards, 2004 and Tubbs, 2003).

Besides that, in an article written by Kelly and Keaten (2000) it is mentioned that some individuals have an inherited neurotic introverted temperament where their anxiety is easily stimulated by stimulants particularly threat of punishment and cessation of rewards. The assessment done based on the students' performance act as both threat of punishment and cessation of rewards as there is always a risk that their performance could danger their grades. In addition, individuals who are naturally anxious are prone to negative and undesirable thoughts and consequently the fear of negative assessment or low grades from the lecturer can further increase their anxiety during the presentation (Daly, 1984 and Brooks and Heath, 1993).

Another factor most commonly attributed as a source of CA among the respondents is the big number of audience. A respondent mentioned that "*I will be more nervous when there are more students as there are many eyes looking at me.*" Another respondent also stated that "*If there are many students, we feel that everyone is looking at us so we will be nervous as compared to a smaller number of students.*"

From the interviews conducted, it is evident that a big number of audience triggers anxiety. Respondent 5 felt that when there were many people watching her presentation, she was scared of making

mistakes in front of them and she was worried of the kind of feedback she would get. Respondent 4 also mentioned that when there were many students in the class, some of them tend to become very noisy and this was very distracting for her. According to McCroskey (1982), one of the characteristics of public speaking is a one way communication with limited feedback and large number of audience as compared to other contexts of communication such as interpersonal, meeting and group interaction. Leary (1982) has stressed that the characteristic of public speaking where larger number of audience present during the communication process is one of the prominent causes of CA. Thus, in order to excel in presentation, the students have to overcome their fear of speaking in front of an audience. Based from the responses in the interviews, the students have adopted a number of methods in order to overcome this problem namely thorough preparation to increase their confidence as evident in all respondents, visualization technique as articulated by respondent 2 and the act of avoiding direct eye-contact which was evident based on the respondents from respondent 3.

As stressed by Zeuschner (2003), preparation does help to build confidence in public speaking and so through the confidence that they have they can overcome the fear of speaking in front of the public. The important role of visualization technique is also mentioned by a number of scholars namely Pearson and Nelson (1994), and Ayres, Hopf (1994) where some of the benefits of visualization technique are reduced negative thoughts and a positive perception on the ability to perform the task successfully.

Findings from the current studies indicate that some of the students also mentioned they prefer a step-by-step approach in helping them to overcome their CA. Some of the evidences are "*Gradual approach helps to reduce my apprehension as through group work, I will get the opportunity to get to know my audience.*" and "*So this step-by-step approach helps us to get used to the task of presenting in front of our peers.*" Here, we can conclude that by having a step-by-step approach in class where students are assigned to do group work first before proceeding with public presentation, students are made comfortable with the communication task in a small group, building up their confidence through practices and familiarize them with their audience. Foss and Reitzel (1988) also mentioned the importance of group works as the medium where students can familiarize themselves with one another as well as building good rapport which later will contribute in creating a comfortable and anxiety-free environment.

This is similar with the finding of the research conducted by Wan Zumusni wan Mustapha et al. (2007) where it is revealed that the students prefer group discussion as a way of reducing their communication anxiety. Group work has been proven to bring many benefits to reduce the students' anxiety in communication class. The same finding is also evident in P'Rayyan and Shetty's (2006) study.

Scholars namely Koch and Terrell (1991), Price (1991) and Young (1990) state that group work has the benefit of addressing the issue of anxiety within the students besides increasing the amount of student talk and assist if not encourage the availability of comprehensible input in learning. To conclude, a step-by-step approach where the students have to present or talk among their group members first before presenting in front of a whole class is beneficial in preparing and reducing the anxiety experienced by the students when they have to talk in front of a large number of audience.

Therefore, since public speaking or presentation requires students to be able to communicate effectively in front of an audience and in most instances the number of people present is out of the presenter's control, this issue must be appropriately addressed through a number of approaches namely through preparation, visualization technique and a-step-by-step approach adopted in lesson.

4.2 Ways to Overcome Communication Apprehension

From the interview sessions conducted, it was found that one of the significant ways on how students overcome their apprehension when engaging in presentation is by doing thorough preparation. All of the respondents mentioned that preparation is very crucial for them in order to overcome their anxiety in public speaking. As one of them has mentioned in the interview, "*I felt a bit apprehensive but it depends on my level of preparation. If I know in depth what I am presenting I will not feel nervous.*"

From the responses given, it is evident that through preparation, the students gain confidence in performing their presentation later on (Tubbs and Moss, 2003). They know what to do and they know what to talk about. High level of confidence is very crucial in alleviating an individual's apprehension in communication. This is supported by a number of scholars namely Ayres and Hopf (1994), Hybels (2004)

as well as Brooks and Heath (1994). Our confidence deals with the belief that we can perform a task successfully. Through the notion of self-fulfilling prophecy (Brooks and Heath, 1993), the outcome of what we do tends to be parallel with what we believe. Moreover, as supported by Zeuschner (2003), practices are very crucial in order to be a competent communicator as communication skill is not a born skill or innate ability but it is a learnt skill that can be developed and improved over time.

Daly (1984) has also stressed on the importance of preparation where individuals with negative self-concept are usually negative in their assessments and consequently are not able to prepare as effectively as people with high self-concept. Their lack of effective preparation triggers their level of anxiety in communication especially in public speaking that requires the communicator to prepare beforehand. Hence, it is important that students are trained to prepare prior to presentation to increase their confidence and decrease their CA in public speaking.

Moreover, based from the findings, it was found that the preparation stage involved doing some research on the topic, preparing the content and the script as well as practicing in their rooms. Respondent 2 even mentioned that he engaged in a monologue as a way to practice talking to the audience during the presentation. According to the respondents, these steps have helped them to manage their anxiety as they are confident of what they are going to talk about during the presentation.

Almost all of the respondents mentioned that the focus of their preparation is on the content. One of the respondents related that "*so I only prepared on the contents and tried to make myself remembered them better*". The preparations that they have made help them to project good impressions to their peers and lecturers that will further decrease their CA. Interestingly, a number of respondents such as respondent 3 and respondent 5 mentioned that they prefer not to memorize the language used as they have the tendency to forget them due to high apprehension during presentation and this incident will further increase the anxiety. This is evident based on respondent 5's statement "*If we focus too much on the language, we tend to forget the words and sentence structures and this will make us even more nervous during the presentation.*"

To conclude, it is evident from the findings found in the current study that sufficient preparation before public speaking helps the students to increase their confidence as well as to decrease their CA. As mentioned by some respondents where they feel that explicit teaching on the effective preparation as well as some guidelines is needed, it is suggested that lecturers introduce the students with the necessary steps of preparation prior to a public speaking or oral presentation together with providing them with detailed guidelines on effective public speaking.

5.0 CONCLUSION

To conclude, most of the respondents have attributed the fear of assessment and a large audience as the factors contributing to their CA and generally, in order to overcome their CA, it is crucial for them to prepare well for the presentation particularly on the aspect of the content. Memorizing the specific sentence structures or vocabulary can even trigger CA for some of the respondents. For future research, it is recommended that variables such as age, gender and ethnicity are taken into consideration to explore further the effects of CA on other types of language skills. In addition, other instruments such as observation and survey should be carried out to provide more insights on the problem of CA among the students. It is also recommended that the research is extended by involving respondents from other faculties with different disciplines to provide the medium for comparison.

It is recommended that the findings of this research be applied in English for Communication classes. There are a number of ways to overcome CA with regard to students' preferences in communication classes which include: giving sufficient time for preparation, reducing or even eliminating grading system in class, reducing the number of students in class, encouraging more practices in group, introducing interesting activities to practice communication such as games in class and equivalently important is through lecturer's personality and approach, in creating a relaxing and non-stressful environment to reduce students' level of CA.It is hoped that findings from the current research has given an insight to the lecturers and educators in general on the importance of taking into consideration students' psychological factor specifically their level of anxiety in designing and conducting communication classes.

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CONSTRUCTING VARIOUS SENTENCE STRUCTURES BY USING B.A.Y.U TECHNIQUE AMONG PRE DIPLOMA STUDENTS IN ESL CLASSROOM

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ABSTRACT

Knowing on how to construct various sentence structure is very essential before students start writing essays. However, most students in my class felt reluctant to complete the tasks which required them to build whether simple, compound or complex sentences. They would finally submit the task which were not originally done by them and some of them had not even completed the tasks given. In this study, B.A.Y.U technique was created and used to overcome the problems. The technique was designed with the incorporation of rap beats and students' prior knowledge in which the contents of the works were about themselves and their self-expression about certain issues. In fact, the technique can also help my students to generate ideas and avoid them to plagiarize works to one another because each of them had chosen different rap beats. As a result, it had given positive impacts towards my students' writing production where the number of sentences improve significantly after they used the technique in classroom. Besides, they also gave positive feedbacks after being exposed to the technique. As a teacher, I also benefited from this technique where I was able to check on students' original works to identify the aspects to be improved in constructing sentences in various structures.

KEYWORDS: ESL classroom, writing, sentence structure, rap beats, B.A.Y.U technique

1.0   INTRODUCTION

Constructing sentences is one of the difficulties that students might face before they start writing essays. Frogner (1933) states that one of the factor that cause to the problem is the students' ability to subordinate ideas to write complex sentences. In her study to 959 students from different grades and IQ level, her study finds that there was no positive relationship between the ability to construct complex sentences and students' intelligence. According to her, increasing number of complex sentences can be seen from the maturity of students which can be measured when they become older (Frogner, 1933). However, students' proficiency level which was not addressed by her can be one of the factor which influence students' abilities to write complex sentences because it involves other aspects such as their vocabulary, mastery of grammar and language skills in the target language. Older students might be more experienced than younger but if they are not exposed to learn and use the target language whether in the classroom or in their daily life, it might affect their ability to build up well-constructed sentences although they have wide general knowledge.

Other problems which students face besides generating ideas is to write different sentence structures correctly. Frogner (1939) says this problem exists when students make 'awkward' and 'unintelligible' complex sentences. She uses these terms to refer to run-on sentences and wrong use of punctuation like comma and period made by most students in her research. The myth which many students believe is by writing a very long sentence, they have successfully produced complex sentences. However, the statement can be argued because they possibly unable to distinguish between run-on sentence and complex sentences. Therefore it is important for teachers to explain about the structures of sentence before letting them practise in classroom. Even though Frogner (1939) disagrees with such technique, I believed the input for students is important before we blend it with new teaching practises. In her research, she suggests teachers to let students synthesize rather than analyse the sentences to make the learning more practical and meaningful. In other words, it is not essential to the students to know specifically and deeply about the structure such as independent and dependent clause but the most important thing is how they can link or connect the ideas to be produced into sensible and meaningful sentences. Her opinions on the teaching styles suggest that sentence writing should be learnt inductively rather than deductively where the students should be taught on how to use and not learn the target language.

Music and language are two domains which possess many connections and similarities on their features. Fonseca-Mora, Toscano-Fuentes & Wermke (2011) explain that they match well because the way they are formed. Language uses words and phrases to build up sentences and music depends on musical noted to produce the rhythms and melodies. Nevertheless, they did not elaborate in detail which language aspects and skills share the same features with music. To know more about those aspects, Patel (2003) explains that both music and language have three ways of to be expressed; vocal, gesture and written words which involve almost all language skills; speaking, writing and listening. In addition, music is very close to students in which Failoni (1993) believes it can happen in many ways depend on the ways they grow with it. Students feel close to it perhaps because they like to listen, sing or compose it.

Many studies found that music can be used as effective learning tools in ESL classroom such as Failoni (1993), Salcedo (2002), Rosova (2007), and Joyce (2011). Most studies focus on the roles of music to teach grammar items, vocabulary, pronunciation, listening or even culture. Nonetheless, there are no specific emphasis given on how music can be used to develop students' writing skills. In this study, I try to explore how rap beat as part of music can be adopted commendably to teach students producing ideas to write sentences and to be put accordingly when they construct various sentence structures. Howard Gardner through his theory of multiple intelligence said that learners have "different thinking process and makes them learn, remember, perform, and understand in different and own ways" (Gardner 1993). According to him, musical intelligence is one of the abilities that learners may have in which they are very sensitive to the rhythm and sound. Even though this theory is debateable because there is no empirical study to differentiate 'abilities', 'skills' and 'intelligence', there is no doubt that music is something that most people love it for several reasons including our students. Therefore, teachers should fully use it as part of learning materials or tools in classroom.

Rap were chosen to 'represent' music in B.A.Y.U technique because the advantages it has. First, it has easy and fixed pattern of beat that teachers can easily understand compared to other genre of music. Each line or known as bar has four beats and it will not change until the end of rap beats. Second, its universalities could help students to brainstorm lots of idea to write sentences. Students can write anything when searching their favourite rap beats on YouTube such as 'Rock Rap Beat', '90's Rap Beat', 'Food Rap Beat' or even more specific like 'Ed Sheeran - Perfect - Hip Hop Instrumental'. Third, it also contains emotions such as sad, happy, numb, boring, and so forth which can trigger our students to think on what they are going to write. Fourth, the rap beats that students choose are close to them. It might represent the culture they are practising or countries they dream to go to. Hence, I believe that using rap beats is one of the relevant methods we should use to enhance the learning process of our students to use the target language in more interesting way.

Finally, this action research intends to identify the best way to help the students to generate more ideas to write sentences and construct various sentence structures. Based on my research, the combination of music, students' prior knowledge, language skills and motivating technique has good potential to be the right learning elements and path to achieve the goals and solve the problems faced by the students.

2.0   DEFINITION OF TERMS

2.1 Rap Beat

Rap beat is the music arrangement which exclusively made for rap genre. Some of rap music are combined with other genre such as pop, soul, rock and so on. Rap beats also signify cultures which exist all over the world which can make it universal to all people who use and listen to it. It can be easily found and downloaded on YouTube and other internet sources.

2.2 Pre Diploma Programme

Pre Diploma Programme is offered in Kolej Profesional MARA Bandar Penawar to SPM candidates who do not achieve credit (Grade C) where most of them obtained Grade D and E in English. This programme was formerly known as Preparatory Intensive Programme (PIP). In the end of 2016, it was

restructured and known as Intensive English Programme (IEP). They will learn English by skills; reading, writing, listening, speaking and grammar.

2.3 Various Sentence Structures

Various sentence structures refer to simple, compound and complex sentence. It is taught in writing and grammar class of Intensive English Programme. In this study, students are expected to use and write variety sentence structures accordingly with the incorporation of rap beat.

2.4 B.A.Y.U Technique

B.A.Y.U technique involves the skills in generating ideas, constructing sentences and also incorporating music (rap beat) when writing the sentences. It is created based on Gardner's Multiple Intelligence Theory in which the technique attempt to use students' abilities in linguistic, musical and also intrapersonal to develop their skills in building various sentence structures.

3.0 REFLECTION ON LEARNING AND TEACHING EXPERIENCE

Giving tasks which require students to construct sentences will somehow lead teachers to several problems. Based on my experience teaching pre diploma students, they refuse to write or are not able to generate ideas when constructing sentences. Fernstan and Reda (2011) state that many students either in secondary or tertiary level are lack of confident and not having positive view on themselves when they practise their writing skills. This is also involved the process of building various sentences structures in which it plays important roles as one of the preparation before they start writing essays. It may happen because they are lack of vocabulary and not having wide knowledge about the topic they write.

In my case, students would eventually copy their friends' works, plagiarise other people's works on the internet and some of them did not complete the task given at all even though they were taught about sentence structures before doing the exercises. It is something that all teachers in ESL classroom should ponder because it will affect negatively students' skills in other courses which involve writing and thinking skills. Consequently, they might have problem in delivering ideas or structuring well-written essays.

This study put on emphasis in teaching students on how to generate ideas and put it into either simple, compound and complex with the incorporation of rap beat. It is maybe the technique that teachers can apply to develop their fundamental skills in writing which is constructing sentences in various structures before exposing them to higher writing skills.

4.0 RESEARCH FOCUS

The study focused on the students who were not able to construct sentences in various structures. Based on the observations and informal interview, I identified three major problems. First, students did not know on how to generate ideas. Second, some of them were not able to construct variety sentences especially complex. Third, the conventional teaching I used previously perhaps did not motivate them to complete the task given. Therefore, by using this technique, students were hoped to improve the numbers of sentences which they wrote on their own and also by writing various sentence construction.

5.0 RESEARCH OBJECTIVES

The study was designed to explore the effectiveness of B.A.Y.U technique to 5 out of 25 students of Pre Diploma Programme in Kolej Profesional MARA Bandar Penawar. It also wants to answer these research questions:

a) Does B.A.Y.U technique improve the number of sentences made by students?
b) Does B.A.Y.U technique enhance the variety of sentences structures; simple, compound and complex sentence?

c) What are students' feedbacks of using B.A.Y.U technique to generate ideas in writing sentences and construct various sentence structures?

6.0   METHODOLOGY

The participants of the study were 5 students of Intensive English Programme whose ages are between 18- 21 years old. They were chosen based on the completion of the task given. Most of them did not complete the task which required them to write 10 sentences with different constructions. The students had several reasons for not completing the task. The data of the study were collected based on my observation, students' works and informal interviews as my research instruments.

6.1 Conceptual Framework

To implement B.A.Y.U technique, I adopted the Action Research Model by Lewin (1946) which contains one cycle as a guide. Adelman (1993) stated that the cycle which contains the process of planning, taking action, reflecting and observing would help teachers to know the impacts towards the identified problems. Not only that, the cycle will also give useful information whether the technique we are using as a teacher is relevant, useful and suitable to our students or not. In the study, this model was also adapted to B.A.Y.U technique where it was implemented in the action phase of the cycle. Both technique and model will be explained below.

6.2 B.A.Y.U Technique

6. 2.1 B - Beat and bars

i)   In this stage, students are free to choose any rap beat based on the emotions (happy, sad, determined and etc.) or the music genre they prefer to be combined with the rap beat (pop, soul, rock and etc.) or cultures of people all over the world (Middle East, tribes in Africa, India, Japan and etc.) or even related to something they like such as foods, K-POP, famous celebrities, popular songs and so on.

ii)   After that, they have to count how many bars contain in the rap beat whether 16, 32, 48 or more. Counting bars is important because they will know either the beat is slow, moderate or fast or they can estimate how many syllables they might use in each bar.

6.2.3   A - Asking themselves what to write

i) The second stage need them to plan on the theme and message they want to convey within the sentences they make. They have to keep listening on the rap beat they have chosen because it will help them thinking about something or someone they know. For example, the mood of rap beat might remind them to someone who inspired them or perhaps something that they hate to do in life.

ii) The theme can be a general topic such as "mother" and message should be specific such as "Mother's sacrifice" or "Conflicts with mother". This process helped them to write sentences because they have a solid guide which were the theme and message that they have decided to use.

6.2.4   Y - "Yourself"

i)   It is very important stage because students must write something related to themselves regardless of the message or theme they had chosen in the previous stage. If they want to write about "Mother's Sacrifice", it must contains ideas about their own mother and her sacrifice towards their life.

ii)   It is to avoid students plagiarising on the internet or copying sentences from their friends. If the theme or message are something that they never experience before this, they can write something that describe their opinion or perception about it and how it relates to their life.

iii) This stage can develop students' feeling of exclusivity and to retrospect their experience and memorable moments.

6.2.5   U - Unite ideas

i)   The end stage of the technique requires students to unite the ideas they have brainstormed into either simple, compound or complex sentence. This stage will encourage students to synthesise the brainstormed ideas they get on the previous stages.

ii)   Teacher roles in stage is essential because students might have problems in constructing sentences. Therefore, teacher must assist students in this process.

iii)   If a sentence is incomplete in one bar, teacher must ask students to continue until it is complete in the next bar of the rap beat. To make it easier, the number of syllables which should be allocated in each bar are not more than 15 syllables.


1.   Plan

i) Students were selected based on the task completion.
ii) Works of the selected students were analyzed
iii) Formal interview were done to get

2. Action

i) B.A.Y.U technique was explained to students
ii) The implementation of the technique was done.
iii) Teacher facilitated the learning

3. Observe

i) Students' works were collected to be analyzed
ii) Analysis emphasized on the number of sentences the students make and its variety in construction

4. Reflect

i) Informal interview were done to know students' feedback after using the technique

Figure 1: Action Research Cycle adapted from Lewin (1946)

7.0   FINDINGS

7.1   First Informal Interview

Q1: Why didn't you complete the task given to you?

> **Student 1**: *I have no idea what to write, sir. Ten sentences are too much for me…*
>
> **Student 2**: *Actually I don't have problems to write simple and compound sentence but complex sentence… hmm… "susah lah" sir.*

> **Student 3**: *No idea to write sentences, sir*
>
> **Student 4**: *I don't like to write. I love listening and do a presentation*
>
> **Student 5:** "*Serius" sir, I really don't know what to write. I don't know why?*

Based on answers given by the students on why they did not complete the task given, Student 1, 3 and 5 signified that they had problem in generating ideas to write sentences. However, Student 4 claimed that he was not motivated to complete task for several reasons. Finally, Student 2 is the only one who said that she had problems in applying her knowledge of sentence structure when writing sentences especially complex sentences.

Q2: What did you really do after I asked to submit the task?

> **Student 1**: *I discussed with my other friends and we have same sentences. I "tak tiru dia pun".*
>
> **Student 2**: "*Tak siap" sir. I just submitted 5 sentences only. 3 simple sentences and two compound sentences. That's it…*
>
> **Student 3**: *Honestly, I use google to find example of sentences. Sorry sir, but I have tried my best…*
>
> **Student 4**: *I only wrote three sentences.*
>
> **Student 5:** *Discussing with friends and I don't expect we have the same ideas.*

Student 1, 3 and 5 showed they that might involve in plagiarism after admitting that the task was completed through 'discussion' and by searching the examples on the internet. Student 2 and 4 on the other hands did not complete the tasks given by me where the former just wrote 5 sentences and latter construct 3 out of ten sentences.

Hence, based on the informal interview, the focus of intervention through the technique must emphasize on students ability to generate or produce ideas and construct variety of sentence structures. Besides, motivating learning should be adopted to ensure students can willingly complete the task given.

7.2 Students' Works

Graph 1: Number of sentences made by students before and after using B.A.Y.U technique
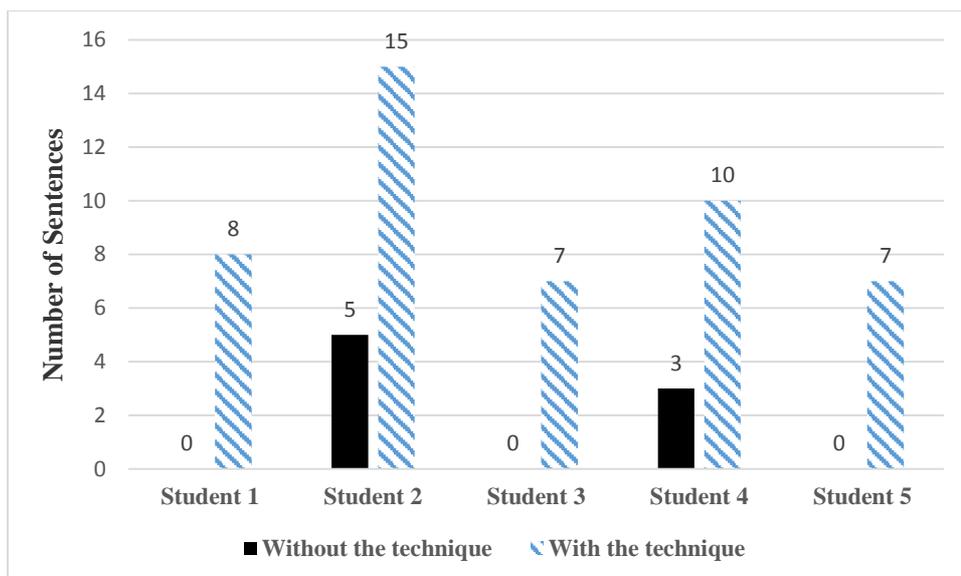
Graph 1 shows the number of sentences constructed by the students. For the first task, they didn't use the technique at all. In the task, they were requested to write ten sentences with variety of structures. As a result, Student 1, 3 and 5 did not produce any sentence because they totally copied the works from their friends and plagiarized it from internet. However after being exposed to technique they made a positive improvement which were 80% (Student 1) and 70% (Student 3 and 5). Similarly to Student 3 who improved the number of sentences from three to ten sentences (70% improvement). Lastly, Student 2 showed the highest improvement which was 100%. It was beyond my expectation because she wrote more sentences than what I had asked after using the technique.

Table 1: Types of sentence made by the students

Students	Total of sentences	Simple Sentences	Compound Sentences	Complex Sentences
1	8	3	3	2
2	15	7	4	4
3	7	3	2	2
4	10	5	3	2
5	7	3	2	2

Table 1 showed types of sentence made by the students. The most variety of sentences can be seen on Student 2 who wrote seven simple, four compound and four complex sentences. Even though they didn't achieve ten sentences, Student 3 and 5 who produced seven sentences were able to vary their sentences with three simple, two compound and two complex sentences. Student 4 also showed good variety of sentences by producing five simple, three compound and two complex sentences. On the other hands, Student 1 produced eight sentences with three simple, three compound and two complex. According to the table, it can be concluded that the more sentences are produced, the more variety of sentences can be made.

7.3 Second Informal Interview

Q1: Do you think the technique used inspire you to write more sentences?

Student 1: Yes. It helps a lot because beat *nye sama* so. not that difficult. *Lepas siap* one bar, *tak sabar nak sambung* the next bar. *Sampai tak sedar yang kita dah buat banyak* sentences.

Student 2: At first it is quite difficult to follow each bar but *feeling dalam lagu rap tu yang buat saya rasa tak sabar nak tulis* and keep writing until the end bar. *Rasa macam* composer *plak.*

Student 3: I don't know how to explain it but writing while listening to my favourite rap beat *lagi best dari cari orang lain punya ayat di internet*. It is so meaningful.

Student 4: Great! I never thought, we can learn writing through rap…it really inspires me

Student 5: *Bila dengar lagu rap banyak kali, tetiba rasa nak luah apa yang pendam dalam diri. Idea mencurah-mencurah nak tulis apa pun*

Based on the first question in the second interview, all students gives positive feedbacks on the technique used. Student 1 and 2 felt excited to write sentences from one bar to another because rap beats provide them with easy beat and it is full with emotions. Student 3 admitted that writing while listening rap beat is more meaningful than copying other people's works on the internet. Furthermore, Student 4 thought that rap beat motivates him a lot to write. Finally Student 5 stated that listening repetitively to the rap beat will help her to express herself and she has lots of ideas to write sentences.

Q2: Do you think the technique help you to practise writing various sentence structures?

Student 1: Yes. The beat make me practise to write many types of sentence. It can make my lyric more interesting.

Student 2: *Lepas habis* one bar and our sentence is still not complete, *tentu kita fikir ayat camne kita nak buat supaya nampak menarik.*

Student 3: For sure sir. When I write essay or *buat ayat*, sometimes I focus too much on content and forget about sentence structure. However with this technique, I am excited to construct sentence yang *pelbagai.*

Student 4: Of course. Actually rapping *dalam English ni susah sebab kita kan orang Melayu. Tapi bila dah selalu, rasa best plak sebab macam-macam jenis ayat kita boleh buat. Increase our vocabulary too.*

Student 5: Actually *kita akan buat ayat pelbagai sebab taknak nampak sama dari awal sampai akhir..so kena* apply what we have learnt about sentence structure. Baru best nak rap nanti..nak plak kena bunyi perkataan sama hujungnya.

Second question of the interview investigate students' opinion on how the technique can help them practising to write various sentence structure. Student 1, 2 and 3 gave almost same insight in which they write sentence structure to make sure their lyric looks interesting and unique. Student 4 raised another benefits which is not my focus in this study. He said that writing rap lyric can also increase vocabulary besides practising to write different structures of sentence. Students 5 thought that to have good rap lyric, one must apply writing various sentence structures which rhyme well.

8.0   CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the technique gives positive impacts to students who were not able construct variety sentence structures and help them in producing ideas before they started constructing sentences.

The most interesting learning tool that I used and integrated in this technique is rap beat which is maybe not familiar to many teachers especially in Malaysia. In fact, teachers might refuse to use it because they may think that using rap beats will need them to have deep knowledge in music. However, using rap beat in this technique is not that difficult because teachers just need to know on how to counts bars of the beat and let students to construct sentences based on the bars. In my opinion and based on my students' feedback, rap beats inspired them to write more. They got ideas after listening to it repetitively. The moods and emotions exist in rap beats are so helpful and trigger them to write sentences. Thus, rap beats can be said as an effective learning instrument which can make our students feel motivated to learn the target language in ESL classroom.

In addition, teachers might use the technique to teach other grammar items which deal with sentence construction such as Subject Verb Agreement. For example, teachers can instruct students to follow the rules of the grammar item and how they can clearly identify subjects and predicates within sentences. There is no doubt that students at first will neglect all the rules or knowledge we have taught them when they start writing sentences by using the technique. Yet, after using it, teachers are able to use students' works to give personal corrective feedback or in the whole class discussion or reflection.

Furthermore, B.A.Y.U can be also used in collaborative ways either pair work or small groups. In this study, I do it as individual work because the participants were only five students. Therefore, I chose to do it individually so that I can give more focus to each of the students. For small group as example, teachers can use bars of rap beats to divide the works equally to students. For instance, if the group has 5 members each, they have to choose the rap beat which has forty bars so that they can write sentences within eight bars each. Thus, this technique is flexible and can be adjusted accordingly by teachers.

B.A.Y.U can be also operated solely or together with conventional teaching depending on students' level of proficiency. Both ways still need teachers to guide students and facilitate their learning process. In my case dealing with low level proficiency of students, I would monitor their works and ensure they produced complete sentences with various structures. If they chose to construct just simple sentences, I would encourage them to write different structures by stating that the sentences they produced would not synchronise better with the rap beat if they just used a single sentence structure. Nevertheless, if teachers teach intermediate to high level proficiency of students, they can give more autonomy to students in using the technique. The role of teachers is only to explain to students on how the technique can be used effectively and teachers' expectation in the end stage of the technique used.

In conclusion, this technique effects positively to my students skills in writing sentences. Its excitement, universality and flexibility might ease the roles as teachers or educators in helping out our students to develop one of the important skills to be used in their target language.

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THE USE OF NOMINALIZATIONS IN HUMANITY AND TECHNOLOGY RESEARCH ARTICLE ABSTRACTS: A COMPARATIVE STUDY

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ABSTRACT

The dominant use of nominalizations in the language of scientific texts, as stated by Halliday (1992), trigers this study to be conducted. In this case, nominalization is defined as the production of nouns which come from other nouns, like adjectives or verbs. This study investigated nominalizations realized in some different texts, categorized as soft and hard domains, including Humanity and Technology disciplines. The theory of nominalization, as one of grammatical metaphors proposed by Halliday (1985) was implemented in analyzing the texts chosen in this study. The frequent use of nominalizations in 50 research article abstracts in both domains was manually counted, and eventually Chi-square was also operated to find out the probable significant different uses of nominalizations in both domains. There are some findings in the study of both domains, that nominalizations are realized in article abstracts, that the hard domain contains high frequency of nominalization than the soft one, and that intra discipline analysis resulted different use of suffixes applied in nominalizations. The findings of this study do not only have some prominent contributions for the textbook readers of both domains, students and English teachers of higher education, but also for some linguists concentrating on the study of grammatical metaphor, particulary the realization of nominalization in written texts. It is recommended that further study should be how nominalizations are realized in many other genres from many other disciplines.

KEYWORDS: Grammatical metaphor, Nominalization,Written texts, Article abstracts

1.0   INTRODUCTION

One of significant features of written language, also said academic writing, is information density. In order to achieve information density, grammatical metaphor is needed. One of the common forms of grammartical metaphor is nominalization (Martin & Rose, 2007; Halliday, 1985)**.** Furthermore, it is supported by Derewianka (1998) that one way of making a text more compact and 'written' is to change verbs and other words, like adjective, into nouns. For examples, instead of saying,
'*When you heat a liquid it can change into a gas'*.
'When the gas cools it returns to a liquid.'

By realizing nominalizations, the above expressions are condensed as follows:
'*Vaporation is followed by condensation'*.

In this study, an article abstract is the written academic text analysed to find the realization of nominalization. An abstract plays a prominent role in an academic writing. It is the first part of the academic writing that attracts a reader to read the text further, or even to prevent him to go through the entire pages of the text. The function of the abstract is to provide the summary of the text or academic writing (Pearce, 2005, Paltridge & Stairfield, 2007, as cited in Emilia, 2009).

According to Hyland, Evan & Gruba (2002, cited in Emilia, 2009), an abstract contains some significant and brief information about the reasons of conducting an investigation, the purpose of carrying out the research, the method applied and its findings, and the conclusion drawn from the results of the study. Accordingly, the abstract is condensed, that is by using nominalizations.

In this paper, the written texts to be analyzed are selected journal article abstracts coming from two different domains. They are hard domain represented by Humanity, whereas the soft one is represented by Technology. These disciplines are assumed to represent the two domains appropriately. Furthermore, it is

also assumed that the investigation toward the realization of nominalization in the written texts of both domains indicates the same frequency. This assumption is based on the fact that both soft and hard domains are categorized written academic language.

This study is conducted in order to respond to some research questions. The first one is whether nominalizations are applied in research article abstracts. The second is to what extent the application of nominalization in research article abstracts of Humanity and Technology is. The last one is to reveal some information with the linguistic process (suffixes) which are used to produce nominalization in both domains stated above.

The results of this study will provide some significant benefits. Theoretically, they will improve the variety of findings of the same topics to enrich the literature of nominalization, and to motivate other researchers to conduct further study of the same topic in other genres and disciplines. Practically, they will give information to the English teachers in selecting the texts of teaching materials, that is Technology or Humanities, in term of the realization of nominalizations in those texts. Professionally, they will also improve the language teaching profession, as they will increase the teachers awareness with the prominent roles of nominalization in academic textbooks, especially in the texts of Technology and Humanities. Special attention should be paid on the use of nominalizations in the teaching of English academic writing. In brief, it is said that this study helps to increase the knowledge of nominalization for the readers of English applied in academic textbooks.

A significant number of studies have been conducted to investigate the use of nominalizations in scientific texts. It is found that nominalizations play a prominat role in academic writing (Yuliana, D. 2011; Holtz, 2009; Fatonah, 2014; Mahbudi, A. & Mahbudi, L.; Saleh, A. E., 2014). Some other researchers have conducted comparative studies on the realization of nominalizations in some different disciplines (Jalilifar, A. & Shirali, F., 2014b; Jalilifar, A., Alipour, M. & Parsa, S., 2014a; and Naghizadeh, M. & Naghizadeh, F.A. 2014).

Jalilifar et al. (2014a) conducted a comparative study of nominalization in Applied Linguistics and Biology books. It was found that Applied Linguistics books has greater tendency towards nominalizing scientific information than Biology books. Another study of the same topic (Jalilifar et al., 2014b) was also conducted to compare the use of nominalization in an English Applied Linguistics textbook and its Persian translation. This study revealed that quantitative differences in using nominalization turned out to be significant. It is also found that the similarities in the employment of nominalization patterns might reflect the awareness of both the author and the translator of the role of meta-discourse markers in scientific texts.

Sarfo-Adu, K. (2015), in his study, applying the lexicalist approach to nominalizations associated with Chomsky (1970, as cited in Sarfo-Adu, 2015) investigated the comparative study of the use of nominalizations in research article abstracts from 10 different disciplines consisting of soft and hard domains. The former include of Humanity disciplines such as English language (EAP & ESP), Linguistics, Social Science & business; while the latter include Molecular Biology, Climate Change, Information Engineering, Applied Science and Medical Physics. Sarfo-Adu revealed that article abstracts employ nominal style in writing, that there was a higher frequency of nominalizations in Science than in Humanity, that intra-discipline analysis showed a different use of suffixation in the nominalisation in both domains of the texts. Nevertheless, this study possesses some implications for the language teaching profession, especially in the teaching nominalizations as one of the significant features of academic writing.

In conducting this present study, the researcher applies the underlying theory of nominalizing metaphor proposed by Halliday (1998 in Ravelli & Ellis, 2004 and Christie & Martin, 2000). The article abstracts to be analysed are derived from many different disciplines categorized into two, soft and hard domains. The former consists of Education, Applied Linguistics, Hospitality & Tourism, Personality & Psychology, and Management. The latter inludes Mechanical Science, Material & Product, Aerospace Technology, Civil Engineering, and Journal of Technology. The complete types of nominalizations, as the underlying theory of this study, are posted in the next part of this paper.

2.0   RELATED LITERATURE REVIEW

It is stated that there are many characteristics of scientific texts. One of them is the use of grammatical metaphors. It is also said that grammatical metaphor dominating the scientific language is

nominalization (Halliday & Martin, 2005). In this case, nominalization is defined as the formation of nouns which comes from verbs, adverbs, adjectives, and conjunctions; for example, *employ* (verb) → *employment* (noun) (Droga et al., 2011). In this study, the theory of nominalizing metaphor proposed by Halliday is applied as the framework of analysing the selected texts. The selected materials are in the forms research article abstracts. The complete types of nominalizations are posted in Table 1 below.

Table 1. Types of Nominalization

Types of Nom.	Semantic Shifts / Grammatical Shifts	Examples
Type I metaphor	from quality to entity / from adjective to noun	*stable → stability*
Type II metaphor	from process to entity /from verb to noun	*drive → driving*
Type III metaphor	From circumstance to entity / from adverb /prep. phrase to noun	*very fast → the speed*
Type IV metaphor	from relator to entity / from conjunction. to noun	*so → the result*

Table 1 reveals the four types of nominalizations which are mostly found in academic texts. In this investigation all types of nominalizations are used as the frame of analyizing the data. By realizing nominalization in written text, action (verb) is transformed into things (nouns) (Derewianka, 2004:80), like in the following illustrations:

ACTION THING
might explode → *the possible detonation*
Everyone will die. → *widespread mortality*

In the examples above, abstract and technical terms have replaced more emotive words. Everyday words *explode* has become "*detonation*"; *death* has become "*mortality*" The technical terminology lends a scientific aura to the text. The fallible human has been eliminated (Derewianka, 2004)

Furthermore, Droga (2011, Eggins, 2004 & Hyland, 2004) put forward an argument that applying nominalization in an academic text causes some effects, like the effect of creating abstract technical term, the effect of condensing some previous information into a single word, and the effect of removing time and actors who are responsible for action, evidense or argument. Some sentences below are the examples of the effects of using nominalizations respectively, as follows:

- *When the cloud gets heavy, these droplets fall to the ground.* → *This is called <u>precipitation.</u>*
- *When the sun heats up the water, it evaporates into steam.* → *<u>Evaporation</u> causes the steam to rise to the air.*
- *Because the president failed to remove the troops, many deaths occurred* → *The <u>failure</u> to remove the troops resulted in many deaths.*

In addition, this study follows Ravelli's statement (1999) that derivation is a device that is used for analysing grammatical metaphor. Furthermore, Ravelli states that there are many other grammatical metaphors that are produced without using any derivational suffix, for example *long → length*. Ravelli even mentions that derivation does not always indicate a metaphorical form, like suffixes *–er* and *–or* in *singer* and *director*.

3.0   METHODOLOGY

This study practises mixed methods, qualitative and quantitative methods. The former includes the manual identification of the use nominalizations in the sample abstract articles in soft and hard domains.

The latter, quantitative data are employed to find out the significant different uses of nominalisations in both domains. In this case, *Chi-square* is operated for calculating the figure more precisely.

There are some criteria used in selecting the abstract articles to be analysed. The abstracts are written in English and published in national and international journals. There are two groups of academic texts in the forms of article abstracts. The first is in the fields of Humanities, also called as soft domain, and the second one is in the fields of Technology, as the hard domain. The following discussion is focused on how the data are collected and then analyzed.

3.1 Data Collection

Since this paper is a comparative study, the data are collected from many different disciplines, classified into hard and soft domains. The examples of the hard domains are natural sciences and technology; whereas the examples of the soft domains are the humanity (Martin, 1992, as cited in Sarfo-Adu, 2015).

All together, the data are collected from 50 research article abstracts, consisting of 25 articles with the topics of Humanities, as the soft domain; while the other 25 articles are with the topics of Technology, as the hard domain. The first group is about Humanities, having five disciplines, which have five articles for each, consisting of Education, Applied Linguistics, Hospitality & Tourism, and Management. Whereas the second one is about Technology domain including five disciplines, in which there are five articles for each. The five disciplines of this groups are Mechanical Sciences, Material & Products, Aerospace Technology, Civil Engineering, and Journal of Technology.

3.2 Data analysis

Prior to analysing the corpus, a definition of nominalization, as the unit of analysis, is taken into account. Nominalization is defined as the production of nouns coming from other nouns, like verbs and adjectives. The framework of analysing the texts is a taxonomy of nominalising metaphor proposed by Halliday (1998 in Ravelli & Ellis, 2004; Christie & Martin, 2000). The taxonomy containing the four types of nominalisation are completely posted in Table 1.

The process of analysing the texts is carried out as follows. To start with, the nominalizations realized the selected article abstracts were manually identified, as the process of analysing the texts involved a relatively a small number of data base. In other case, some of the article abstracts are found in the forms of hard copy, so that the texts are also identified manually. After analysing the text, the results of identifying the nominalizations are in the forms of scores and words. They are all then organized in some tables of classifications following some categorizations.

There are some examples of analysing the derived nominalizations found in some selected articles abstracts used in this study. Those are as follows:

a. For *validation* of the developed model an experimental set up was developed. (It is taken from Mechanical Science, article abstract, No. 1)
b. The operational *pressure* expected is 150 Bar and the vessel is required to be *resistance* to nitric acid. (Aerospace Tech, article abstract No. 5).
c. *'Curiosity'* has always been positively linked with the positive drive in attaining *knowledge*. (Education, article abstract, No. 5).
d. Students' learning *engagement* (SLE) has been the focus of educational research at least since the 1990s. (Applied Linguistics, article abstract, No. 2)

There are three reserach questions in this study that have been completely written in the first section of this paper. To provide the answer to the first research question, the data needed are in the forms of scores. In this case, the realization of nominalizations in 50 reasearch article abstracts are identified and then counted. This step is intended to prove that nominalizations are used in all selected research article abstracts coming from the two domains, Humanity and Technology. The results of this step are posted in Table 2 and Table 3. The second research question is responded by providing some data in the forms of scores and words. Then, the scores become the raw materials to be calculated to provide significant figure, that is by running *Chi-square* (Hatch, et al., 1982).

In order to response to the third research question, the suffixes used in the process of producing nominalizations were needed to be investigated. This was carried out by identifying the derived

nominalizations manually. In the same way, the frequencies of using the suffixes were counted , then classified. The classification of suffixes used in achieving the nominalizations that were realized in the 50 selected article abstracts are organized in Table 4. The tables containing the results of identifying nominalizations used in the selected abstract articles are posted in the following part of this paper.

4.0   FINDINGS & DISCUSSION

Table 2 contains all the numbers of research articles abstract of both domains, humanitu and Technology. The former consists of five journals in which there are five article abstract for each, namely Education, Applied Linguistics, Hospitality & Tourism, Personality & Psychology, and Management. The latter consists of five journals, wherein each of which possesses also five abstract articles, among others mechanical Science, Material & Product, Aerospace Technology. Civil Engineering, and Journal of Technology. The total of the abstracts coming from both domains is 50.

Table 2. The List of Article Abstarcts

Discipline Humanity	Journal	Year	Abstr	Word	%
Education	AEARJ	2017	5	926	20.48
Applied Linguistics	IJAL	2018	5	1103	24.40
Hospitality & Tourism	JHTR	2018	5	661	14.62
Personality & Psychology	JPSP	2018	5	933	20.64
Management	IIJ	2016	5	898	19.86
TOTAL	**5**		**25**	**4521**	**100**
Technology					
Mechanical Science	IJMS	2018	5	932	19.25
Material & Product	JTMTP	2015	5	910	18.79
Aerospace Technology	JAT	2015	5	971	20.06
Civil Engineering	IJERMCE	2018	5	828	17.11
Journal of Technology	IJTech	2014	5	1200	24.79
TOTAL	**5**		**25**	**4841**	**100**

Table 2 contains the number of the words found in all of the article abstracts employed in this study. In Humanity, the total number of the words within the 25 abstracts is 4521, whereas in Technology there are 4841 words. All together, the total number of the words in 50 abstracts is 9362.

Table 3. Nominalizations in Article Abstracts

Humanities	Nominalization (F)	%
Education	72	20.45
Applied Linguistics	66	18.75
Hospitality & Tourism	75	21.31
Personality & Psychology	67	19.04
Management	72	20.45
TOTAL	**352**	**100**

Technology	Nominalisation (F)	%
Mechanical Science	84	18.22
Material & Products	115	24.94
Aerospace Technology	113	24.52
Civil Engineering	58	12.58
Journal of Technology	91	19.74

	TOTAL	**461**	**100**

Chi-square: 10.27, df = 4, p-value (0.05)

Table 3 shows the results of analysing all the article abstracts posted in Table 2. There are 352 nominalizations in Humanity and 461 nominalization in Technology. It is also indicated that every discipline in Humanity domain possesses almost the same number of nominalization. In other word, in average, every single article abstract of this soft domain contains 14 nominalizations. On the other hand, in average, every single article abstract in Technology contains about 18 nominalizations. This reality provides the clear answer to the first and second research questions of this study, that every article abstract of the soft and hard domain contains nominalizations and that hard domain contains more nominalization than the soft one. In order to find out the significant different figure of the use of nominalizations in both domains, *Chi-square* is operated. The results of the calculation are also written in Table 3.

By operating the *Chi-square*, the calculation on the raw frequencies (10.27, df = 4, p-value (0.05)) shows a high significant different use of nominalizations between soft domain, Humanity, and hard domain, Technology. It refers to the fact that the p-value or critical value (0.05) is less than alpha value. Null hypothesis, mentioning that the realization of nominalizations in Humanity and in Technology are the same, is rejected.   This study shows that Humanity uses less nominalization than Technology. The following table contains the numbers of nominalization suffixes found in all the selected article abstracts.

Table 4. List of Nominalization Suffixes

Suffix	**Humanity**		**Technology**	
	(F)	**%**	**(F)**	**%**
-ment	46	13.07	26	5.64
-sion/-tion	123	34.94	188	40.78
-ty/-cy	63	17.90	52	11.27
-ing	42	11.93	39	8.47
-ness	10	2.84	10	2.16
-a/-ence	21	5.97	32	6.95
-age/-edge/-ture/-dure	11	3.12	36	7.81
-sis/-tive	12	3.41	19	4.12
-al/-able	10	2.84	11	2.39
-tive/-ism/-our	14	3.98	27	5.85
strengh/growth	7	1.99	21	4.56
TOTAL	**352**	**100**	**461**	**100**

Table 4 indicates the results of identifying the suffixes that are used in the process of transforming the words which are not nouns, like verbs and adjectives, into nouns, also called nominalizations. It is shown that most of the article abstracts of Humanity and Technology realize nominalizations with *-ment,- sion/-tion, -ty/-cy* and *-ing* suffixes. In both domains, *-sion/-tion* suffixes are in the highest position. It means that these suffixes are the most frequently found in academic texts of both domains.

5.0 CONCLUSIONS

This study investigated the frequent use of nominalizations realized in article abstracts of soft domain, Humanity, compared to the ones in hard domain, Technology. This investigation employed 50 articles abstracts of both domains. This study practices not only qualitative method, but also quantitative one. In order to find out the significant differences of nominalization uses both domains, *Chi-square* calculation is operated.

It is found that Humanity texts realize smaller number of nominalizations than Technology. As the result of running *Chi-square* in calculation, a significant different use of nominalizations of both domains was found. It is also found that nominalizations with *–ment,* and *-sion/-tion* suffixes dominate the grammatical metaphor in article abstracts in both domains. Based on these findings, it is concluded that

nominalizations have dominant role in academic language, because nominalizations occur in almost all academic texts. Nevertheless, there are still some different rate of frequency in the realization of nominalizations. Technology texts use more nominalizations than Humanity texts. There is a recommendation addressed to some other researchers studying the same topic. The next study should focus on the use of nominalizations in other genre of writing from many other disciplines.

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AN ANALYSIS OF REINFORCEMENT STRATEGIES USED BY TEACHER IN MOTIVATING YOUNG LEARNERS AT KG B CLASS IN BALI KIDDY SCHOOL

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ABSTRACT

This study aimed at describing types and implementation of reinforcement strategies that were used by teacher to motivate young learners at KG B Class in Bali Kiddy School. The subject of the research was an English teacher and 22 students aged 5-7 years old. In this study, the data were collected by using two methods namely observation and interview. Based on the findings, it was found that there were 5 types of reinforcement strategies that were used by teacher in motivating the students in EFL teaching and learning process. Those reinforcement strategies were verbal reinforcement, gestural reinforcement, contact reinforcement, activity reinforcement and token reinforcement. Furthermore, each of those reinforcement strategies contains positive and negative reinforcement. In positive reinforcement, teacher tended to be nice towards students by saying several good compliments namely "good, very good, very good job, good job, excellent, that's good, wow, strong child, smile, nodding head, thumbs up, clap hands, hugging the student, stroking the student back, rubbing their head, outdoor playing, writing student name on board, studying on floor with teacher, more time for playing, appointed as leader of a group, storytelling, break time at computer room, sticker and write comment on student book". Whereas in negative reinforcement, the signs that were used by teacher were representing disagreement and urgency towards students namely "sssstt, tetot, forefinger in front of mouth, point the student and crossed hand in front of chest". In addition, there were 5 implementations of Reinforcement Strategies found in this study such as (1) reinforcement was given with warmth and enthusiasm, (2) negative reinforcement was avoided, (3) reinforcement was emphasized on meaningfulness, (4) reinforcement was given to both group and individual, and (5) reinforcement was given with variation in types and purposes.

KEYWORDS: motivation, reinforcement, young learner

1.0   INTRODUCTION

The earlier children learn a language the easier for them to understand it (Kosasih & Hermawan, 2012). In teaching English to children, the teacher can use a variety of ways to get their attention for example, the teacher may use a variation of media, games, and interesting learning methods. The ability of children to know and master English language becomes a necessity for the advancement of their English language profiency in the future. Alwasiah (2004) stated that the role of English as foreign language in Indonesia serves as a tool to help competition and cooperation on the global level either through education, trade, and utilization of science and activities of other human interactions. Therefore, to make people able to follow the development of the era, they must be able to speak English. This is the reason why it is important to teach English from an early age to the children because it will be useful for their lives in the future. Sari (2008), in her thesis about early children development stated that early age is the golden age for children to learn the language. This is a sign that if the early age children are introduced to English then it will be easily for them to understand and to express words and phrases in English. Teachers should know and be able to understand students because in early age children cannot decide what to learn. The teacher should be able to build a comfortable and secure situation in the classroom while teaching so that students can be controlled. In order to be an effective teacher, Adeyemo (2012) stated that there are six components of a great teaching namely reinforcement, varying the stimulus, presentation skill, illustrating and use of example, closure, and student initiated question. By giving reinforcement, the students would complete tasks very well in a short period of time. One of the skills is reinforcing skill is defined by Sutton and Barto (2012) who stated that reinforcement is a process of learning which is more focused on direct learning

interaction. Utami, Sriasih and Sutresna (2012) stated that giving students both verbal and nonverbal reinforcement will positively affect the learning process and make students more active and enthusiastic, during the process they will also have a good feeling and feel appreciated from every activity which is done by them. Whatever the forms of reinforcement used, basically the reinforcement must be in accordance with the child's development. This will lead to the effectiveness of the reinforcement itself.

Young learner is really active, so it is a bit complicated to teach them. In fact, it is common to see students feel bored an unmotivated in class. The teachers cannot blame the students, because it might happen for a number of reasons and are affected by certain factors. For example, they need time to rest, or the teacher gives them too many tasks, so it can makes them unmotivated in learning.

Based on the phenomena stated above students' success in learning is also affected by motivation. Teachers always know when students need to be motivated during the learning process, so that learning activities will be more fun, communication flows more smoothly, student anxiety can be reduced, and creativity and learning activities are enhanced (Setyowati, 2007). A good teacher should consider how their teaching method and styles can effect students' motivation, so to make students more motivated in learning then the teacher must provide reinforcement because as we know motivation of one student to another student is different.

In an attempt to figure out the kinds of the teachers' reinforcement used to teach the children in kindergarten, this study was conducted in Bali Kiddy School. Bali Kiddy School can contribute to the higher standard quality of Education for children in Bali particularly. During five years Bali kiddy school has gained an outstanding reputation for the personal growth, English communication, and academic excellent, confidence and independent character of its students. Bali kiddy school uses National Curriculum combined with Singapore Curriculum for Math, English and Science. English is used for classroom instruction, greeting, notice and informal conversation between students and teachers. Their main concern is to provide children with fun learning atmosphere where children may explore and discover new knowledge and skills through fun playing, socializing, learning and engaging to the nature.

This research aimed to describing types of reinforcement strategy used in motivating EFL students at KG B Class in Bali Kiddy School and describing about the implementation of reinforcement strategy used in motivating EFL student at KG B Class in Bali Kiddy School. This research is expected to be a valuable reference and an alternative source as well as guidance for the other researcher who later attempts to do similar research in similar topic, especially in the context of using reinforcement strategy in motivating students.

2.0   RESEARCH METHOD

This kind of research is qualitative research. Qualitative research is often called as naturalistic research because the research is done in natural condition (Sugiyono, 2008). The data collection is in the form of word of picture rather than number. The design of the study is in the form of case study. This research was used to describe data related to the types of reinforcement strategies used and the implementation of reinforcement strategy that is used in motivating EFL students at KG B Bali Kiddy School. Subject in this research was a teacher and the students in KG B Class in Bali Kiddy School. The total numbers of the students were 22 people. They were between 5-6 years old students. The object of this research was the reinforcement given by the teacher in the learning and how the teacher gives to her students related to student motivation. The data in this research collected by two methods were observation and interview. The research instruments of this study were human instrument, observation sheet, interview guide, video recorder and camera. As cited in Sugiyono (2008), the processes of collecting data in qualitative research are before data collection, during data collection and after data collection.

3.0 FINDINGS

Based on the research question, there are two problems presented by the researcher. First question is about the types of reinforcement strategies used in motivating EFL students at KG B Class in Bali Kiddy School and the second is how are the types of reinforcement strategies implemented in motivating EFL

students at KG B Class in Bali Kiddy School. To give a picture of the reinforcement strategies used, Table 1 presents the types of reinforcement used in Bali Kiddy School at KG B Class.

Table 1. Reinforcement Strategy Used at Bali Kiddy School.

No	Component of reinforcement	Example
1	Verbal reinforcement	Good
		Very good
		Very good job
		Good job
		Ssssttt
		Excellent
		tetot
		That's good
		wow
		Saying "Strong child"
2	Gestural reinforcement	Smile
		Nod head
		Thumbs up
		Clap hands
		Forefinger in front of mouth
		Point the student
		Crossed hands in front of chest
3	Contact reinforcement	Hug the student
		Stroking student back
		Rubbed head
4	Activity reinforcement	Student who studied diligently appointed as leaders of a group
		Playing outdoor
		Write student name on a board after eating
		Studying on floor with teacher
		More time for playing
		Break time at computer room
5	Token reinforcement	Written comment on student book
		Sticker

Based on the table above the types of reinforcement used namely, verbal, gestural, contact, activity and token reinforcement. For verbal reinforcement there were 14 types of reinforcement. Bali Kiddy used 5 different types of words to give good praise to the students, those are good, very good, very good job, good job and excellent. Although those words had the same meaning but they were given in different situations. Besides that, when the students were wrong in answering, the teacher used the word "tetot" so that students did not say the wrong answer again.

Beside what kind of reinforcements that the teacher can used to increase the students' motivation, the teacher also should know how to give it in effective way. To clarify the second problem of the research, Table 2 is a table explaining The Way of Reinforcement Strategies are Implemented in the Class.

Table 2. The Implemented Ways of Reinforcement Strategies

NO	THE WAY	REINFORCEMENT STRATEGIES
1	Reinforcement was given with warmth and enthusiasm	- Verbal reinforcement - Gestural reinforcement
2	Negative responses was avoided	- Contact reinforcement - Activity reinforcement - Token reinforcement
3	Reinforcement was emphasized on meaningfulness	- Verbal reinforcement - Gestural reinforcement
4	Reinforcement is given to both groups of student as well as to individual students	- Verbal reinforcement - Gestural reinforcement - Contact reinforcement - Activity reinforcement - Token reinforcement
5	Reinforcement was given with variation in types and purposes	- Verbal reinforcement with gestural reinforcement - Verbal reinforcement with gestural and token reinforcement

There are 5 ways about the principle in providing the reinforcement that must be owned by a teacher namely reinforcement is given with warmth and enthusiasm, attempted to avoid negative responses, the principle of meaningfulness, reinforcement is given to both groups of students as well as to individual students and variations in the use of reinforcement. To answer this research problems, the researcher, used checklist, interview and observation from recording taken while taking data in class. The researcher used

non-participatory observation, where she came to the classroom to record the learning process without being directly involved in teaching.

4.0   DISCUSSIONS

In the findings, there were five kinds of reinforcements used by the teacher in motivating the student in Bali Kiddy School. The reinforcement strategies used by the teacher were verbal, gestural, activity, contact and token reinforcement. After the researcher explained about the component of the reinforcement used in Bali Kiddy, the data were classified into positive and negative reinforcement. Providing reinforcement to student was aimed to motivate student to behave well and fix the mistake they did before. It was supported by the theory from Santrock (2010: 273) who stated that positive reinforcement as the frequency of responses increase as it is followed by a supportive stimulus. While negative reinforcement was defined as the frequency of response increased as it was followed by the removal of adverse stimuli. The teacher in Bali Kiddy School applied the five components in reinforcement strategies in the form of positive and negative.

According to Usman (2013:81), verbal reinforcement is words, praise, support and acknowledgement to improve the child's behavior and performances. It can be either words or sentences. The verbal reinforcement which is used in Bali Kiddy are "good, very good, very good job, sssttt, excellent, tetot, that's good, wow and saying strong child". All of those reinforcement are classifyied into positive and negative reinforcement namely positive verbal reinforcement used in Bali Kiddy were good, very good, very good job, good job, excellent, that's good, wow and saying "strong child".The word "very good" is very often used in Bali Kiddy.

For the negative verbal reinforcement, the teacher used the word "sssstt, and tetot. These reinforcements were given by the teacher to eliminate the unwanted students behaviour in order not to continue in the future. This finding is corroborated by the other researcher that has a similar finding. In the research conducted by Nasrudin (2015) where the reward and praise determined the student learning motivation. The results of this study showed that the increase in student motivation by 60% after being given rewards in every learning. The difference of this study with the research by Nasrudin is if previous research said that reward and punishment can increase student motivation in learning but in this research found that praise in the form of verbal reinforcement that can increase student motivation. This is seen from how enthusiastic the students while following the lesson.

Gestural reinforcement used in Bali Kiddy was smile, nodding head, thumbs up, clap hands, forefinger in front of mouth, point the student and cross hand in front chest. This research has similarity with the findings of Wahyudi and Refnaldi (2013) where they studied about the type of reinforcement used is positive reinforcement in the form of thumbs up, clap hands, smile, and nodding head. In the study it was said that gestural reinforcement could improve student achievement. The difference is that Wahyudi and Refnaldi research was on the types of reinforcement that could improve student achievement but in this study was on the effect of students' motivation. There was a difference also in the results of the study that found punishment could also improve student achievement but in this study negative reinforcement can motivate students.

Bali Kiddy also used reinforcement in the form of providing other activities to students. Those activities used in Bali Kiddy were outdoor playing, writing the student name on board, voting, studying on the floor with teacher, more time for playing, choose the student who diligent as a leader, storytelling and break time at computer room. The results were similar to those of Misra (2012) in the study with purpose was to describe the application of reinforcement skills by teacher in PAI learning in SMA Bukit Barisan Padang. The study found that teachers used verbal and non-verbal reinforcement to improve student motivation. Non-verbal used is able to make students happy to learn in class, active, able to complete the task quickly and have desire to get maximum results. This is similar to the findings of Bali Kiddy. Gestural and activities reinforcement given by the teacher are able to make students motivated, active and happy to learn in the classroom.

In addition to all mentioned reinforcements, Bali Kiddy also used reinforcement in the form of token reinforcement. As for the reinforcement token that used are given stickers and write comments in the student book. These results have in common with research conducted by Suntoro and Nurmalisa (2014)

who conducted research on reinforcement provided for student learning outcomes. This study also found that the use of stickers would make student learning outcomes increase. The more often and more various kinds of stickers provided the more students will be happier in following the lesson and motivated. As for the difference between the two studies is in Suntoro and Nurmalisa's (2014) study only stickers that can make student learning outcomes increase but this study there are comments on the book students can also increase student motivation in learning.

Based on Usman (2005), there are 5 ways to implement reinforcement while teaching in class, namely reinforcement is given with warmth and enthusiast, attempted to avoid negative responses, the principle of meaningfulness, and reinforcement is given to both groups of students as well as to individual students, variations in the use of reinforcement. Bali Kiddy uses all of the ways mentioned in providing reinforcement on each type of reinforcement given. Based on Maslichah and Haryono (2012) on their research, the teacher's skill in giving reinforcement to the students is very influential with the student's response. So, this research finds that teacher's skill and way of giving reinforcement in Math lesson can improve student's learning result, response and activeness. The ways in which the teacher implies in this study is to vary the reinforcement provided. This has similarities in research in Bali Kiddy, where the application of reinforcement in the classroom by means of variations can improve motivation and also students can have better understanding about the intent of the reinforcement.

Besides that, the study from Fitriani, Samad and Khaeruddin (2011) also pointed out the results of their research on reinforcement application techniques for student learning outcomes. In this study, using the principle of reinforcement with warmth and enthusiasm, principles of meaningfulness and attempted to avoid negative response. All the ways of giving reinforcement can make student learning outcomes increase. This is the same with the findings in Bali Kiddy, where the similarity is the research in Bali Kiddy also use the principle there are two additional principles that are variation when giving reinforcement and also give the reinforcement to group or individually.

5.0   CONCLUSION

The findings of the study showed that the teachers in Bali Kiddy used variation of reinforcement strategies in order to make the students improve their good behaviour and reduced their undesired behaviour. There were two kinds of reinforcement used by the teacher in motivating student at Bali Kiddy. The types of reinforcement also classified into more specific component namely verbal reinforcement, gestural, contact, activity and token reinforcement. Every component consists of positive and negative reinforcement. For the positive reinforcement Bali Kiddy used "good, very good, very good job, good job, excellent, that's good, wow and strong child, smile, nodding head, thumbs up, clap hands, hugging the student, stroking the student back, rubbing their head, playing outdoor, writing student name on board, voting, studying on floor with teacher, more time for playing, appointed as leader of a group, storytelling, break time at computer room, sticker and write comment on student book. For the negative reinforcements were: "sssstt, tetot, forefinger in front of mouth, crossed hand in front of chest and staring to the student. Positive reinforcement which was given could make students more enthusiastic in the classroom, feel comfortable because students feel the teacher was paying attention and also the students closer to the teacher. Besides that, students are also able to understand the lesson quickly and also able to complete all tasks given quickly and precisely because they know would get more time to play. It made students motivated in learning and they become more active in class.

There are 5 ways to implement reinforcement by giving warm and enthusiastic reinforcement, avoiding the positive meaning, principal of meaningfulness, providing individual or group reinforcement and the last is with the variation of reinforcement. Bali Kiddy uses all of the principle in implementing reinforcement but it does not every type of reinforcement is implemented in all ways. Like principal of meaningfulness is used to provide reinforcement in verbal form. Because Bali Kiddy uses a lot of reinforcement in the form of verbal reinforcement where every word that has almost the same meaning but given to the student depends on the student's behaviour. Negative reinforcement given was able to reduce the bad behaviour of students in the classroom and make students motivated to be better and change the bad behaviour.

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THE CHOMSKYAN PARADIGM SHIFT OF 'GROWING LANGUAGE IN THE MIND/ BRAIN': A TEST OF THE '*NAMA (MIND)-RUPA (BODY)* HYPOTHESIS OF SLA'

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ABSTRACT

*This research study puts the emphasis on the 'Chomskyan Paradigm Shift (1988) of Growing Language in the Mind/Brain' (**CPSGLM/B**). From the miracle-working powers of a triple layer of mind—**conscious, subconscious, and superconscious**—a Thai expertise on ELT/SLA has proposed the sole 'Nama (mind)-Rupa (body) Hypothesis' (**NRH**) in the East since 1991/1996 of which this paper shall put it to a test by using the 'Sequential Exploratory Mixed Methods Design' (SEMMD) in which the QUAL component is dominant while the quan one is in its service.*

*The new 'Guided Meditative Techniques of Teaching' (GMTT), including 'Notes to Tutors and Introductory Unit for Non-Native Speakers' from the '**Introduction**' of the textbook selected as teaching materials in 'Communicative Language Teaching' (CLT) of the course '**English for (Thai) Teachers**'—i.e.,**Teaching English through English**—were used in this investigation. The practical quasi-experimental research called '**Equivalent Time-Sample Design**' (ETSD) were employed. Prior to each lesson for both of the supposed experimental and control groups—a short meditative practice vs. listening to music for 3 - 5 minutes were used, respectively to begin with. After each individual lesson, the pre-test and post-test between every treatment (x) and non-treatment (o) were conducted. The overall results of the study were statistically significant at the .01 level. That is to say, the NRH test was evidently supported in this study.*

KEYWORDS: Chomskyan Paradigm Shift of Growing Language in the Mind/Brain, Nama-Rupa Hypothesis of ELT/SLA, the Equivalent Time-Sample Design

1.0   BACKGROUND OF THE STUDY AND THE RESEARCH PROBLEM

According to Ven. Bhuddhadasa Bhikkhu (2006)—*UNESCO Man of the World (2006 - 2007)*—the four *kalyanamittas* (good companions) who direct or lead us to become educated or learned persons with insightful & intuitive knowledge are *'สติ'* (mindfulness), *'สัมปชัญญะ'* (awareness), *'สมาธิ'*(meditation), *and* *'ปัญญา'* (wisdom). *'**Mindfulness & awareness**'*are part and parcel of each other. Hence, *'meditation'* plays the central role for the other componental parts. It makes a real impact in education, learning, and life.

To my knowledge, meditation is globally used in education and learning, including in ELT. However, in the case of Malaysia I could not locate any entire studies using meditative practices per se with regard to the teaching of English—*except an attempt to find out techniques employed by learners to discover language learning strategies* (cf. Oxford*<version 7.0ESL/EFL SILL>*1989) *used among them whereby meditating through relaxing exercises* are referred to *in passing in the questionnaire only*. (-Eric https://files.eric.ed.gv/fullxt/EJ1172333. pdf, retrieved September 7, 2018).

Most importantly, in his 'Theory of Language Acquisition' (**TLA**), Chomsky put great emphasis on *'mind-brain metaphor* of growing language.' Indeed, it was him who coined the nominal compound *"**mind/brain**"* in his TLA. (cf. https://www.youtube.com/watch?v=3DBDUlDA3t0retrieved September 7, 2018)

More interestingly, according to '**Eastern Mysticism'** as regards meditation—*this ultimate truth has been realised 2600 years ago!* And in '**Western Scientism**,' especially with reference to *'Modern Physics,'* meditative *practices have also been scientifically recognised in full*. (cf. Capra 1975/2010: 35 – 36)

This research study puts the emphasis on the'Chomskyan Paradigm Shift (Chomsky 1988: 55) of Growing Language in the Mind/Brain: **CPSGLM/B**'. From the miracle-working powers of a triple layer of mind—***conscious, subconscious, and superconscious*** (Ven. Avadhutika Ananda Mitra Acarya1984/2014, Murphy 2011/2016, Hanson & Medius 2009, etc)—a Thai expertise on ELT/SLA has proposed the sole *'Nama (mind)-Rupa (body) Hypothesis: NRH'* (cf. Suksit 2014/2017) in the East since 1991/1996 of which this paper shall put it to a test by using the 'Sequential Exploratory Mixed Methods

Design: **SEMMD**' in which the *QUAL* component is dominant while the *quan* one is simply in its service as a complement. (see Hesse-Biber 2010, see also Creswell 2014)

In the CPSGLM/B: "**Language is Not Learned**, **It Grows**. The term "language learning" has had its day. It is a relic of the past. A child does not **learn** language. It **grows** in the mind-brain of the child." It has been posited further that: "Children already bring a package of relevant information to the process of **language acquisition**. With this, they can progress to more and more mature states of knowledge." (Maher & Groves 1996/2011: 47, boldface original). The notion that language resides in the mind/brain is known as Chomsky's 'Innateness Hypothesis: **IH**' which naturally exists in his so-called 'Language Acquisition Device/System: **LAD/LAS**.' (Chomsky 1965, 1968/1972/2006 & 2000)

The new 'Guided Meditative Techniques of Teaching: **GMTT**' (Suksit 2018), in-cluding 'Notes to Tutors and Introductory Unit for Non-Native Speakers'from the '**Intro-duction**' of the textbook selected as teaching materials in 'Communicative Language Teach-ing: **CLT**' (cf. Higgs & Clifford 1982 & Brown 2000: 266 – 267) of the course: *'English for(Thai) Teachers'*—i.e., *Teaching English through English*— were used in this investigation. The practical quasi-experimental research tool called 'Equivalent Time-Sample Design: **ETSD**' were employed. Prior to each lesson for both of the supposed experimental and control groups—*a short meditative practice vs. listening to music for 3 - 5 minutes were used, respectively to begin with.* After each individual lesson, the pre-test and post-test between every treatment (x) and non-treatment (o) represented by $T_1 X T_2 \rightarrow T_3 O T_4 \rightarrow T_5 X T_6 \rightarrow T_7 O T_8$, etc (Hatch & Farhady 1981/1982: 25) were conducted.

2.0 REVIEWS OF RELATED LITERATURE

In accordance with the research method used in this study, two kinds of literature review were selected. The former was the more primacy or dominant *QUAL* research studies; the latter was the complementary *quan* experiments added in the service of the former one. (cf. Hesse-Biber 2010)

2.1 Qualitative research studies

The review of literature was delimited to Anapanasatibhavana (mindfulness with breathing) (cf. Ven. Buddhadasa Bhikkhu 1988/1989) simply because it was one of the best and easiest ways of meditative practices in Theravada Buddhism.

For example, a guided mindfulness meditation in the English language classroom by Jenkins (2015: 36) was a practical study and an exemplar pas excellence of EFL/ESL teaching. She let the pupils "did guided meditation for about three minutes (you can do this longer, but I found that three to five minutes reaped the results I was lookin for)." Her subjects for the study was seventh-grade (ages 12 and 13). Finally, she concluded that the results of teaching were very fruitful: "Meditating in class helped my students to be more focused and open to language acquisition. The technique described here can be used for nearly any age and for any language level."

Another research by Chaikuman and Khanto (2010) conducted research with 25 students Matthayomsuksa 5 (grade 11) with the objectives to (1) to study learning achievement in English Language (2) to study Reading Skill in English Vocabulary and (3) to study students' satisfaction in instructional management by Anapanasatibhavana by pre-experimental designs. The results revealed that (1) for the study of learning achievement in English language, 56.00% students passing criterion. (2) as for reading comprehension it was achieved 65.06%, and (3) regarding student's satisfaction on instructional management , it was "the highest level".

This qualitative study intended to further explore the well-documented benefits of mindfulness to a teacher's professional practice. In contrast to the previous study on mindfulness meditation, this study added to the small number of existing qualitative studies by providing a descriptive account of mindfulness practice from an in-service teacher's perspective. The findings indicated that this study reinforced the result from the existing literature for integrating mindfulness training into teacher education and professional development workshops for in-service teachers. (Kwon, 2015).

Many more literature could be reviewed but suffice it to say that what had been cited above were enough for our purposes.

2.2 Quantitative research studies

There were only two experiments on testing the NRH by its founder and his former student as follows:

It was the limited study using the 'Posttest-Only Control-Group Design' "the researcher was teaching both groups by himself, using the 'question-answer method' with English as a medium of instruction. The experimental group was meditating by means of 'Khanika samadhi' prior to every lesson."

It was reported that: "A comparison of English language [achievement test] in terms of 'accent', 'fluency', and 'comprehension' between the experimental and control groups via 'Mann-Whitney U-test' revealed that the results were statistically at the .05 level for all three dependent variables that have been studied." (Suksit 1996, p. 31)

The second research developed the modular materials to teach the four integrated skills of English by using the 'Mental-Visual-Literacy Technique' of teaching with real and placebo's treatment between the samples by using experimental study.

The findings indicated that "the quality of innovative materials developed by the researcher were higher than 80/80 assessing criteria, the students were satisfied with the teaching materials, and the achievement tests were significant at the .05 level. All in all, the hypothesis of this study was satisfactorily confirmed." (Trikosol, 1999, p. iii)

Indeed, my research study was conducted in response to the challenge of the NRH's founder *(and, thank goodness, its findings was very highly tenable!)*

3.0   RESEARCH METHODS

The SEMMD Model was illustrated in the following flow diagram:

Diagram 3. Sequential Exploratory Mixed Methods Design
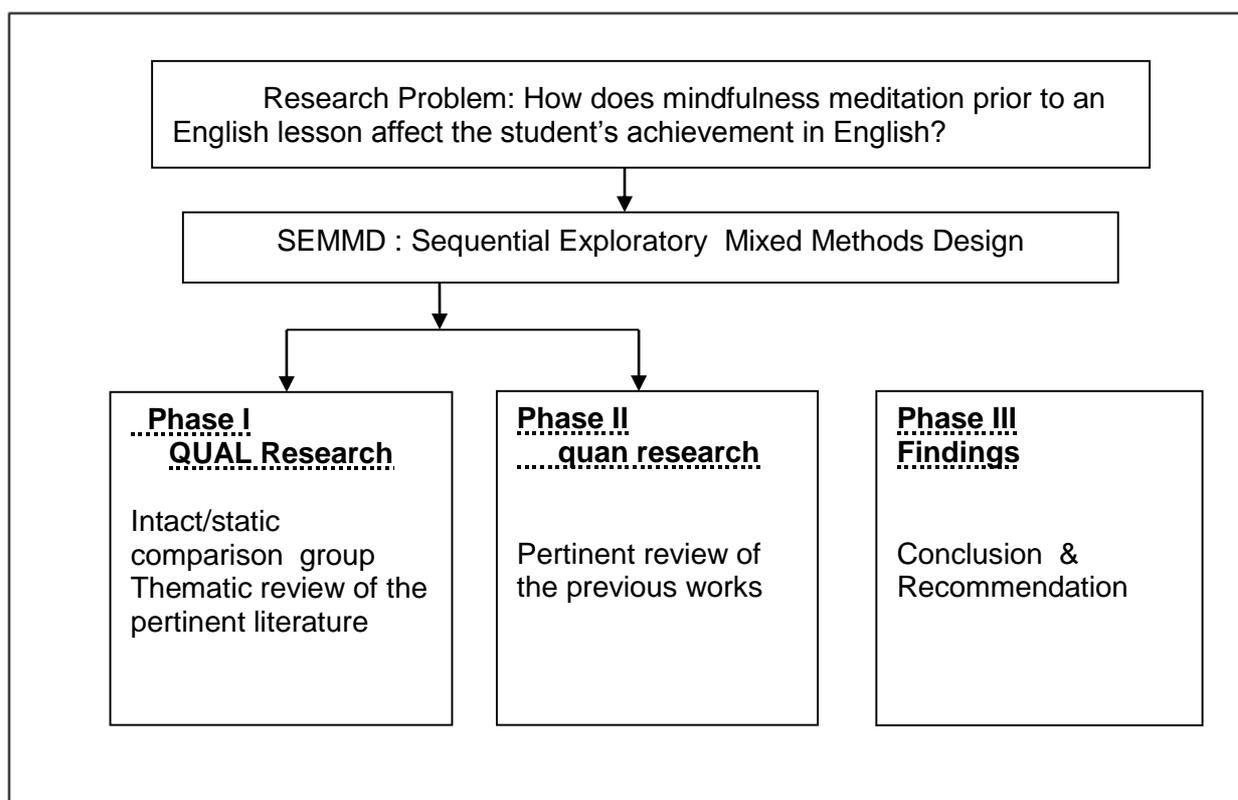
Diagram 1 : Sequential Exploratory Mixed Methods Design (modified from Hesse-Biber, 2010 , p. 71)

In the SEMMD, "the qualitative component is primary and is used to generate theory or specific theoretical constructs. The quantitative component is used in the service of the qualitative in that 'tests out' ideas generated from the qualitative component." (Hesse-Biber,2010 , p. 71)
The overall results of the study were statistically significant at the .01 level. That is to say, the NRH test was evidently supported in this study as follows:

4.0   FINDINGS

The overall results of the study were statistically significant at the .01 level. That is to say, the NRH test was indeed evidently supported in this study as follows:

Table 1 : The result of the study

Group	Result	n	$\overline{\text{X}}$	S.D.	t
Experimental Group	Before meditation	18	18.94	4.13	-9.44
	After meditation	18	26.00	3.80	
Control Group	No meditation	18	17.33	4.82	-1.72
	No meditation	18	19.14	4.77	

Significant at the level of .01

Table 1 shows that after meditation. Learning outcomes in English for teachers subject, students' score are higher at the .01 level of significance.

5.0   CONCLUSION AND RECOMMENDATION

It was clearly evident that meditative practices have significant role in L1/L2 acquisition, learning, and teaching English in this study. That is to say, the NRH model and the meditative teaching technique of the Chomskyan paradigm shift of '*growing language in the mind/ brain*' has been very successful in ELT/SLA.

It is recommended that the NRH needs not be tested anymore because three of such studies had been conducted with positive results already. However, a longer period of time in meditation, i.e., the Upacara-samadhi (access concentration) and Appana-samadhi (attainment concentration) should be experimented with as well—in addition to Khanika-asamadhi (momentary con-centration) so that the use of meditative practices would eventually come full circle. *It was confirmed that the longer period of meditative practices (1 to 2 hrs) the better.* Advise the students to practice regularly by themselves at home. Dr.Apijit had done that by himself before whilst studying overseas. (cf. Apijit, 1989, p. 13 see also Suksit 2018)

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NEW TRENDS IN ELT FOR ENGINEERING GRADUATES IN INDIA

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ABSTRACT

English language has greater relevance in the Indian academia as majority of the Institutes and Universities rely mostly on English as the medium of instruction. The relevance of English language as a medium of instruction is studied in this paper. A study has been conducted among students of National Institute of Technology Karnataka, (NITK), India who are pursuing their first year B. Tech studies from varied branches including Mechanical, IT, computer Science, Mining, Electrical and Chemical Engineering. The study has been conducted using questionnaire method with random sampling. Two hundred and fifty students of age group between 18-20 years were selected for the study, across different branches. The study focuses on bringing effectiveness in teaching other disciplines by applying interdisciplinary techniques in teaching and focusing on learning and teaching outcomes. Data analysis and interpretation is further made, based on the results of the survey.

KEYWORDS: English Language Teaching, Second Language Learner, Outcome Based Learning, Technology Assisted Language Learning

1.0   INTRODUCTION

Indian education system is slowly undergoing transformation in the current technological era, whether it be studies in arts and science, or in engineering and medicine. English language has a major role to play in the medium of instruction in centres of higher learning, as mostly, the subjects taught are in English, considering the multi-cultural audience that the system caters. In this context, a study has been conducted on two hundred and fifty B Tech engineering students between the age of 18-20 years in National Institute of Technology Karnataka (NITK). The reason for identifying this institute is that, it is one of the premier institutes of higher studies in India, which caters to the requirement of students who belong to multi-cultural background. The medium of instruction in this institution is English as majority of the students', both national and international, come from varied linguistic background.

1.1 METHODOLOGY OF THE STUDY

For this study, students where provided with questionnaire to assess the linguistic background and identify the relevance of English as a medium of communication in the academia. Further, the students were also having a course on Professional Communication that would fine tune their English language skills and help them for job placements. This study has been conducted using random sampling method, on students who were pursuing first year B. Tech Engineering studies in various streams. The sample size consists of male and female students, out of which male students where the majority and only less than a quarter of the respondents where females, who were of the age group of 18 to 20 years. The data collection has been made using questionnaire with Likert Scale that made the analysis more precise and focussed. The questionnaire focuses on the relevance of English language in teaching subjects in interdisciplinary areas.

1.2 OBJECTIVES OF THE STUDY

1. To assess the relevance of ELT in Engineering Curriculum.
2. To present the perceptions of students on ELT in the context of interdisciplinary studies.
3. To assess the need for ELT in Indian Educational System.

2.0 DATA ANALYSIS AND INTERPRETATION:

The data collection for the study was made using questionnaires circulated among two hundred and fifty students of NITK.

For the first question, refer Figure 1, English language is the best means of communicating in a multi-cultural environment, out of the total two hundred and fifty respondents, twenty five strongly agreed, one seventy four gave the answer agree, forty students where neutral, six disagreed, five strongly disagreed.
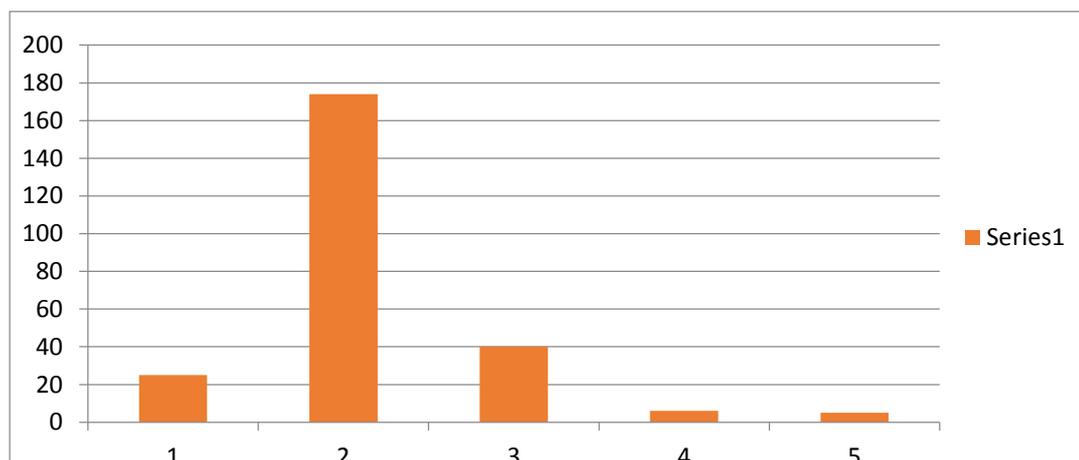

Figure 1: English language is the best means of communication in a multi-cultural environment.

As seen from the Figure given above, the data shows that majority of the students feel that English language is the best means of communicating in the class, as students come from varied cultural and linguistic background. On the other hand, the students who had pursued education in their own ethnic language found English difficult to understand as they never had English as a first language and second language course for studies. They had to undergo training in order to first acquire the language and thereafter to learn their specialized Engineering subjects. Even then, the students had a feeling that they need to learn English language as it has numerous benefits in long term.

For the second question, Figure 2, I prefer English language for teaching engineering subjects than any other ethnic languages in India, eighteen students strongly agreed that they prefer English language than any other languages as the medium of instruction in higher studies, one hundred and thirteen students agreed, fifty eight students where neutral, forty two students disagreed and nineteen students strongly disagreed.
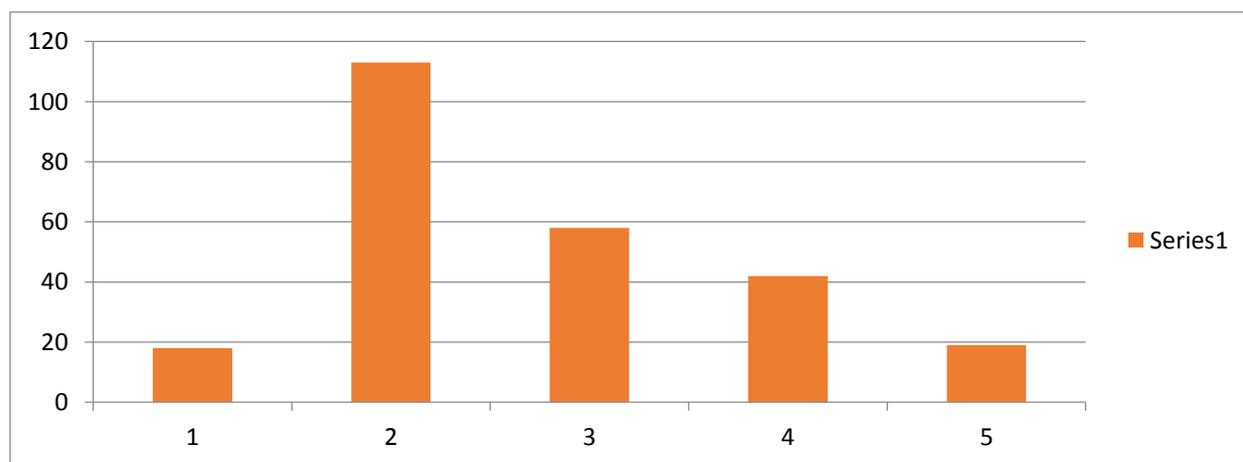

Figure 2: Preference for English Language as a medium of instruction than other ethnic languages

From this answer as seen from the Figure 2, it could be inferred that students from regional linguistic backgrounds where finding it difficult, to adapt to and understand, when the mode of instruction was purely in English. On the other hand, students who had come from central schools and private schools already had English as a compulsory medium of education, so they found it easy to communicate and understand. When the engineering subjects where taught, many of the student's preferred English language as a medium of instruction.

For the third question, Figure 3, having English language courses in Engineering curriculum helped to develop interpersonal skills to a larger extend, thirty eight students strongly agreed, seventy three students agreed, eighty six students where neutral, thirty three of them disagreed and twenty strongly disagreed.
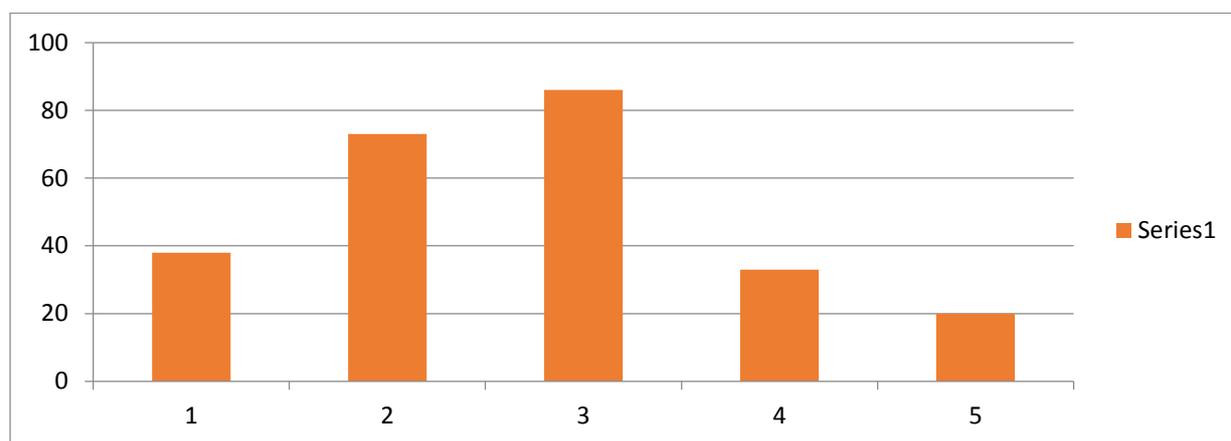

Figure 3: Efficiency of English language in development of interpersonal skills

This figure reveals that ELT classes have enabled students to develop their interpersonal skills. The second language learners who had to learn English as a part of their curriculum requirement found the learning task itself as difficult when they had many engineering subjects to focus on. As the medium of instruction was English, they had to adapt to the English language curriculum which, on the other hand made their engineering learning far easier. In this context, many students agreed to the fact that English language courses in Engineering curriculum helped them to develop their interpersonal skills as they could effectively start communicating with their peer groups.

For the fourth question, teaching English based on various activities and tasks makes the ELT sessions more interesting, Figure 4, forty five students strongly agreed, one hundred and sixteen agreed, fifty eight where neutral, eighteen disagreed and thirteen strongly disagreed.
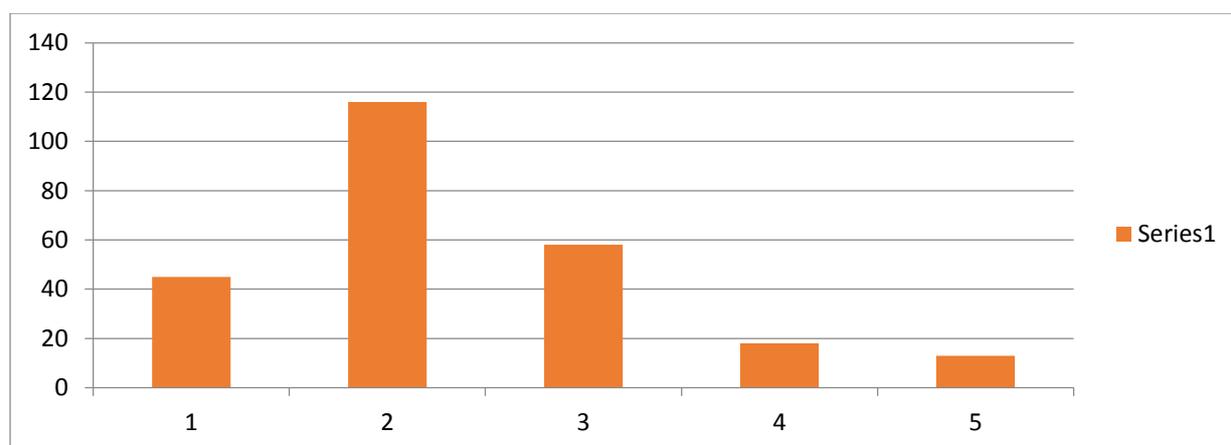

Figure 4: ELT based on Task and Activity sessions are more interesting than traditional methods

English language sessions had mostly segments including theatrical elements like role play, simulation, improvisation, dialogues and discussions. Hence, these tools aided in building interest among

students on ELT as could be evident from the figure above. This had further increased their confidence and helped them in doing group tasks more effectively. Hence, most of the students agreed to the fact that teaching English based on various activities and tasks made the sessions appear interesting.

For the fifth question, teaching ELT via technological aids and resources makes the classes more efficient than traditional class room teaching, refer figure 5, thirty students strongly agreed that technology enabled teaching of English language enabled them to learn accurate language use. It helped them to understand communication skills effectively. Ninety seven students agreed that learning language using technology is highly effective, sixty three of the students where neutral to the use of technology, thirty six of them disagreed on the use of technological aid in ELT and insisted that it should be interpersonal communication than technology assisted learning (Gordin, 1999, pp. 391-450) as explanations given by the instructors are more effective than just viewing visuals without clarifications. Twenty four students strongly disagreed on the use of technological aids, as they felt that they have limited access to technology, other than what the instructors provide during class hours, most of the students have limited access to technology, other than what institute provides due to constrained financial background.
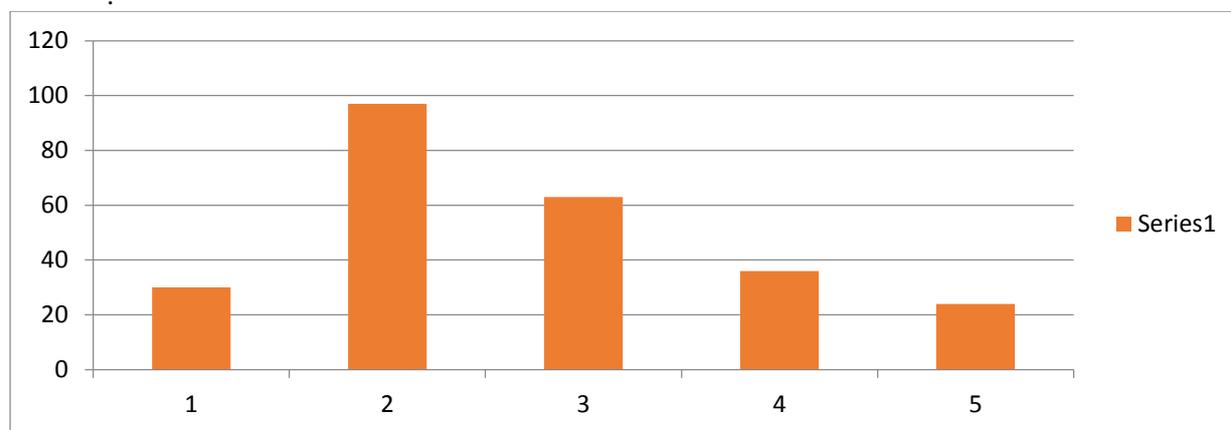

Figure 5: Efficiency of English class teaching using technological aids

If teaching ELT is done by using technology, then, accessibility of it for regular practice is restricted or limited. Hence, they disagreed with use of technological aids as making the class room session more efficient. At this context, the language lab software (Chidsey, 2001, p. 58) service provided in the institute, is free for the students during working hours, and has the purpose of correcting the students and helped them to learn basics of foreign languages

The sixth question, refer Figure 6, is on applying literary methods of teaching including paralinguistic features, role play, simulation, dialogue, improvisation and discussions in real-world situation whether it helped in language learning more effectively. For this question, forty three students strongly agreed, sixty two agreed, ninety three students where neutral, thirty six students disagreed and sixteen students strongly disagreed.

Figure 6: Efficiency of ELT using literary methods of teaching in class room
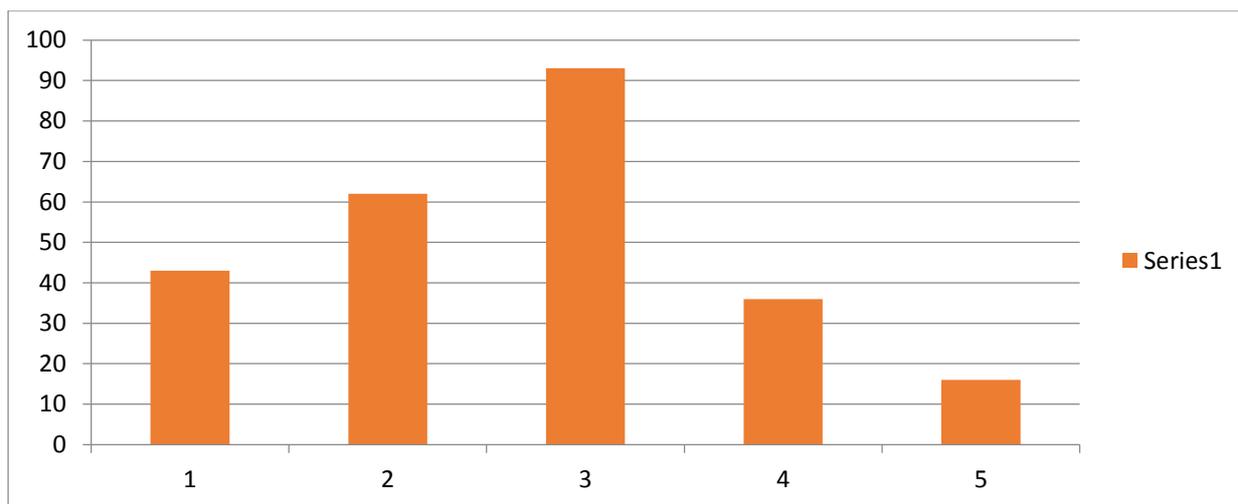
Being an Engineering Institute in India, the main purpose of ELT is to equip the students to procure job in industries and to equip them in soft skills and communication. The placement process is rigorous and the students need to have real life training for excelling in the skills. It is at this juncture that EL teachers train the students using certain theatrical techniques including discussion, improvisation, role play, dialogues and paralinguistic features where students take up real life roles and communicate to each other, apply techniques of improvisation by correcting and re-working on their communication skills. These literary techniques help them to develop in aspects including presentation skills, and in discussions so that they are prepared for team roles (Adler, 2008, pp.254-259), and to practice communication in the form of dialogues by taking into account the paralinguistic features. In the context of ELT for second language learners, these techniques are highly affective as the students learn by practice and group work and the task is highly encouraging and entertaining for them.

For the seventh question, having ELT sessions in engineering courses helped me to understand Engineering subjects effectively during graduate studies, refer Figure 7, twenty seven students strongly agreed, fifty eight agreed, eighty four students where neutral, forty eight students disagreed and thirty three students strongly disagreed.
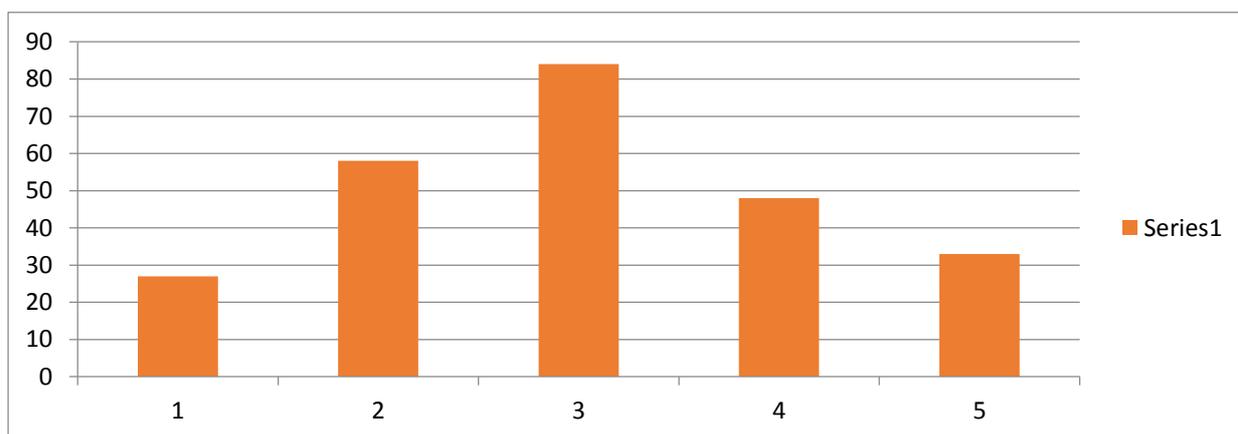

Figure 7: Efficiency of ELT courses in enabling better understanding of Engineering subjects

As could be seen from the figure above, the students were of the opinion that engineering courses where too complex that they had lot of stress during their studies, ELT sessions where highly interactive and stress relieving due to communication related activities. This helped them to develop their interpersonal communication and on the other hand it gave the confidence to learn and reciprocate complex engineering courses effectively. On the other hand, some students who already had good command on language where of the feeling that ELT sessions where not a necessity and that they already possess the skill to better

articulate themselves, hence, they were of the opinion that the course can be made as an elective so that the students who are in absolute need to study language need to only attend the course.

For the eighth question, whether English language is a necessity for improvement in higher studies, Figure 8, forty seven strongly agreed that English language is necessity for higher studies, one hundred and two students agreed, forty eight students where neutral, thirty four disagreed and nineteen strongly disagreed.
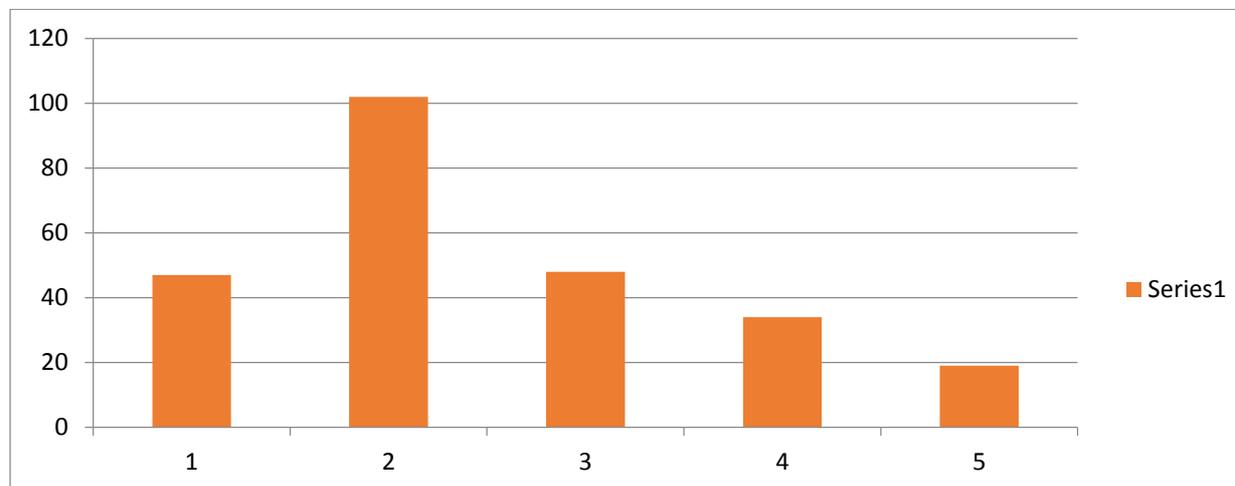

Figure 8: Necessity of English language for improvement in higher studies

Majority of the students have understood the relevance of English language in higher education, mainly due to the reason that the curriculum is designed in English and if they are fluent in the language, they can also understand their core subjects better. That will further help them in employability or for pursuing higher studies abroad. Hence, from the first year of B. Tech onwards, students tend to learn English and acquire proficiency in the language.

For the ninth question, refer Figure 9 below, on using strategies of Outcome based learning in ELT, including co-operative learning, project based learning (Filippatou, 2010, pp. 17-26), task and activity based learning, have aided in English language acquisition to a larger extend, thirty three students strongly agreed, eighty five agreed, eighty one students where neutral, thirty nine disagreed and twelve strongly disagreed.
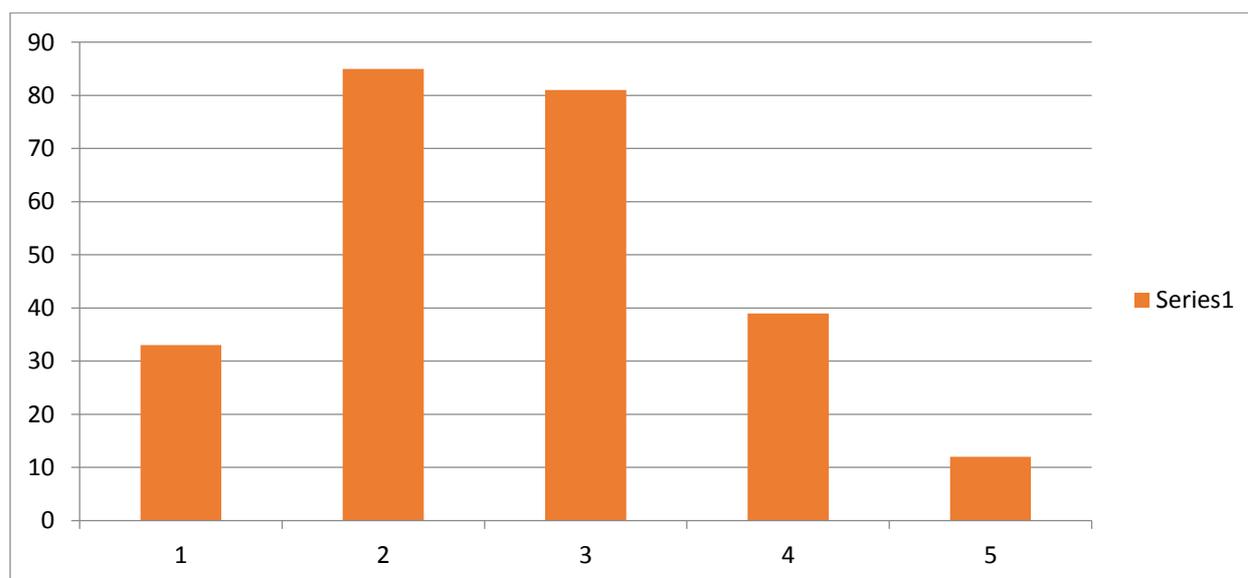

Figure 9: Effectiveness of using strategies of outcome based learning in language teaching

In the B Tech course, students are given a core course titled Professional Communication which is aimed in equipping them for placements and to become better communicators. The course had interactive components that gave space to group learning, activity and task based learning, co-operative learning and project based learning. All these elements are a part of the larger term OBE or Outcome based Education which is certified by the Washington Accord (Pannikot, 2016, p. 8) and followed by many countries. Outcome based learning is the need of the hour as most academic institutions need to identify what is the end product of grooming the students, to know how it will help them in the future, either in the context of job or for higher studies.

For the tenth question, in Figure 10, English language learning has become interesting with the use of language lab software, twenty seven students strongly agreed, fifty eight students agreed, one hundred and three students where neutral, thirty seven disagreed and twenty five strongly disagreed. The students in NIT Karnataka are from different socio-economic and linguistic background. For most of them, English is their second language, and for some, they never had any exposure to English before joining this institute of higher studies. Hence, for those students who had sufficient exposure, they found it easy to understand and communicate with other students.
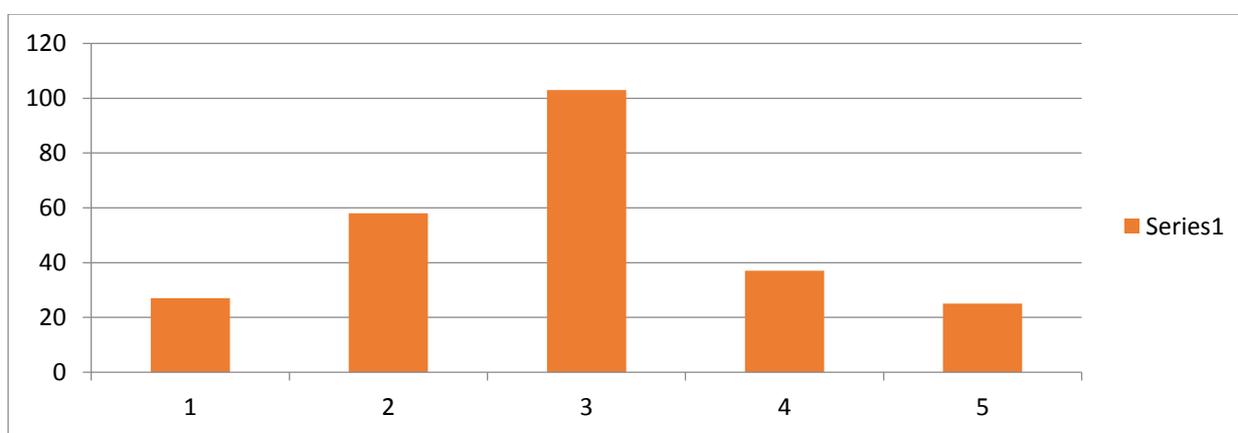

Figure 10: Effectiveness of Language Lab in English language Learning

Language lab softwares are an added advantage as it would help them to learn English during their leisure, even without any direct interference from their course instructors. The software helps them to check their accent and correct it. Grammar, pronunciation, situational dialogues, communication in various contexts, LSRW (Raman, 2011, pp.13-15), TOEFL and IELTS components are all a part of the software, along with the basics of a few foreign languages. All these help the students to clear competitive exams for higher studies and also help them in their communication in a multi-cultural environment. Hence, language lab, as is evident from the results of the study, is of great use to the students in acquiring additional knowledge in English language

For the eleventh question, on any suggestions for ELT practices in the institute, the students gave their opinions on reasons for which they found ELT was interesting and areas where there is scope for improvement which is discussed in the discussion part of this study.

3.0   DISCUSSION

A study was conducted on two hundred and fifty students of NITK, a premier institute of higher studies. There are many areas that are coming under the purview of ELT in engineering education. English language has greater relevance in Engineering education as it connects the students from various linguistic backgrounds to the core areas of Engineering. India, being a country of multi-cultural and multi-linguistic people, English often is the second language in the context of language learning. In many parts of the country, English is never the medium of instruction in schools hence, many students feel it as highly challenging in terms of English language compatibility when they join for higher education.

English language is crucial in engineering institutes as many companies check for proficiency and language skills as an essential criterion for recruitment in India and abroad. Hence, placement for students

is seen with utmost significance in IIT's, IISc's, NIT's and other centrally funded centres of higher education in India.

This study was conducted exclusively in NIT Karnataka, as the researcher found it accessible to identify samples within the institute, as first year students are being offered the course on Professional Communication, directly by the researcher. Hence, first hand authentic information could be collected from the subjects. The study was done using random sampling method. Among two hundred and fifty students, forty students were female and one hundred and ten students where male. Gender was not considered much in detail in the context of this study, mainly due to the lack of availability of subjects. The study was done using questionnaire method and analysis and interpretation of data was done based on the responses attained.

This study enabled the researcher to understand the mentality of the students, related to studies in English, in engineering field. Based on this study, many inferences could be made on the ideas that students had on ELT. Most of the students felt that studying English language is of greater relevance, if they had to succeed in higher education. Students preferred English language as a medium of communication in Engineering. Those who did not acquire English language skills in elementary education, neither as first language nor as second language, found it difficult to converse in English after joining for higher studies.

Students could learn English language effectively when sessions where made interesting, by using literary tools like simulation, role-play, discussion and improvisation techniques. They were also of the feeling that activity based learning was crucial for learning the subject effectively. Using of visual aids and technology assisted teaching (Toro, 2012, pp. 20-23) of English, made the classes more interactive. Use of language software for English studies also helped the students in mentoring, as it was interactive and corrective by nature. Use of outcome based learning strategies also enabled the students in placement, as the course was designed in order to cater to the individual requirements of students. Co-operative learning, project based learning, and activity based learning, had enabled the students to be better communicators and helped them to gain more confidence in their subject domain. It further helped them to prepare themselves for any group or individual activity associated with assessment and recruitment for jobs.

Students came up with suggestions that English language course should focus on assessment of students, more on activity based sessions, and less on theoretical knowledge. They were of the opinion that more time had to be given for accessibility of English language lab soft wares, as it is accessible only in the institutional working hours. The students felt that more sessions should be given for discussions and group learning activities, in comparison with theory and foundational lectures. Instead, of written examination, evaluation of the students should be done based on their performance in the language course. Students also suggested addition of more NPTEL and MOOC courses for curriculum requirments for language learning. All these observations and suggestions where taken with utmost seriousness and sincerity, and steps would be made to bring in advisable modifications in the curriculum in future. Overall, the study on new trends in ELT for engineering graduates was found to be useful.

4.0   CONCLUSION

This study asserts that ELT has been found to be an important requirement in Indian education system. Teaching English language, as a subject in the curriculum, adds more value and skill to the students, as could be evidently seen from the study. It helps the students to gain more confidence while facing audience from a multi-cultural and multi-linguistic environment. It has been found helpful for them in procuring jobs in India and abroad. NPTEL and MOOC courses on English language where also the new trends in the area and students where seen to be welcoming and ready to embrace the changing education system in India.

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A REVIEW OF VLOG-PORTFOLIO TO DEVELOP ORAL FLUENCY THROUGH PEER-SCAFFOLDING

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ABSTRACT

Studies in the world of English Language Teaching (ELT) that are connected to technological development are important with the diverse innovations in language teaching and learning. Thus, following a comprehensive review of literature led to the proposal of this research paper agenda. A specific focus towards learners and the learning process to achieve oral fluency as a part of communicative competence through the use of video-blogging method is employed in this paper. With frequent engagement to social media and the internet learners are actually exposed to many opportunities to exercise their language through communication. This paper will be discussing previous studies on the use of video blogging in improving speaking proficiency among ESL learners and also the province of peers to scaffold learning rendering its effectiveness. Hypothetically, some learners in an ESL environment are not well exposed to communicating using their second language which is English, L2. Therefore, this research seeks to examine the effects of using a social media platform where learners can exercise their language through video blogging with their peers. By compiling their video-blog entries in an E-portfolio, it enabled access to not only the learners, but also their peers and teacher allowing comprehensive evaluations of their performance in speaking. Furthermore, it also views underlying theories such as connectivism, scaffolding in Vygotskian Zone of Proximal Development (ZPD), which weaved together a conceptual framework for the researcher to design a module for learners to develop their full potential particularly in speaking English.

KEYWORDS: Video blogging, e-learning, ESL curriculum, oral fluency, peer scaffolding

1.0   INTRODUCTION

n the world of English Language Teaching (ELT) continuous development and efforts have been made to improve teaching and learning in Malaysia. Before any successful outcomes, there will be challenges faced by the stakeholders especially for teachers and learners. This paper view the studies supporting the study to use video blogging method to help improve learners' oral fluency through peer-scaffolding.

Previous studies suggested students were found to be rather passive when they have to speak in the classroom (Kaur, 2015; Singh & Singh, 2008). There are many factors attributed to this such as anxiety in using the language, limited vocabulary, and lack of exposure to communicate in the language (Pertaub, Slater, & Barker, 2002). At this juncture, with the surge of social medias technology has become the enabler for mass communication practice to improve the language with good models of English speakers and more opportunities to use the language as compared to the traditional methods of teaching; using presentations, role-playing and other communicative activities. The new learning technologies, such as Internet-based audio and video communication, e-portfolios and social networking tools including blogs and wikis, create new blending potentials and extend learners' exposure to the target language (Pop & Slev, 2012).

Therefore, this paper aims to introduce the use of video blogging portfolio or vlog-portfolio to improve oral fluency in the L2 language among ESL learners in Malaysia. It seeks to examine the development of oral fluency through peer scaffolding using the vlog-portfolio.

2.0   CONNECTIVISM AND VYGOTSKIAN ZONE OF PROXIMAL DEVELOPMENT (ZPD)

This section aims to understand the theories bound to the approach used in the study, Connectivism and Vygotskian Zone of Proximal Development (ZPD). It will also discuss blended learning, vlogging as e-learning platform, vlogging vs traditional oral presentation, E-portfolio in language assessment, oral fluency as a component of communicative competence, how fluency is measured, and problems faced by ESL learners in speaking English.

2.1 Connectivism and Blended Learning

Connectivism is a pedagogical approach derived from behaviourism, cognitivism and constructivism that affords learners the ability to connect to each other via social networking or collaboration tools. In Malaysia, Connectivisim can be seen in student centred learning (SCL) approach using 21st learning strategies involving technological tools such as VLE Frog, Padlet and other learning software. This phenomenon is known as blended learning and it has been widely practiced by teachers as they are perceived to promote motivation and learning. Blended learning in pedagogy is strongly entailed to the theory of connectivism, where learners interact and learn in class using an online or e-learning platform with any technological devices (Gluchmanova, 2015; Pop & Slev, 2012).

Relatively, the main implication of connectivism for learning and teaching are that Internet devices are becoming on hand during teaching and learning activities giving students and teachers access to global resources and online tools and services (Bell, 2009; G Siemens, 2005). With more access to resources and flexibility in learning, blended learning allows more opportunities for knowledge practice. Some researchers believe that there is a need to find or develop an Educational platform to be used by learners and teachers. For instance, (Mohammadi, Ghorbani, & Hamidi, 2011) claimed that there is a need in Malaysia to create a virtual e-learning tool at an affordable price, presenting interactive English lessons which could provide the much needed practice for pupils.

However, this study believes on leveraging on existing software or applications which are authentic and close to the heart of the users as they allow networking to happen. Social media is an example of authentic communicating application used to interact online.

2.1.1 Vlogging as E-Learning Platform

Video blogging or vlogging can be potentially used to assist learning especially in developing communicative competency. Additionally, it is a tool that enables young Malaysians to network with their peers, create relationships, garner support, encourage discourse and improve character development (Lim, 2013).

In this study video blogging is treated as an e-learning platform. The main advantage of e-learning is that it increases the engagement; attendance and motivation of students which are prerequisites of learning (Mohammadi et al., 2011). Language learning, should be inclusive of natural interaction; it should provide as much opportunities for learners to exercise their target language. Therefore, once students leave the classroom, it is important to provide them with opportunities to practice the content covered in the lessons. At this juncture, the use of mobile technology as an e-learning platform enables teachers to use theme and project-based learning, as well as provides students with the opportunities to interact with peers to create digital storytelling in the target language (Gromik, 2013, 2015) – which in this study video blogging shares the similarity. This way, it promotes learning not only in the classroom, but also outside of the classroom.

Findings from (Pop & Slev, 2012) revealed that by offering students a chance to collaborate and work outside of the class environment, at their own pace, through employment of web communication speaking and writing tools enhances learning and generates high levels of enthusiasm for communication in the target language. In short, video blogging is one of the best e-learning methods to exercise communicative language due to its inclusiveness, accessibility and flexibility.

2.1.2 Vlogging vs Traditional Oral Classroom

In this section, a comparative discussion is tabulated based some literature review to explain further about the differences between vlogging and traditional oral classroom.

Vlogging	Traditional Oral Classroom
• Video blogging or vlogging can be potentially used to assist learning especially in developing communicative competency. Additionally, it is a tool that enables young Malaysians to network with their peers, create relationships, garner support, encourage discourse and improve character development (Lim, 2013). Video blogging in this study uses a common platform widely used by learners to interact daily, thus giving it an appealing factor to learners compared to asking them interact with each other in impromptu classroom activities.	• Lack of democratic oral interaction in the classroom due to mixed ability and proficiency levels was our first reason for adopting blended learning (Pop & Slev, 2012). Not every learner can participate at the same time and some may choose not to do so due to varying factors such as proficiency level, self-esteem, motivation and etc. Oral activity especially challenges learners the most.
• The main advantage of e-learning or vlogging in this study is that it increases the engagement; attendance and motivation of students which are prerequisites of learning (Mohammadi et al., 2011) Moreover, learners are encouraged to work with their peers to evaluate each other by collaborating and giving constructive feedback. This also leads to scaffolding and collaboration between learners to achieve meaningful learning.	• In Malaysia, classroom enrolment is a major constraint for active participation among learners especially in using the target language for meaningful interaction (Darmi & Albion, 2013).
	• Learners only memorize speech, receive delayed or uncomprehensive feedback in the form of scores that are represented after each oral assessment. They are not required to participate in constructing feedback, reflecting and evaluating their progress in oral presentations (Abdul Majid, Abd Samad, Mazanah, & Vethamani, 2011; Sidhu, Chan, & Mohamad, 2011)
• It caters to individual accountability in learning while providing a less threatening environment as vlogging has proven the ability to reduce anxiety of speaking in the target language among learners, (Huang, 2012). When learners are motivated and can individually progress at their own pace. They are able to use ample time and prepare themselves to complete the tasks given. Traditional classroom does not give the luxury of time to prepare in their L2 before engaging in the target language.	• She also added Malaysian ESL learners in universities who achieved band 1 to 4 MUET still experienced language anxiety, and this was long highlighted by (Hassan & Selamat, 2002). This shows that no every learner can achieve communicative competency at the same time due to different anxiety levels albeit their reflected scores in a standardised exam.

Table 1: Vlogging vs Traditional Oral Classroom

2.1.3 E-Portfolio in Language Learning

Portfolio assessment is not a foreign concept in ELT. Now, as it is integrated with technology and e-learning, the e-portfolio is being introduced in the forms of blogs hence is identified as vlog-portfolio in this study. It was found that EFL students generally perceived the implementation of electronic-speaking portfolios in a favourable manner because they helped identify weaker areas in speaking, offered additional oral practice opportunities, alleviated speaking anxiety, archived learning progress and reinforced peer bonding Huang, (2012); and Huang & Hung (2009).

Moreover, (Martinez Lirola & Rubio, 2009) in their study also found that students find the use of portfolios more beneficial than harmful to their learning outcomes. Although it was found that portfolio assessment is time consuming and requires a lot of efforts, the outcomes still prevail in favour of learners' development in their academic pursuits as it was deemed worth investing on. Besides speaking, studies also suggest that e-portfolios has helped students develop reflective learning skill and improve specifically their writing skill by motivating them intrinsically since they are to be used as a tool for students to reflect on their own learning progress and an alternative assessment (Aygün & Aydın, 2016). Furthermore, teachers, like students have shown positive attitudes toward the implementation of e-portfolios in speaking classes, though there are some challenges to overcome (Yastibas & Cepik, 2015). In conclusion, the e-portfolio is a tool with many potentials to encourage learning among ESL learners.

2.2 Scaffolding, Vygotskian Zone of Proximal Development (ZPD)

Vygotsky (1978) the developmental psychologist believes that learning process is closely entailed with the surroundings. Scaffolding is a concept where learning is supported by social interactions. It is a socio-constructivist belief that learning takes place upon meaningful discussion, communication, constructive feedback for improvement and negotiations (Ranjbar & Ghonsooly, 2017; Nguyen, 2013; Verenikina, 2008). In this study, this theory works hand in hand with the theory of Connectivism (Siemens, 2008).

Combining blended learning – where learners utilize vlogging to practice their spoken language among peers on a social media platform – and peer scaffolding; in which they review one another's works to encourage more feedback, reinforcement of learning is predicted in this study. All in all, scaffolding or ZPD and Connectivism are theories that govern the conceptual framework of designing the tasks and activities in this study to ensure learners' collaboration to fulfil a task.

2.2.1 Peer-Learning in Vlog-Portfolio

Scaffolding in this research is operationalised as learners' engagement during peer-reviewing. A speech-review-report will be given for learners to fill as they listen to their friends' speeches. After filling up the report feedback for the learners will be given by their peers and during this discussion, the researcher will monitor and record the discussion without interrupting unless necessary prompts are required to further substantiate. Scaffolding will happen if peer-feedback cover the components in the speech-review-report form necessary for the improvement of the learners' oral fluency. Apart from the recorded interaction, scaffolding will also be demonstrated if learners display a sense of development from their peer-feedback through their reflection entry in their e-portfolio by paraphrasing and summarising the points discussed earlier

3.0   ORAL FLUENCY IN ESL

This study seeks to help learners improve their oral fluency, and previous literature has shown that oral-skill is the most complex skill to assess unlike other fundamental skills in language such as reading and writing (Ers, Stitutio, & Lee, 2008; Gorkaltseva, Gozhin, & Nagel, 2015; Pishkar, 2017). This section will discuss on the components of oral fluency measured in qualitative and quantitative research. It also discusses on several problems faced by ESL Learners in Speaking, thus inhibiting their fluency in the spoken language.

3.1 Oral Fluency as a Component of Communicative Competence

One of the major characteristics of communicative competence is fluency. Oral fluency is a specific feature characterizing the level of speaking skills which manifests itself in the learner's ability to speak freely, without unnecessary pausing and with the prosody of speech, syntax and vocabulary range comparable with those characteristic of the speech of a native speaker (Boonkit, 2010; Gorkaltseva et al., 2015)

3.2 Methodology: How Fluency is measured

The quantitative criteria include pause rate and position, speech rate (or word density), the skill of dividing speech into sense-groups, the skills of shortening and filling in pauses (Boonkit, 2010; Gorkaltseva et al., 2015; Gromik, 2015).

In this study, oral fluency is measured continuously for a period of 10 weeks involving both video blogging and oral presentation with Malaysian tertiary level ESL learners. It is modelled after the study done by (Gromik, 2013, 2015) with tertiary level EFL learners in Japan. As videos are recorded, they are also transcribed into scripts and the words uttered are accumulated and divided with time of speech. A graph of trends is used to see how much words are used per minute of speech and also how many fillers (unnecessary pausing) are committed. After the video blogging entries are compiled in an e-portfolio, fluency in oral presentation is compared before and after the vlogging-portfolio is employed as an intervention procedure. The oral fluency scores given by an external assessor between the first and the second oral presentation are compared to conclude the effectiveness of vlogging method.

The qualitative criteria refer to the characteristics of the language means, such as correctness of pronunciation and grammar, vocabulary richness, diversity and complexity, precision in the choice of vocabulary, complexity of syntax, coherence, idiomaticity, and the absence of unnecessary repetitions (Gorkaltseva et al., 2015)

However, in this study oral fluency is not reflected in qualitative data but peer feedback recorded through semi-structured interview each week are transcribed along with their blog reflections for thematic analysis. Themes such as, feedback on their spoken language, vocabulary enrichment, grammar or syntax awareness, sense of development in their spoken language and motivations in completing tasks are analysed to validate whether vlog portfolio helps learners achieve oral fluency or not.

The researcher then concludes this proposed framework for the study incorporating the two theories; Connectivism (Siemens, 2008) and Vygotskian scaffolding.
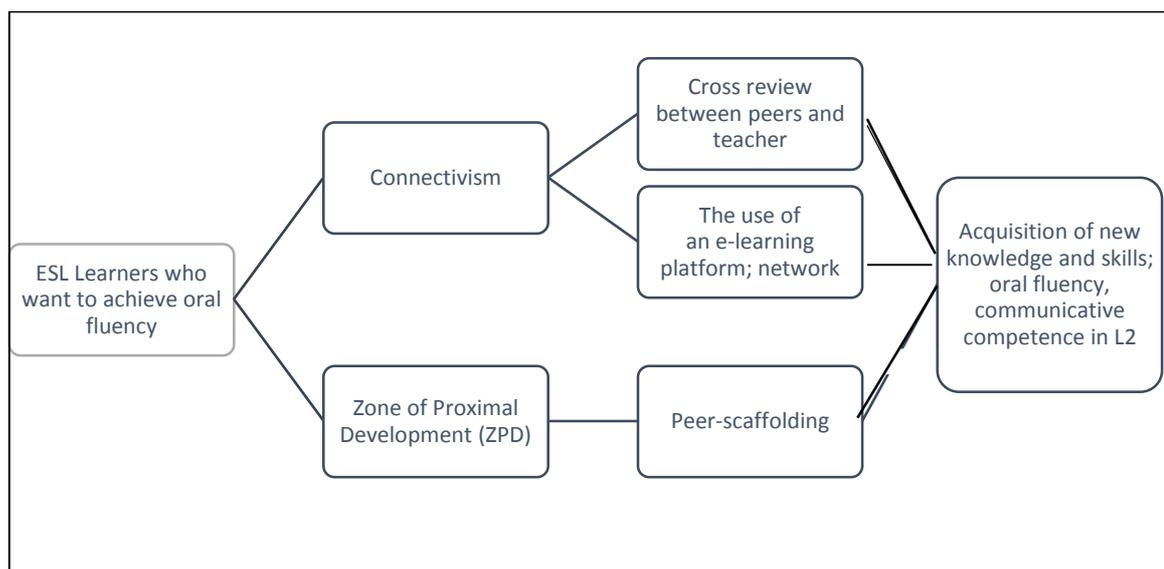
Figure 1: Theoretical framework

3.3 Problems Faced by ESL Learners in Speaking

English Language proficiency has been deteriorating over the years and basic oral skills have been appalling due to lack of usage and reflective practice (Samuel & Bakar, 2008). Furthermore, lack of opportunities and time constraints to partake in communicative activities also contribute to the problems highlighted in previous literature which require more attentions (Darmi & Albion, 2013; Gan, 2012; Hassan & Selamat, 2002). In this study, the problems are being addressed through suggesting a method to encourage teachers to use video-blogging as an alternative to assist teaching and learning.

There are many factors attributed to learners inability to speak English such as anxiety in using the language, limited vocabulary, and lack of exposure to communicate in the language (Hiew, 2012; Pertaub et al., 2002). This study believes video blogging holds the potential of reducing the anxiety by including

peer support and blended learning that stretch learners' L2 engagement in the most opportune way to develop their speaking skill.

4.0   CONCLUSION

Through the literature review and discussions made, video-blogging has been chosen as a method to be employed in this study. It is a learning tool tool to assist learners exercise their fluency. The implementation will involve a group of ESL learners in Malaysian tertiary level education to further extend the previous research which has yet to be tested in Malaysia in hope to fill the research gap. The video blog entries are compiled in an e-portfolio using an existing apps, Instagram and it is referred to as vlog-portfolio.

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THE IMPLEMENTATION OF 4Cs IN ENGLISH TEACHING AND LEARNING AT A VOCATIONAL SCHOOL IN KUDUS INDONESIA

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ABSTRACT

The 4Cs are the basic skills that students need in the 21st century. According to P21, 4Cs are critical thinking, creative, collaboration, and communication. By implementing the 4Cs in English teaching and learning, it is expected that students are able to compete and be responsible themselves in the real world as workers and the society. This research aims at describing the implementation of 4Cs and to identify the skill 21st century (4Cs) of the students at a Vocational School in Kudus. This research is a qualitative research occupying case study for the method. The writers used direct observation, questionnaire, and interview to collect the data. The result of this research showed that the English teacher has used 4Cs in English teaching and learning although he did not realize it. The implementation fairly influences the students because they have used 21st century skills in learning English, even their creativity is not much. Therefore, they need to improve it be better.

KEYWORDS: critical thinking, creative, collaboration, and communication

Introduction

Education is an important part of human life to develop all the potential in order to be useful in the future. Brown in Ahmadi (2004) states that education is a conscious process of control where changes in behavior are generated in people starting at birth and lasting throughout life. Ki Hajar Dewantara (1961) in Rini (2015) states that aim of education is to improve the good manner, intelligent brain, and healthy body of people. Ki Hajar Dewantara also emphasized that an educator must have three unities of behavioral concept, including *Ing Ngarsa Sun Tuladha, Ing Madya Mangun Karsa,* and *Tut Wuri Handayani* with the meaning that the educators must be able to become role models for their students, to support them, to encourage and to provide motivation to them.

The implementation of education in Indonesia always guides toward the national goals of education listed in the Preamble of 1945 Constitution, which consist of protecting the entire Indonesian nation and all of Indonesia's bloodshed, advancing the general welfare, preserving the life of the nation and participating in world order based on independence, peace eternal and social justice. Therefore, to improve the education in Indonesia, the government always does the renewal through curriculum improvement that has occurred for eleven times starting from the 1947 curriculum to the revised 2013 curriculum.

Curriculum is a tool in achieving educational goals as it is used as a teacher's guide in carrying out teaching and learning activities in schools. Based on Law Number 20 of 2003, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The recent curriculum in Indonesia that is used as a reference in the teaching and learning process is the revised 2013 curriculum, which was issued in 2016. There are three things that must be achieved in the curriculum, including character, literacy and competence. K-13 aims to prepare Indonesian people to have the ability to live as individuals and citizens who are productive, creative, innovative, effective and able to contribute in nation, state and civilization of the world. Ministry of Education and Culture stated that the 2013 curriculum development was directed to improve life skills, especially in building the creativity, the ability to think critically, collaborate or cooperate and communication skills because of the progress and development of the 21st century requires everyone to have the skills they need to equip by themselves to face the development of the era of globalization. Therefore, the Indonesian government began to direct the ability of Indonesian students to go to the 4th C's (critical thinking, creative, communication and collaboration) in 2013 curriculum in the process of teaching and learning activities.

Paul and Elder (2016) say that "critical thinking means being independent, self-disciplined, self-monitored, improving the process of thinking by yourself". It is seen as an important standardized asset from the way of working and ways of thinking in practice. It requires effective communication and problem solving and also a commitment to overcome innate egocentric and socio centric attitudes. Whereas Guilford (1976) said if creativity is "the achievement of something remarkable and new, something which transforms and changes a field of endeavor in a significant way. . . the kinds of things that people do that change the world". While, Raymond Ross (1996) in Widyawati (2016) said that communication is the process of transmitting information, ideas, emotions, and skills using symbols, words, pictures, graphics, numbers, etc. Whereas collaboration in the learning process is a form of cooperation with each other to help each other and complete to perform certain tasks in order to obtain a predetermined goal.

The goal of the government in implementing 4Cs in the 21st century learning has been in line with the intention of P21 (Partnership of 21st Century) since the 2013 curriculum is ruled. However, the implementation still needs improvement, because the fact showed that many teachers said if they did not know about 4Cs and how to apply it in teaching the 2013 curriculum. Therefore, in this research, the writers would describe an English teaching and learning process in a Vocational School that has implemented the 4Cs in applying the 2013 curriculum and identify the students' skills in the 21st century.

Method

The writer used qualitative research in the form of case study. The Participants of this research were an English teacher and twenty six students of Vocational School in Indonesia. The instruments used were observation, questionnaire, and interview. Observation aimed at collecting the data of implementation English teaching and learning process at Vocational School in Indonesia that have used the 2013 curriculum whether it is in accordance with the skills of 21 century learning or not and identify the students' skills in the 21st century. Questionnaire aimed to identify the students' skills in the 21st century, whereas the interview functions as a triangulation to check the data from questionnaire and observation in answering the statement of the problems.

Result and Discussion

This research discussed the process of English teaching and learning at a vocational school in Indonesia which has used the 2013 curriculum. It is to find out whether the teacher applies 4cs or 21st century skill as the form of implementation 2013 curriculum in English teaching and learning or not. 4Cs include critical thinking, creativity, communication, and collaboration. To get the answers of statement of the problems, the writers refer to indicators that have been set by P21. The following is an indicator based on P21 of each skill.

Table 1. 4Cs Indicators by P21

Nmb.	4Cs	Aspects	Indicators
1.	Critical Thinking	Reason Effectively	Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
		Use Systems Thinking	Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
		Make Judgments and Decisions	analyze and evaluate evidence, arguments, claims, and beliefs
			Analyze and evaluate major alternative points of view
			Synthesize and make connections between information and arguments
			Interpret information and draw conclusions based on the best analysis
			Reflect critically on learning experiences and processes
		Solve Problems	Solve different kinds of unfamiliar problems in both conventional and innovative ways
			Identify and ask significant questions that clarify various points of view and lead to better solutions
2.	Creativity		Use a wide range of idea creation techniques (such as brainstorming)

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		Think Creatively	Create new and worthwhile ideas (both incremental and radical concepts)
			Elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts
		Work Creatively with others	Develop, implement, and communicate new ideas to others effectively
			Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
			Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
			View failure as an opportunity to learn; understand that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes
		Implement Innovation	Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur
3.	Communication	Communicate clearly	Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
			Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
			Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
			Use multiple media and technologies, and know how to assess impact and their effectiveness a priori
			Communicate effectively in diverse environments (including multilingual and multicultural)
4.	Collaboration	Collaborate with others	Demonstrate ability to work effectively and respectfully with diverse teams
			Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
			Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

In order to know the use of 4cs in English teaching and learning process, the writers analyzed the data taken from observation so that the result can be seen in table 2.

Table 2. The result of observation

No.	4Cs	Activity	
		Teacher	**Students**
1.	Critical Thinking	- Teacher asked the students to decide the sentence belongs to opinion or suggestion before they paid by using star because if they are wrong, they only had 15 score, but if they were right, they got 40 score. - If their star missed, they could buy again	The students thought before answer the paper which showed by the teacher

2.	Creativity	- The teacher gave the quiz for the students by using "auction" game. - Auction game is the new game - The teacher should prepare the papers which are written in two sides. The first side is statement and second side is suggestion or opinion. - The students should pay by using star which is drawn by one of the students in the whiteboard	- The students are excited studying by using the game. - Some of them confused about the game.
3.	Communication	- The teacher asked the students to convey the payment and what the sentence that they got and say the result whether opinion or suggestion. - The teacher asked the other students' opinion about the sentences whether false or true. - The teacher also asked the reason about their answer.	The students gave the opinion with the reason when the teacher asked about that.
4.	Collaboration	- The teacher asked the students to make a group. - The teacher will give the job desk each of the group as the leader, speaker, and secretary. - The teacher asked the students to collaborate in a group by discussing before answer because the result depended on the group.	- The students discussed first before they pay the sentences by using star. The sentences are right or wrong. - The students did base on their job desk. For example: the student who is the speaker should convey their sentence.

By analyzing the process of English teaching and learning with the indicator of P21, the teacher has used 4cs in English Teaching and learning process. He encouraged the students to be critical in English teaching and learning process, and gave creative ways to make the students enjoy in English teaching and learning. He also asked the students to communicate by using English, even it is very hard for them. And the last is getting the score based on the group. All of them are beneficial for the students because they can be brave to express what they are thinking and communicate it in English. Moreover, the students are able to be creative one by knowing the teacher's way in English teaching and learning. In collaboration way, the students can learn how collaborate with other one who have different characteristic, and how they respect each other when they have different opinion. Therefore, it made the writers curious to know the students' skill in 21st century. The writers used the questionnaire to identify their skill based on the indicator in P21. The result can be seen below:

Table 4. The result of Questionnaire

Nmb.	Skill	Statement	Average
1.	Critical Thinking	Saya menggunakan penalaran dalam memahami materi pelajaran b.Inggris.	71%
		Saya menganalisis keterkaitan masing - masing bagian dari keseluruhan untuk menghasilkan sebuah pemahaman	
		Dalam belajar bahasa Inggris, saya mengevaluasi setiap kata dalam bahasa Inggris dan mengaitkannya denga fakta yang ada	
		Jika mengerjakan soal reading, saya mengambil kesimpulan berdasarkan hasil analisis.	
		Jika mengalami kesulitan dalam mengerjakan pelajaran bahasa Inggris, saya mencari cara inovatif yang memudahkan saya, misal: kesulitan dalam mencari kosa kata, maka saya akan menggunakan kamus digital daripada menggunakan kamus manual	
2.	Creativity	Jika ada tugas menulis, saya akan mencari topik- topik baru yang menarik .	60%
		Saya suka menggunakan kata - kata baru dalam meningkatkan kemampuan berbahasa Inggris.	
		Saya menemukan cara mudah belajar bahasa Inggris	
		Saya mengaplikasikan ide - ide saya tersebut di dalam kehidupan nyata	
3.	Communication	Saya dapat meyampaikan pikiran, maupun ide melalui lisan maupun tulisan dalam bahasa Inggris.	61%
		Saya menggunakan bahasa Inggris sebagai alat komunikasi dalam menginformasikan, menyampaikan, maupun menjawab pertanyaan di kelas	
		Saya menggunakan berbagai media atau teknologi dalam pebelajaran bahasa Inggris.	
4.	Collaboration	Saya dapat bekerja secara efektif dalam kelompok.	79%
		Saya menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok	
		Saya suka memberi masukan dan menunjukkan rasa saling menghargai antar teman	

Based on the result above, the writers could identify the level skill of the students based on the range which has been determined by the researcher as follows:

The range of level skill 21st century

1% - 20% = Weak
21% - 40% = Unacceptable
41% - 60% = Neutral
61% - 80% = Acceptable
81% - 100% = Strong

Table 5. The result of students' 21st century skills

No.	4Cs	Percentage	Level
1.	Critical Thinking	71%	Acceptable
2.	Creativity	60%	Neutral
3.	Communication	61%	Acceptable
4.	Collaboration	79%	Acceptable

Based on the result above, the writers draw some conclusions. Firstly, the students have achieved good critical thinking, communication, and collaboration. It means that they always use the indicator of P21 in learning English. However, the students only have little bit creativity. This finding was supported by the teacher statement when we did interview that the students are less in creativity. When they are difficult to translate the word into English or Indonesia, they never had initiative to find in the dictionary or just download digital dictionary in their mobile phone, even most of them have android. The skills of 21st century are not only learning on theory but they also learn how solve the problem in the real life based on their ability and talent.

Conclusion

The writers can conclude that the teacher in Vocational School in Indonesia has used 4Cs in English Teaching and learning. However, the teacher never prepare first before teaching even they do not know about 4cs. Curriculum 2013 demands the teacher for knowing 21st century skill or 4cs in teaching and learning deeply. That is why, it is a must for all of teachers in Indonesia when they have used curriculum 2013. Therefore, it is better if they know it first. So, the result can be maximal. What the teacher did is influencing the students. Mostly, the students use skill in 21st century which consists of Critical thinking, creativity, communication, and collaboration in English learning. It is showed by the data of questionnaire, observation, and interview that the students almost use the 4cs in solving problem of English learning. They still need to improve it and make it better.

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SYNTAX AS ONE DETERMINING FACTOR OF TEXT READABILITY

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ABSTRACT

This paper puts forward the aspect of syntax as one determining factor of readability for consideration when writing a text, to ensure the understanding of the target audience or readers. In doing so, this paper also hopes to reinforce the need for understanding syntactic builds of a text, as a factor determining its readability in English language teaching. In line with the theme of shaping new understandings in English language teaching, this paper highlights the need to incorporate the teaching of syntax in teaching text comprehension and writing in English to non-native speakers of English. This paper asserts that students' understanding of syntax can be enhanced through text simplification, as research findings have indicated that text simplification makes texts more accessible to learners of English, and makes their writing more manageable.

KEYWORDS: Syntax, Syntactic Complexity, Text Readability, Text Simplification, Understanding

1.0 INTRODUCTION

Although syntactic complexity received much attention in research on text comprehension from 1970 to the early 1980s (Pearson & Camparell, 1981), Arya et al. (2017) assert that syntax or syntactic complexity (apart from lexical complexity) needs greater re-examination following recent developments in English language teaching and learning. Increasing numbers of students are now learning students, and they come from different linguistic and cultural backgrounds, and their motivations for learning English are prompted by the need to meet demands triggered by the technological developments. Granting that (i) syntactic complexity is one of the significant obstacles that hinder readability (Heatherington, 1985; Vajjala & Meurers, 2012); (ii) many studies on lexical complexity do not attempt to unveil syntactic complexity in academic language (Arya et al., 2017); and (iii) syntactic complexity is commonly misrepresented (Flesch, 1948; Klare, 1984; Heatherington, 1985; Bailin & Grafstein, 2016), this paper is revisiting the role of syntax as one of the determining factors of text readability. Also, realising syntactic literacy among Malaysian secondary school students (Darus & Subramaniam, 2009; Hijjo, 2013) and students enrolling in university (Majlis Peperiksaan Malaysia, 2012) to be needing much work, the intention of this study to highlight the role of syntax as one determining factor of text readability, would help to improve people's awareness of how significant syntax is; this would hopefully not only draw attention to syntax, but also its effects to readability.

Syntax, which is one aspect (apart from morphology, semantics, pragmatics and phonology) that makes up the English language, encompasses word classification, word order in phrases and sentences, phrase and sentence structure as well as sentence construction (Tallerman, 2014). Of the components making up language, Van Valin (2001) argues that syntax remains at the centre of human language enabling different meanings to be expressed via various possible combinations of words. Readability, on the other hand, is defined by Gavora (2012) as the ease at which a text is read or understood. Zamanian and Heydari (2012) likewise perceive readability to be a predictor of comprehensibility of a writing piece. Nonetheless, Briggs (2014) argues that the definition of text readability has been inconsistent due to researchers' diverse perspectives. This is elaborated in the next subsection of this paper.

The area of readability has actually been attempted since the World War I where literacy among troops became a critical issue. This is indicated by Briggs (2014). Only in 1920s, word along with sentence length received attention with the sole purpose of helping educators' selection of suitable passages for children and adults. Thorndike's (1921) indication of word range and frequency marks the beginning of traditional readability assessment. According to Zamanian and Heydari (2012), the earliest investigations

involved students, librarians and teachers being asked about what seems to make a text readable. Although it was attempted with no formulas at that time, the development of these two aspects were what led to the formulation of today's diverse readability formulas.

Today, text readability is measured by using a number of grammatical and lexical parameters, and text readability considers text properties that have an impact on text comprehension: texts with low readability have been found to get in the way of text comprehension, making the act of reading to be a meaningless activity (Gavora, 2012). Apart from Gavora's (2012) indication of text readability and comprehension to be part of a broader category dubbed as text learning, Pitler and Nenkova (2008) indicate text readability to also be a contributing factor of text quality.

Not only limited to the scope of text learning, text readability is a vital aspect of writing, which writers must consider. No matter what a text intends to achieve upon reaching the target audience, the writer must ensure that the message is clear by considering the effect of syntactic complexity on text readability, in particular, accessibility to readers. As a matter of fact, readability also ensures that a writing piece reaches and affects readers the way authors intend (Zamanian & Heydari, 2012). Readable (n.d.) asserts that readability needs to be considered by different communities including teachers, digital marketers, legal professionals and government and health-information providers, regardless of genre as well as the audience it aims to cater to. Text readability determines the amount of cognitive effort required for text processing (Gavora, 2012) and is an important consideration to ensure the information or knowledge conveyed is accessible. Hence, writers need to find the appropriate balance between maintaining their writing styles and making sure challenging texts are also readable. For accessibility, writers have employed syntactic forms which students are familiar with to make their texts readable. Heatherington (1985), however, disagrees with this practice as she argues that students should be accustomed to meeting unfamiliar syntactic forms and forming meaning from context, instead of being presented with familiar forms which in turn would result in students not being able to read independently without teachers' aid.

Although other researchers have pointed out that apart from syntactic and lexical aspects, form and content (Vajjala & Meurers, 2012) as well as concept complexity in the construction of a cohesion model of meaning from implicit propositions (Arya et al., 2017), other reader variables including readers' interests, background knowledge and purpose for reading (Heatherington, 1985; Zamanian & Heydari, 2012), are determining factors of readability, this paper examines text readability from the syntactic perspective.

2.0   SYNTAX AS ONE DETERMINING FACTOR OF TEXT READABILITY

Readability assessment has centred on surface features including word and sentence length (Kincaid et al. 1975; Vajjala & Meurers, 2012; Zamanian & Heydari, 2012), which take syntactic and lexical aspects into account (Flesch, 1948). Apart from word and sentence length, Gavora (2012) also lists word iteration, proportion of verbs to nouns as well as the use of both concrete and abstract words as among most-included parameters in readability formulae. Together, these parameters make up the objective assessment of readability, which computes the overall index of readability via mathematical expressions. One instance of readability formula is Flesch Reading Ease Readability Formula which is the most-known readability formula, founded by Flesch (1948). Also used in Microsoft Office Word, his formula has made him the leading authority in readability. Text readability nevertheless, can also be assessed via subjective means involving text specialists and readers, as indicated by Gavora (2012).

That word and sentence length constitute syntactic aspect, is considered misleading. Arya et al. (2017) clarify words or the number of words simply represent, not cause complexity: the number of words only signifies ideas. Similarly, Bailin and Grafstein (2016) concur that sentence length is not equivalent to syntactic complexity in grammatical terms despite it being regarded as so by readability formulae: the depth of syntactic structure is however reflective of syntactic complexity. Marshall (1979) and Heatherington (1985) also maintain that long sentences are often regarded complex, to the point that many writers resort to shortening sentences, causing problems not only to second language readers, but also the first. While also acknowledging this, Zamanian and Heydari (2012) also indicate readability to not be consistent with the psycholinguistic theory of reading. Due to this (and lacks in other areas of readability), most formulas have been critically debated that Wait (1987) and Zamanian and Heydari (2012) even claim them to be unable to actually represent consistent text comprehensibility, resulting in them being 'imperfect predictors

of text readability and understandability' as both researchers and Pitler and Nenkova (2008) put it. These parameters are also considered shallow by Vajjala and Meurers (2012).

There appears to be consensus on the true indicators of syntactic complexity. Those proposed by Vajjala and Meurers (2012) are improving readability classification, and the indicators are based on syntactic aspects, supporting Eslami's (2014) definition of readability. Other classifications use different parameters, for example, Bailin and Grafstein's (2016) syntactic complexity considers embedded structures making up of subordinate clauses. Bailin and Grafstein demonstrate how embedded structures themselves can contribute to the complexity of a text from syntactic perspective- sentences with subordinate clauses within subordinate clauses are more syntactically complex than sentences comprising several independent coordinate structures. Syntactic complexity proposed by Kintsch (1998) incorporates propositions in embedded structures, which contributes to complexity. A mini study by Aziz (2018) which looked into the syntax of newspaper editorials, exemplifies such case of propositions within embedded structures contributing to text readability. An editorial from The Sun UK comprising the total of 15 embedded structures, was found to be least readable via Flesch-Kincaid Readability Test; while The Star editorial from Malaysia which had the most embedded structures of 23 was found to be more readable. The Sun and The Star editorial each scored 50.5 and 57.5 in Flesch reading ease. As these two writing pieces were not scientific texts which have long been cited to be found complex due to scientific terms or vocabularies, propositions within embedded structures was assumed to be a reliable predictor of text readability.

Nonetheless, propositions within embedded structures are not the only factor of complexity. These different interpretations of syntactic complexity acknowledge the fact that regardless of depth of syntactic structure, all syntactic structures pose different degrees of comprehension challenge to readers. This is shown by Nigalupta (1978) who lists negative, passive voice, embedding, deletion and nominalisation, as five features of the syntax of a text which contributes to text difficulty.

While syntactic complexity is shown by Heatherington (1985) to be one of linguistic variables in an interactive framework involving reader and text variables, contributing to text readability, Eslami (2014) asserts that syntactic complexity is one of main contributing factors to text difficulty, which in turn hinders the readability of a text. Readability is also affected by the omission of connective conjunctions to guide readers, which increases inference burden (Pearson & Camperell, 1981) and ambiguous syntactic structures (e.g. simplification of relative clause to past participial phrase) posing difficulty to college students (Rawson, 2004). Ambiguity in syntactic structures seen in terms of syntactic category of a constituent or the link between a syntactic category and other constituents also affects readability (Štajner et al., 2012; Bailin & Grafstein, 2016). Other than self-embedded structures, left-branching object relative clause and extraposition also exemplify how syntactic complexity can affect text readability.

Nevertheless, the claim that syntax affects readability is shown to be otherwise by Arya et al. (2017) who found syntactic complexity to have no influence over the readability of science text of several topics. This however, might only be true in the case of their study. To support, Arya et al. (2017) acknowledged the possibility for the inclusion of different cognitive loads in their materials; the elimination of text search in their methodology, and the insufficient length of the texts used, to interfere with their goal to access the effect of syntactic complexity on text readability. However, while testing out the interaction of syntactic and lexical complexity, syntactic complexity was claimed to be less important if certain vocabularies are frequently used to communicate ideas.

3.0   DISCUSSION

To cope with the condition of syntactic complexity diminishing the readability of a text, text simplification has been deliberated many times: some perceive it to be an alternative way of improving readability, whereas others see it to be posing some disadvantages. According to Štajner et al. (2012), text simplification is the process involving the conversion of text input into more accessible form. Research findings on text simplification have been mixed. Eslami (2014) found the performance of mid and low proficient EFL students on the original and simplified texts to be significantly different; hence validating that syntax in fact is one determining factor of text readability. Text simplification to reduce syntactic complexity, however, have deprived readers of original lexical, syntax and authentic model of language (O' Donnel, 2009) through the alteration of both the linguistic contributions as well as content (Eslami, 2014);

and the possible omission of text cohesiveness due to the deletion of connectives (Carell, 1987) and causal links taking away text clarity (Heatherington, 1985). Heatherington (1985) asserts that simplification of syntax also causes extra inferential burden (due to ambiguous relationship between constituents) and results in unnatural language.

A study involving reading in EST among native and non-native students by Ulijn and Strother (1990) revealed syntactic simplification made no significant differences in text comprehension among both native and non-native students, and this finding was attributed to the use of scientific vocabulary and concepts in EST. Ulijn and Strother (1990) argue that the conceptualisation of scientific EST vocabulary detracts from syntactic complexity. The use of vocabulary in general is also shown by Pitler and Nenkova (2008) to be cited to largely determine text readability. However, Ulijn and Strother (1990) propose focusing on the conceptual ways texts are re-written instead of simplification texts. For instance, implicit propositions within embedded structures, which contribute to concept complexity should be reduced or avoided, and explicit propositions need to be incorporated to facilitate comprehension. Zamanian and Heydari (2012) however, argue that rewriting texts may lead to texts that are harder to be understood.

4.0   CONCLUSION

The mixed findings indicate that more research into readability needs to be conducted. Although readability has received increasing criticism questioning the validity of most formulas; it is argued by Zamanian and Heydari (2012) that this does not necessarily mean that readability formulas do not measure anything. In fact, Klare (1980) even claims readability formulas although far from perfect, are far more accurate than human judgement. Also, regardless of much criticism from many, readability formulas are at least based on countable indications.

Readability is critical for facilitating comprehension of texts, and needs to be tailored to needs of readers at different levels of proficiency in English. In most cases, difficulty in finding texts with the right readability ease results in teachers having to modify or create texts which can be time-consuming (Vajjala & Meurers, 2012). Arya et al. (2017) stress the need for the re-examination of syntactic complexity considering today's needs, with the increase in the number of students with different linguistic and cultural backgrounds. This is also supported by Briggs (2014). To accommodate students' reading level, simplification has been suggested as one possible solution. Eslami (2014) however, made a significant point in this by discussing the impacts of text simplification- it takes away the access to the lexical, linguistic structure and authentic models of language which are representative of the culture elements of the original text. Other than these surface structures, text simplification also affects the content of a text as well as its cohesion as a writing piece (Carell, 1987) resulting in more inferential burden (Heatherington, 1985). While text simplification is shown to help the understanding and comprehension of students with mid and low proficiency, Eslami (2014) points out that improving learners' performance in reading is still an objective to fulfil. Ulijn and Strother (1990) argue that text simplification or syntactic simplification needs to focus on conceptual ways of rewriting texts. Zamanian and Heydari (2012) nonetheless suggest that rewriting texts may also make a writing piece harder rather than easier to be read. Apart from conceptual of ways of rewriting texts, text simplification also needs to categorise which texts that shall be simplified and which are not; this is indicated by Štajner et al. (2012) to be able to be done by comparing the features of text affecting readability with attributes in user preference.

Just like text simplification, the practice of keeping sentence length to bare minimum has also been questioned by Arya et al. (2017) who attribute complexity to the embedding of propositions (concept complexity) - this is something that future studies would need to examine. Looking at these findings, it is clear that text simplification might not be the best and only way to cope with syntactic complexity. Research needs to examine how texts may be simplified through other available alternatives to cope with syntactic complexity. According to Heatherington (1985), recommunicating and retelling the message in a text based on intuition can be incorporated into text simplification, in order to account for more individuality and text's suitability for a particular group of people - this can be done by concurrently assessing the variables of both texts and intended readers. Future studies should consider assessing these and other parameters as well as how they interact with one another. This is what observed to be lacking in many studies assessing a single factor (Pitler & Nenkova, 2008; Zamanian & Heydari, 2012; Arya et al., 2017).

It is also to pointed out that the notion syntax dampens instead of boosting text readability, is the output of how we look at this particular aspect of English. If we change the way we look at it; this concept we look at, change- this is the new understanding in English language teaching that this study aims to put forth. A way to do this is by assessing the ways syntax impact text readability and avoiding them when writing a text. However, if they are not to be avoided, then students ought to be familiarised with these occurrences in order to ensure that they would be able to read independently without teachers' assistance (Heatherington, 1985).

Apart from attempting to generally put syntax forward as one determining factor of text readability, this study also means to suggest future studies in Malaysia, not only limited to those tackling readability, to draw more attention to this particular aspect of English and the gravity it holds in English texts. This is due to fact that syntactic literacy has been shown to be needing much improvement among Malaysian secondary school students (Darus & Subrmaniam, 2009; Hijjo, 2013) and students enrolling in university (Majlis Peperiksaan Malaysia, 2012). By putting an emphasis on the aspect of syntax, this study also aims to draw attention to the role of syntax in text readability. Previous studies were critically analysed and discussed to provide an insight into notion of syntax being one determining factor of text readability.

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TRANSITIVITY ANALYSIS OF STUDENTS' EXPLANATION TEXTS

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ABSTRACT

The paper investigates the students' explanation texts based on its criteria and the students' perception regarding the use of specific linguistic choices in their texts. Explanation texts are considered important for engineering students since the students generally use the process of explaining to talk and to write about technological explanations. However, there are few studies use university students' insight into this particular type of text. Therefore, this study tries to identify the explanation texts written by engineering students. The purpose of this study is to explore the students' understanding of social function of the explanation texts and how explanation texts should be written, and to reveal the students' perception on the use of specific linguistics choices in their texts. The research approach used for this study was a qualitative, and data were obtained through the documentation of student' texts and interviews. There were 22 polytechnic students whose study background is engineering involved in this study. The texts were analyzed by means of Halliday's transitivity. The results show that almost all students were aware about the social function of explanation text and how explanation text should be written based on its criteria. Moreover, the students employed passive voice, and also material and relational processes in their texts. The students' choice of verbs is to present their view of knowledge in their field, i.e. engineering field. Based on the findings, this paper concludes that students' practice of their knowledge in their academic community interest affects their writing texts. Concerning some grammatical mistakes found in students' explanation texts, it is recommended that teacher give explicit teaching and more exercises about the linguistic features of the explanation texts.

KEYWORDS: Explanation Text, linguistic choice, transitivity.

1.0 INTRODUCTION

For engineering students, mastering English writing skill is important. Written communication skills involve a more active, rather than passive, learning method. Thus, writing can enhance critical thinking and problem-solving skills (Riemer, 2007). Writing in this instance refers to composing material that is to be read including typing. This can be the ability to understand manual books of a machine or tool (Riemer, 2007). It can be said that engineering profession relies on the written communication as well as oral communication.

Explanation is one of the text types that should be learnt by engineering students. As it is stated by Unsworth (1999) that in the science disciplines, technical discourse involves writing of explanations. Explanation genre as Derewianka (2004) explains, is a factual text used to explain phenomena, and to answer the questions of *how* and *why*. This is in line with Gerot and Wignel (1994) who state that explanations are used to account for why things are as they are. Furthermore, it is supported by Martin and Rose (2008) that explanations are not only used in science for natural process, they are also common in industry for explaining technological processes, for example a technological explanation from a manual for operating part of a blast furnace in a steel mill. In addition, Cullen and Pudwill (2002) argue that engineers are often asked to give technical explanations on product design or manufacturing processes. It indicates that engineering students need to be able to write a technological explanation texts related to their study background, i.e. engineering.

The studies on university students' writing of explanation have not much covered yet. Yang (2008) conducted a research about the thematic progression analysis to teach writing of explanation. The result of the study failed to provide empirical results on areas of difficulty experienced by the students. Another study of the same topic was also conducted by Ting and Tee (2009) to explore explanation texts written by molecular biology students which indicated greater difficulty with the text structure than language features. The other research on explanation texts was done by Ting, Campbell, Law, and Poh (2013) who focused

on the structure and language features of explanation texts written by university students. The result of their study showed that the students were able to use the structure and language features in their explanation texts as the students have studied the academic writing through the principles of genre-based instruction even though the poor language competence prevent the students from writing good explanations.

With the view of the need of explanation texts by engineering students encouraged the writer to conduct this study. It is expected that the result of this study can give valuable insight to the teaching of the explanation genre to facilitate student learning of this academic genre.

This study is aimed at responding to some research questions. The first one is to explore the students' understanding of social function of the explanation texts and how explanation text should be written based on its criteria, and the second is to reveal the students' perception on the use of specific linguistics choices in their texts.

2.0 LITERATURE REVIEW

2.1 Explanation Text

Explanation genre as a scientific text includes social function, schematic structure, and linguistic features (Swales, 1990; Anderson and Anderson, 1990; Gerot and Wignel, 1994; Christie and Martin, 1997; Derewianka, 2004; Christie, 2009). The first element, the social function of the explanation genre is to communicate how something happens, elaborating steps or any other procedures how the process undergoes in certain circumstance (Gerot and Wignel, 1994; Derewianka, 2004). Anderson and Anderson (1997: 80) also state that the explanation texts tell how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation text is to tell each step of the process (the how) and to give reasons (the why). Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how and/ or why of particular phenomena, events, and concepts occur in scientific and technical fields (Anderson and Anderson, 1997).

Schematic structure as the second element of a genre requires explanation texts to have elements such as a general statement to position the reader and a sequenced explanation of why or how something occurs (Gerot and Wignel, 1994). There are two steps for constructing a written explanation according to Anderson and Anderson (1997), Derewianka (2004), and Martin and Rose (2008). The first step is a general statement about the event or thing that will be explained. The second is a series of paragraphs that tell the how or why. In this paragraph, the writer tells the sequence of explanation text.

To make a good explanation text, the students have to consider some linguistic features in composing the text as the third element of the genre. These are generalised non-human participants, action verbs, passive voice and timeless simple present tense.

2.2 Transitivity System

Transitivity system realizes the experiential metafunction in which ideas and experience about the world are represented through choices of participants, processes and circumstances accompanying events (Halliday, 1994; Emilia, 2005; Christie and Derewianka, 2008; Martin and Rose, 2008). In this system, therefore, the analysis focuses on the grammar of the clause as representation (Eggins, 1994; Halliday, 1994; Martin et. al, 1997).

In the English transitivity structure, clauses can be analyzed for a process type (material, mental, behavioral, verbal, existential, and relational). The examples can be seen in the following table which are taken from the students' explanation texts analyzed in this study.

Table 1. The Examples of Process Type (Adapted from Halliday & Matthienssen, 2004)

Process types	Examples	Function
Material Process	cut, check, turn, tighten e.g. The marked letter is checked (text 7)	construe doings and happenings
Mental Process	know, want, think e.g. You haven't known yet (text 2)	encode meanings of thinking or feeling
Verbal Process	Tell e.g. I will tell you how to operate the turning machine (text 12)	say about something
Relational Process	are, is, have, consist e.g. The shape of the handle is cylindrical (text 1)	things are stated to exist in relation to other things
Behavioral Process	look at e.g. You can look at the facemill (text 2).	construe human behavior as an active version of verbal and mental processes
Existential Process	there is, there are e.g.There are two main scales on the which is body (text 8)	represent a process of being indicated by the word *there*

The process type specifies the action, events, or relationships between implicated participants (normal constituents, functionally labeled according to the process type), and the process may be situated circumstantially (for place, time, cause the process type, etc.). The material process is marked by the verbs related to dynamic activities, such as *cut, check, turn*, and *tighten* (Fairclough, 1993). The verbs *know, think* and *want* mark the mental process which is related to perceptive, emotive, desiderative, and cognitive. The verbal process is related to the action of *saying*, thus the verbs *tell,* and *mention* mark the process. The relational process brings the meaning of *being.* The verbs such as *are,* and *is* mark the process. The behavioral process is the process of behaving, such as *look at* marks the process. The existential process is marked by *there* and *it* as they mark the existence of the object.

Carrying out a Transitivity analysis involves determining the process type, participants and circumstances realized in any clauses (Halliday, 1994; Halliday & Matthienssen, 2004; Emilia, 2005; Christie and Derewianka, 2008; Martin and Rose, 2008). Since this study is concerned with the way in which the actions are represented, the analysis will be based only on the process types. In conducting this present study, the theory of transitivity proposed by Halliday (1994), and Halliday & Matthienssen (2004) is applied.

3.0 METHOD

The research approach used for this study was a qualitative case study design. This study was carried out at the undergraduate manufacturing engineering study program at one polytechnic in Bandung. The research site has been chosen since as a member of the teaching staff with more than five years teaching experience, the researcher expected to get easy access to the research site, and hence, increases the feasibility of the study (Bogdan and Biklen, 1998:54). The participants of the study were twenty two students of Technical English subject.

3.1 Data collection

In this study, the data are collected through the documentation of students' texts and interview. The first method of data collection was the students' explanation texts. The students were asked to write an explanation text about a tool, an instrument, or a machine that they can find in their workshop after they had three meetings discussion on writing the explanation texts. The texts were then analyzed in terms of schematic structure (Gerot and Wignel,1994; Anderson and Anderson, 1997; and Derewianka, 2004) Meanwhile, the analysis of transitivity system (Halliday, 1994) was applied to identify the linguistic

features of the text. These were done to answer the first research question, i.e to explore the students' understanding of the social function of the explanation texts and how explanation texts should be written.

The second source of data was the interview with all participants of the study. It was carried out after the process of the students' explanation texts analysis had been completed. It was used to obtain more comprehensive data on the students' perspective about the use of specific linguistics choices in their writing as the second research question. In this case, individual semi-structured interviews with open-ended questions (Cohen and Manion, 1994; Frankel & Wallen, 2007) were preferred to enable the researcher to get information required while at the same time permitted the participants' freedom of responses and description to illustrate the concept (Field and Morse in Emilia, 2005). The content and procedures of the interviews were organized in advance based on the data gained from the text analysis. Each student was given questions based on their knowledge and experiences during the process of writing the explanation text in terms of linguistic features. In addition, in determining the interview language, bahasa Indonesia as the participants' native language has been chosen to be used to make the participants easier to elaborate their answers.

3.2 Data analysis

To analyze the data, two steps were applied. The first is the analysis of the students' explanation texts which includes the social function, schematic structure and linguistic features of the explanation text. The second is the analysis data of interview.

To start with, the students' explanation texts were analyzed in terms of the social function of the explanation text generated by Gerot and Wignel (1994), Anderson and Anderson (1997), and Derewianka (2004) that is to communicate how something happens, elaborating steps or any other procedures how the process undergoes in certain circumstance. After that, the analysis was continued by identifying the schematic structure in students' texts. The texts were analyzed based on the schematic structure in students' explanation texts as suggested by Gerot and Wignel (1994), Anderson and Anderson (1997), and Derewianka (2004) as follows: general statement, and a sequenced explanation of why or how something occurs. Then, the students' explanation texts were analyzed based on the linguistic features. The texts were analyzed at the clause level; the transitivity (only the process type) of the clauses is identified for analysis. The process type is obtained by identifying and subsequently classifying the main verb of the clause into one of the six processes – material, mental, relational, behavioral, verbal, or existential (Halliday & Matthiessen, 2004). The result analysis of transitivity system related to the criteria of explanation text by Gerot and Wignel (1994), Anderson and Anderson (1997), Derewianka (2004), Eggins (1994), and Martin and Rose (2008), which are are generalised non-human participants, action verbs, passive voice and timeless simple present tense.

The second step was the analysis of the students' perception on the choice of specific linguistic features in their explanation texts through interview. As it was stated previously, interviews were done in Indonesian to avoid misunderstanding. Interviews were recorded by tape recorder. The interview data were inserted while discussing the main data resulted from the text analysis.

4.0 FINDINGS AND DISCUSSION

In the paragraphs that follow, the analysis of the students' explanation texts is illustrated. The findings show that generally, all students had fulfilled the social function or the purpose of explanation text that is to communicate how something happens, elaborating steps or any other procedures how the process undergoes in certain circumstance (Gerot and Wignel, 1994; Derewianka, 2004).

Regarding the schematic structure analysis of the students' explanation texts, the result is shown in the table below.

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Table 2. The Analysis of Schematic Structure of Students' Explanation Texts

Students	Schematic Structure	
	General Statement	A sequenced explanation of why or how something occurs
1	√	√
2	-	√
3	√	√
4	√	√
5	√	√
6	√	√
7	√	√
8	√	√
9	√	√
10	-	√
11	√	√
12	√	√
13	-	√
14	-	√
15	-	√
16	√	√
17	√	√
18	√	√
19	√	√
20	√	√
21	√	√
22	√	√

As it can be seen in Table 2, almost all students (77%) that represent 17 students were able to provide the generic structure of explanation texts, i.e. the general statement, and the sequenced explanation of why or how something occurs. Only 5 students (23%) failed to put the general statement in their texts. It can be said that the students have already been able to apply the social function of the explanation text and how it is written.

In terms of transitivity analysis, it was found that the students employed different types of processes in their explanation texts. The results of transitivity analysis became obvious by different aspects of language used by students in their writing such the absence use of personal pronouns, the use of active/passive voices, and also the use of material and relational processes. The detail can be seen in table 3 below.

Table 3. Frequency of Process types in Students' Explanation Texts

Process Types Students	Material Process		Mental Process	Verbal Process	Relational Process	Behavioral Process	Existential Process
	Active Voice	Passive Voice					
1	4	19			9		
2	3	16	2		6	1	1
3	12	5			12		1
4	12	8			19		
5	5	5			12		
6	-	19			9		
7	8	7			19		
8	3	13			16		2
9	4	8			12		

10	6	11	1		12	
11	9	9			12	
12	3	18		2	15	2
13	7	15	3		12	1
14	8	12	1		8	1
15	15	4	3		10	1
16	3	12			12	
17	11	3				
18	9	8				
19	6	7				
20	8	2				
21	12	19				
22	8	9				
Subtotal	156	231				
Total	**387**		**10**	**2**	**195**	**1**	**9**
%	**64.8**		**1.6**	**0.4**	**31.6**	**0.2**	**1.4**

Table 3 shows that the process dominantly used by students in their explanation texts is material process (387 or 64.8%), followed by relational process (195 or 31.6%), mental process (10 or 1.6%), existential process (9 or 1.4%), verbal process (2 or 0.4%), and behavioral process (1 or 0.2%).

In their texts, the students used the material processes *prepare, mark, put*, *try*, *check, place, rotate, repeat, and hit.* The verbs are categorized as dynamic verbs which signals the doing.These indicate that the students tend to choose particular material actional processes which conveyed a stronger "sense of dynamic activity" (Fairclough, 1993; Halliday & Matthiessen, 2004). This is in line with Gerot and Wignel (1994), Anderson and Anderson (1997) who state that explanation texts occupy the use of material processes.
The students also admitted in the interview that they use material process because they describe what they do related to the object. The following excerpts are taken from the interview.

- *I use the words that show action because I write about the process of operating a machine (student #12 and #16, translated version).*
- *I use the words check, place , rorate, hit, etc., because I think these words are suitable to describe the activity I do in operating a machine (Student#3, translated version).*

The excerpts show that the student use words referring to the process of action. The students tend to use the action verbs since in their daily activities in the workshop dealing with operating a machine. The verbs are categorized as dynamic verbs which signals the doing (Fairclough, 1993; Halliday & Matthiessen, 2004). They refer their writing to their daily activities as engineering students. It indicates that the students have been able to identify themselves as engineering students by using this particular type of process.

The students employed the passive voice construction *is used, is made, is grasped, is cut, is turned,* and *are assembled* in their texts. The use of passive verbs in the texts shows that the student tend to be impersonal because they are explaining an entity and the process of doing something. It is appropriate to enable the writer to focus on the object or to the action being done instead of the actor or the doer. It indicates that the student had the ability to apply the linguistic features of explanation text showing technological processes by using passive voice construction (Martin and Rose, 2008).

Some students tend to pick the discourses of their field of study as they are familiar to their instructor. The students also used active/passive voice to show that they belong to a specific community. This situation was admitted by some students in the interviews. They said that they used passive voice in their explanation texts because they tried to describe an object technically. The result of the interview can be seen in the data illustrated below.

- *I use passive voice to show the impersonal way of describing something (Students #2 and #7, translated version).*

- *I usually use passive voice because I describe the process of how something is done (Students #1 and 11, translated version).*
- *I think passive voice is suitable because my writing is in engineering field, I prefer to use passive to be more impersonal (Students #4, #8, #19 and #22, translated version).*

Unfortunately, some students still had difficulties in applying the passive voice in their texts. As it was acknowledged by the students in the interview saying that it was still difficult for them to construct passive sentences because they were lack of grammar proficiency. It is in line with Hinkel (2002) who states that most students find difficulties in passive voice construction. It indicates that students must be given explicit teaching and more exercises about the concept of passive voice construction.

Another significant characteristic found from the students' texts is that they are about the relationships between the entities. It is shown by the dominant use of relational processes. The students used relational processes 'is' and 'are' in their texts to explain an entity and to present indisputable facts. It can be said that the students have been able to identify the discourse they are engaging in by the choice of processes. The use of relational processes in their explanation texts indicates that the students have been able to adapt with the linguistic features of the explanation texts by using relational processes (Derewianka, 2004; Gerot and Wignell,1994 ; Martin and Rose, 2008).

As it is argued by students in the interview, saying that they used relational process because they tried to describe an object. The result of the interview can be seen in the data illustrated below.

- *I use the verb 'is' because I describe a tool in the workshop (Students #5 and #7, translated version).*
- *In decribing something technically, we have to use the verb 'is' or 'are' because we try to explain the object as clear as possible (Students #8 and #11, translated version).*

The excerpts show that the students use words referring to the state of being in terms of describing the object technically. It indicates that as engineering students, they tend to position themselves by focusing on the object not to themselves as the actor of the action in their explanation texts.

The other interesting point found from the students' explanation texts was the use of mental processes. Some students (students 2, 10, 13, 14, and 15) used the verbs *know*, *think*, and *want* in their texts. It is interesting since the use of mental process is not the criteria of linguistic features of explanation texts. The students admitted in the interview that they use the words *know, think,* and *want* to make their texts more friendly. They tried to get a closer relationship with the readers. When it is known that the words are not relevant with the criteria of explanation texts, the students admitted that they should have more exercises on writing the explanation texts, so they would be able to use the correct linguistics features in their texts. It indicates that teacher should give explicit teaching and more exercises about the linguistic features of the explanation texts.

Analyzing the social function, the schematic structure, and the linguistic feature in the students' explanation texts proves that transitivity analysis provides important data for teaching-learning practice. The students were able to create their texts by applying the criteria provided. From the students' perception, there are two main issues proposed by the students: their experience shared in their choices of linguistics feature of the explanation texts, and their interest towards their academic community discourse. The students tend to pick the discourses of their field of study as they are familiar to a specific community.

5.0 CONCLUSION

Based on the findings elaborated in the previous section, in summary, generally, most of the students were aware about the social function of explanation text and how explanation text should be written based on its criteria. In terms of transitivity, the students' explanation texts use of passive voice, and also material and relational processes in their texts to present the writer's view of knowledge which is objective and universally true. The students' choice of verbs is identifying them with the academic community's interest i.e., the engineering field. It can be concluded that students' practice of their knowledge in their academic community interest affects their writing texts. Regarding some grammatical mistakes made by

students in their explanation texts, it is imperative that teacher give explicit teaching and more exercises about the linguistic features of the explanation texts.

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CATEGORIZATION OF THE CULTURAL CONTENT OF EFL TEXTBOOKS: REVIEW

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ABSTRACT

In recent years there has been a growing interest in studying culture integration in English as foreign language textbooks. This can be attributed, inter alia, to both the sensitivity of tackling people's cultures in textbooks which maintain an outstanding position in the teaching / learning process, and to rapidly increasing importance English has gained within the world of globalization. In the TESOL field, researchers examine and then categorize the cultural representations when analyzing the content of EFL textbooks, adopting or adapting different frameworks in the available literature. This paper screens the theoretical literature that addresses the cultural content of EFL textbooks in TESOL studies highlighting the most dominant frames of analysis to classify the cultural representations of the content of textbook as cultural categories (types), dimensions as well as themes, to hopefully provide a reasonable platform for scholars to rely on. Particularly concerning the cultural types, the issue is more problematized within an argument. The review does not then touch upon neither the intercultural or multicultural elements nor other approaches of analysis from fields other than TESOL such as Applied Linguistics or Discourse Analysis. It concludes that literature – based terminologies are better employed for categories, and show that, for the sake of in-depth analysis, studies usually consolidate a framework consisting of a model for cultural dimensions or one for cultural themes together with a general model for types.

KEYWORDS: Cultural content, EFL textbooks, cultural categories, cultural dimensions, cultural themes.

5.0   INTRODUCTION

There are two opposing points of view describing the relation between EFL and culture, the first is the inseparability of culture from language and the second is the independency of teaching language from culture or language can at least be presented in contexts that are familiar to the learners (Sárdi, 2002: 101; see also Elmes, 2013; Wardhaugh, 2002: 221-242), this is consequently true to textbooks (Ashraf, Motallebzadeh, & Kafi, 2013: 1658). But TESOL literature can, to a great extent, show that the way in which majority of EFL textbooks address culture stems from the dialectical relation between culture and language as two inseparable concepts, as Ho (2009: 64) puts it that "Language and culture have an inextricable and interdependent relationship" (see also Mitchell and Myles, 2004; Brown, 2000; Kramsch, 2003; Valdes,1986; Seelye,1993; Byram, Morgan, and Colleagues,1994; Byram,1989), As a result, learning or teaching a language is by necessity learning or teaching culture (Brown, 2007: 189-190) or as (Englebert, 2004: 37) contends that "to teach a foreign language is also to teach a foreign culture" . For (Zhang & Yan,

2006: 72) this necessity is assumed by FLT scholars, and can be traced back to many years ago when, for instance, McLeod (1976: 212) asserts that "by teaching a language...one is inevitably already teaching culture implicitly".

Learning a new language is also "a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers" (Alptekin, 2002: 58). This inevitable role of culture in ELT is reflected in both a linguistic dimension and a pedagogical dimension which encompasses methods and teaching materials (Mckay, 2003: 2-3) . Pertaining an essential part of the teaching materials, foreign language textbooks can then be transformers of culture(s) since all "teaching materials (e.g., textbooks) directly or indirectly transmit cultural values to a certain degree" (Xiao, 2010: 4) and particularly textbooks do communicate explicitly or implicitly "sets of social and cultural values which are inherent in their make-up" (Cunningsworth, 1995: 90), part of what is termed "hidden curriculum". Textbooks are considered paramount due to their being the most common teaching tool used in pre-university education; textbooks culture-related content then "becomes a clearly determining element, since it marks the type and extent of the cultural knowledge students are likely to gain in the classroom" (García*, 2005: 59). It is the educators' concern to find out the ideology and cultural values in a curriculum behind the subjects presented to the students and their influence on these learners (Asgari, 2011: 890). For this purpose, scholars often chase the cultural typologies in textbooks content in terms of cultural categories, dimensions and themes.

2.0　　Cultural Categories

Most TESOL studies of analysing EFL textbooks' cultural content show employing one or more of four main models of categorizing culture, though with the use of different terms, Cartozzi & Jin (1999) three categories, Adaskou, Britten, and Fahsi (1990) four senses (or meanings), and Kachru (1992) three (geographical) circles, and scholars' ready checklists of analysis such as Kilichaya (2004), Olajide (2010), and Byram (1993).

2.1 Cortazzi and Jin (1999) Types

Cortazzi and Jin's, (1999) model, which has greatly contributed in literature to analyzing EFL textbooks content (Dehbozorgi, Amalsaleh, & Kafipour, 2017: 95) includes three types of culture source, target, and international. While the first two categories in Cortazzi and Jin's model are clearly dealt with as the learner's local culture and the target culture of the language learnt respectively, the third category which is the international category involves all cultures other than the source and the target culture. Since this model is dominant and pivotal in a large number of TESOL studies, it is necessary to refer to essential elaborations made by some scholars to its main three types when practically applied for the purpose of analyzing textbooks' materials. There often appears a need for extending this model with at least one more category covering the linguistic items related to science, health, technology and the topics alike. This additional category has been termed differently by scholars.

In a content analysis study of a textbook to discover its cultural content, inter alia, Tzu-chia Chao (2011) examined the hidden curriculum in the cultural content of one of the popular EFL textbooks for the elementary level in Taiwan which is New American Inside Out. For culture categories, her scheme includes five categories covering source culture (SC) which is the learner's local or home culture, for her Pan-Chinese culture (Taiwan,China, and HongKong), target culture (TC) which is the culture in the English speaking societies in countries Canada, Australia, New Zealand, Ireland, , USA and UK , international culture (IC) which refers to all cultures in the globe except those of Pan-Chinese and English speaking countries, intercultural interaction (ICI) that refers to culture category implied in all activities that positively develop the learners' knowledge, skills, attitudes and awareness of intercultural communication; Universality-across-Culture (UC) is the fifth category in the scheme for the content or knowledge in general texts (written, visual or audial) of linguistic purpose with no clear culture reference or identity Chao's (2011: 197) .

Lui and Laohawiriyanon (2012) studied the Cultural Content in Chinese University textbooks. They tried to know what cultural types and themes these textbooks contain, and how this presentation of culture

in the textbooks can promote cultural communicative competence. For culture categories (types), they followed an adapted scheme based on the three-category Cortazzi and Jin's (1999) model adding a new category for the content that has no reference to any culture or country under the title "unidentified sources of culture" category (Lui & Laohawiriyanon,2012: 87). The results show that more than half of the textbooks' culture is of an unrecognizable cultural source, and the textbooks are dominated by the target culture. Kaewsakul &Teo (2016) used the term "unidentified source of culture" to cater for a text or a task containing only one theme to which no type of culture could be discovered.

Aliakbari (2004) investigated culture integration in the Iranian ELT high school context through a content analysis of the cultural aspects in some textbooks. One of the two objectives of the study was to find out whether these textbooks help the learners be familiarized with their local culture. For him, textbooks can presumably reflect the authors' cultural views and their own understanding, and can be classified according to Cortazzi and Jin's (1999) categorization of their cultural presentations into three: source-culture-based, target-culture-based and international-culture-based. The materials of the textbooks were analyzed with an adapted content analysis model based on Ramirez and Halls' (1990) study in which an amount (how often) and type (visual and written) of the target culture aspects. Conclusions reveal that these textbooks are inadequate for teaching culture in the Iranian EFL context as they treat culture in a superficial and shallow way neglecting both the deep culture concerned with norms, values and beliefs, and the culture-general category of culture related to the intercultural understanding. To the three Catrozzi & Jil's categories of culture, he proposed a fourth one to be termed "neutral" for "texts with little interest with culture" (Aliakbari,2004: 5); he referred to borrowing Brumfit's (1996: 296) term "neutral" with its same conceptualization as "variety offered the widest access to English throughout the world", in contrast to any other local variety of English that is "restrictive" and "unpopular" to the learners. Aliakbari's term "neutral" is more dependent on TESOL literature than the other new terminologies used by other writers, and is then more adequate for use as an extension to Cortazzi & jin's (1999) categorization.

In a quantitative study quantified to amounts of frequency and percentage, Dehbozorgi, Amalsaleh, & Kafipour (2017) followed Aliakbari's (2004) frame to specify the cultural categories in the content of three textbooks used in Iran which are American English Files, Four Corners, and Top Notch. But in their analysis they used Xiao's (2010) term "culture free" as the fourth category added to Cortazzi and Jill's model and not the same term "neutral" introduced by Aliakbari.

One of the objectives of Rashidi and Meihami (2016) study is to detect the cultural elements of three textbooks in terms of both the senses according to Adaskou, Britten, and Fahsi (1990) Model of analysis of esthetic, sociological, semantic, and sociolinguistic sense, and the cultural types in accordance to three-type Cortazzi and Jil's (1999) model with an addition of a fourth neutral type which is called "cultural-neutral". This term is borrowed from Tajeddin and Teimournezhad (2015) referring to "the cultural content which does not belong to any of the three [Cortazzi & Jil's] divisions" (Rashidi and Meihami, 2016: 6). An example of these texts is the advices given to teenagers which can be attributed to all cultures therefore it is culture-neutral.

Tajeddin and Teimournezhad (2015) conducted a study to compare the hidden agenda of two EFL textbooks, a localized and an international, exploring their cultural content as related to both elements and aspects. Elements are decided on basis of Cortazzi and Jil (1999) model of the three types with the addition of a fourth type called "culturally-neutral" set according to a neutralization strategy where "culturally related themes are integrated into textbooks without any reference to L1, TL or any other particular culture" (ibid: 4). Though this fourth type is characterized as neutral it "may be cultural in nature but connot be attributed to any *particular* culture" (ibid: 5). Aspects are uncovered through the use of Adaskou, Britten and Fahsi (1990) categorization frame where there are four meanings or senses aesthetic, semantic, sociological and pragmatic. Conclusions report that cultural representations of the localized textbooks are neutral, of no reference to a particular culture, and that the sociological elements are much greater in occurrence than the esthetic elements in these localized textbooks, whereas in the international textbooks the esthetic elements are dominant and less neutral type of cultural content is shown in their content.

Böcü & Salim (2016) analyzed the cultural content of Life textbooks series at A1 and A2 levels for two objectives, firstly, to find the features that support intercultural communicative competence, and secondly, to detect the lecturers' and students' opinions of the intercultural dimension of the textbooks. The listening, reading passages and speaking activities as well as visuals in these textbooks are examined with

a frame of analysis based on the four skills and visuals, including cultural types and themes. The researchers adapted Xiao's (2010) checklist for types and themes. Specifically, for the types, this checklist comprehended Cortazzi and Jill model of three categories but with a fourth category termed as "non-culture-related" as opposite to the culture-related content. A questionnaire is also used in addition to interviews for the purpose of triangulation. In the findings, textbooks show less reference to the local culture (Turkish), a balance between the two themes of big "C" and small "c" except for over-representation of the "geography" theme, and are satisfactory for the lecturers and students.

Also, in the Turkish setting, Tum & Ugus (2014) investigated the cultural aspects of a textbook for teaching Turkish language for foreigners; they used a framework of three cultural categories native, target, and world cultures for sorting the cultural referents in the materials. In the coding system of their descriptive content analysis and item frequency analysis of the study, they recognized an additional category "culture-neutral" for certain items (P: 360).

Part of a wide study, Xiao (2010) analyzed the cultural content of an in-use textbook series for universities in China. One of the objectives is to discover the cultural categories and themes in these textbooks. The cultural categories are studied in accordance with Cortazzi and Jil (1999) frame with the addition of "culture free" category as a fourth category referring to the language content that is not connected to any specific country in relation to cultural categories and themes, and thus has "no reference to a specific cultural point" (Xiao, 2010: 37). Results confirm that only (65.1%) of the content is culture-related and the rest is culture free; in the culture-related content, the authors of the textbooks emphasized the target culture over the other categories in order to enhance the learners' knowledge of the culture of the English-speaking countries. The term "culture free" is also used as a characteristic of the intercultural approach, or is even equivalent to, or interchangeably used with, the term "intercultural" to refer to this approach, in opposite to the culture-bound or the cross-cultural approach (Ardila, 2001: 334). It carries the meaning of being general, that is, publically understood for achieving intelligibility of a message in a successful communication (ibid).

Byram (1988) discussed the role played by culture studies in FLT tackling some approaches in such studies including those often related to "allegedly culture free classifications of language functions" (P: 15). This is part of a premise suggesting that contemporary explanations of the term "communication" being understood as aggregation of culture-free and neutral skills result to an impoverished sort of language teaching when language is seen a set of functions that may be allegedly raised to "a high level of abstraction considered to be culture-free" (ibid: 22) which practically lead to feeble realizations of these language functions. The educational value of EFL principally relies on cultural studies that do not "merely provide background information to language learning in a supposedly neutral way without comment or criticism" (ibid: 17). It can then be understood from Byram's text that language teaching can only be culturally–neutral or culture-free in an environment of abstraction and alleged suppositions and not in a practical environment. Though in a different context related to English as an international language, and drawing upon Byram's (2003) belief that English can be used by non-native speakers in a "neutral" setting, i.e. irrelevant to western or English-speaking countries' culture, Garcia (2005) recognized the neutrality in ELT as she contends that "English language teaching does not have to be necessarily limited to culture-specific factors" (P: 58).

2.2 Adaskou, Britten, and Fahsi (1990) Senses

Adaskou, Britten, and Fahsi (1990), in their study of the teaching materials in secondary schools in Morocco, sum up culture meanings in four senses, the aesthetic sense which is found in capital "C" presentations like music, cinema or media, the sociological sense which is found in small "c" presentations like customs, work, home or family, the semantic sense which is found in perception and thoughts presentations related to life style like semantic areas in food, institutions or clothes, and the pragmatic (or sociolinguistic) sense which is found in presentation of the use of intonation patterns, obligations or politeness norms of a society. Following this scheme of culture senses, Rajabi & Ketabi (2012) studied international EFL textbooks taught in Iran Top Notch, On your Mark, Headway and Interchange. The main objective is to distinguish the most prevailing cultural aspect portrayed in these textbooks. Based on the frequency of distinctive occurrence of the cultural aspects, the sociological sense is found the most prevailing among the four senses (Rajabi & Ketabi, 2012: 711).

Hermawan, & Lia (2012) investigated in a descriptive qualitative study of three EFL textbooks for primary schools in Indonesia with the use of Adaskou, Britten, and Fahsi (1990) model. The finding is that the target culture is more disseminated and salient, as for the local culture it is presented in forms of names of characters and places related to the topics of the reading passage.

Silvia (2014) examined the cultural content of two textbooks prescribed at high schools in Indonesia. The objective of the study is of intercultural orientation but the cultural content of the textbooks is analyzed in terms of cultural categories, dimensions and senses. For the cultural categories, she adopted Cortazzi & Jin's framework; for the senses involved in the materials, she followed Adaskou, Britten and Fahsi (1990), and for culture dimensions she used Yuen (2011) 4-p model. Based on the amount of occurrences of cultural representations, results reveal that the is a balance in presenting cultural categories (local, target and international) though the cultural presentations are not substantial but artificial, and do not support promoting the learners' intercultural competence. Also from Indonesia, Faris (2016) employed Adaskou (1990) framework to investigate how culture is presented in "Look Ahead", Book 3, used for grade three of senior high schools. Based on the results, the pragmatic and sociological senses are less represented.

Abdullah & Kumari (2009) provided a descriptive study of the cultural content of four ESL textbooks used in Malaysia. Among some conceptions to the relation between culture and language and how learners can be acculturated (Gieve, 1999; Puente, 1997; Ellis, 1985; and Puente, 1997), they particularly referred to Fantini's (1997) assertion that studies of language inform us a lot about culture since "language reflects and affects culture, and because both languages and cultures are human inventions" (P: 5). Accordingly, they tried to find out the prominent cultural elements in these textbooks adopting Adaskou et al. (1990) four senses as the frame for investigation because these senses "are representative of the myriad dimensions of culture as well as providing concrete substance to the abstractness of culture" (Abdullah & Kumari, 2009: 10).

2.3 Kachru (1992) Circles

Kachru (1992) categorized the world in terms of using English into three circles which are the inner, outer and expanding; the inner circle includes the countries where the monolingual native English speakers reside such as Australia, UK, New Zealand, and USA; There are different countries that can be clustered in the outer circle like Malaysia, Pakistan, India, Philippine, South Africa, Bangladesh and Singapore where the people use English in their daily life together with their native languages; In the countries within the expanding circle English is viewed as a foreign language practiced in specific contexts such as conferences, meetings, academic institutions, foreign correspondence and the like; good examples of these countries in the third circle are Arab countries, Italy, Russia and Germany. These concentric circles had been referred to by Kachru (1985: 12) with the aim to first present the different English varieties within these circles and then "to discuss some implications of the global diffusion of English" (ibid: 11) with a stress on the non-native institutionalized varieties of English. According to Mckenzie (2008), Kachru's model of concentric circles is "an important and influential model of the worldwide spread of the language … Each of the three circles represents different types of spread, patterns of acquisition and functions of English in a diversity of cultural contexts" (P: 267).

In Japan there are many studies that adopted kachru (1992) model for analyzing materials of textbooks (Yamanaka, 2006; Matsuda, 2002; Ookawa, 2016; Hanashiro, 2016) . Yamanaka (2006) from Ehime University evaluated nineteen EFL textbooks, used in the Japanese secondary schools, in relation to the nations depicted in these textbooks according to Kachru's model of circles (inner, outer, and expanding). Results show that low exposure to expanding nations while the inner circle nations are more emphasized in comparison to a significant lack of countries of the outer circle; therefore, it is recommended that "a better balance in terms of the nations that are included in the textbooks would certainly enhance their content" (P: 72). Hanashiro (2016) examined how the cultural elements and countries portrayed in three EFL textbooks of high schools in Japan, on the basis of "Kachru's three-concentric-circle model of English in the world" (P: 1); findings show that these textbooks emphasize the countries of the inner circle at the expense of the other two circles. Matsuda (2002)studied seven textbooks employing. in part of the methodology of the study, Kachru's model of the three concentric circles to figure out the characters' nationalities and their use

of English in both the international or intranational discourse. She concluded that "the textbooks tend to emphasize the inner circle (Kachru, 1985) both in intranational and international use" (P: 182).

Rashidi and Meihami (2016) see that in spite of the large body of available literature examining the local as well as international textbooks "the cultural content and elements of the ELT textbooks in the inner, outer, and expanding circle countries have seldom been reported" (P: 1); so they examined the cultural elements in the content of three EFL textbooks selected from the three different geographical circles in conformity with Kachru's (1992) frame of analysis as inner, outer and expanding. Their results reported that the target language is more emphasized in the textbooks of the inner circle on the contrary of the textbooks of the expanding circle. In reference to the available literature, Berns (2005) recognizes that on the contrary of the two circles (inner and outer) it only the expanding circle that lacks more research since "critical mass of studies of the Expanding Circle and its Englishes is in the early stages of formation" (P: 90). This view goes in line with Canagarajah (2006) point who that speakers of English in countries like East Asia, Europe, and South America do perform significant functions within the borders of their own countries; this case calls for TESOL researchers to "take account of the increasing intranational use of English in the expanding circle" (P: 23).

2.4 Checklists

As related to checklists to examine the cultural content of EFL textbooks, it is worth mentioning first that studies concerning the evaluation of EFL textbooks usually adopt checklists that include portions about evaluating the cultural issues in textbooks (Hatoss, 2004; Kilickaya, 2004). Hatoss (2004) model is essentially designed for evaluating textbooks from a cultural perspective as their adequacy and efficiency to both teach culture and develop the intercultural skills are considered relying on theories in the fields of culture, language learning, and interculturality, and thus is proposed to offer "a starting point for discussion on culture teaching through language textbooks" (P: 25).

Kilickaya (2004) in his paper "Guidelines to Evaluate Cultural Content in Textbooks" discussed first the important factors constituting the cultural content of a textbook such as socio-cultural information, learners´ needs, teachers' role, materials, stereotypes, generalizations and intercultural communication of any cultural content, and then considered these factors to design a list of guidelines to evaluate this content. The guidelines take a form of fifteen questions to be answered particularly by teachers in order to explore the cultural content of any textbook. Together with classroom observations scheme, Kilickaya's criteria were adopted in a form of a questionnaire by Bahrami (2015) to find out the teachers' perceptions of the cultural aspects of the TOTAL textbook series. The results indicated that this series is biased promoting the western culture, and its cultural content is in most cases incompatible with the local (Iranian) culture.

Olajide (2010) critically assessed the adequacy of the cultural content of two Nigerian primary school textbooks. Motivated from the available literature and derived specially from Emenyonu (1993) and Kilichaya (2004) the writer introduced twenty purposes in form of research questions. These questions were set as the standards according to which the writer tried to "ascertain if each of two English textbooks popularly used in Nigeria primary schools have adequate cultural contents" (Olajide,2010: 657).

Byram's (1993 5 - 10) introduced a checklist for assessing the cultural content of ELT textbooks. It consists of eight categories: social identity and social group, social interaction, belief and behavior, social and political institutions, socialization and the life cycle, national history, national geography, stereotypes and national identity. This checklist, according to Wu Juan (2010), is seen as "more comprehensive and practical. It covers almost every aspect of the culture from the spirit to the material infrastructure" (P: 138). Using this checklist, Gunantar (2015) investigated the influence of English being an international language on the process of ELT in Indonesia analyzing the cultural aspects in EFL textbooks and exploring the teachers' perspectives in this regard.   Though it is still essential to be learnt, English culture, in the sense of culture of the native speakers in the first circle countries, has then been less prioritized by other speakers of English particularly in the third circle countries. The methodology followed to discover the impact of English being an international language on teaching English in the Indonesian context is a descriptive qualitative analysis of the cultural content in three textbooks taught in Indonesia and a quantitative questionnaire for teachers in one of the Indonesian schools. For analyzing the cultural content of EFL textbooks Gunanter adopted Byram's (1993) eight criteria of evaluation. The purpose of the questionnaire

was to check the most appropriate cultural content in the Indonesian context from teachers' perspectives. The findings indicate that the textbooks emphasize the local culture whereas some teachers still think that the target foreign culture is preferable to learn English. These findings seem compatible to Kramsch and Sullivan's (1996: 211) point of "appropriate pedagogy", where teachers are globally thinking but locally acting, and which attempts "to revise native-speaker language use and make it fulfil both global and local needs." (P: 211).

Han & Bae (2005) provided their own checklist of six criteria to examine the cultural content of a textbooks authored by native speakers and in others authored by Korean writers. This checklist is adapted from checklists in the literature of the field, drawing particularly on Nostrand's (1978) six criteria, and Byram's (1993) eight-criteria checklist. In relation to the cultural themes to be discovered, their six-criteria checklist covers the Big "C" items in its first three criteria and the small "c" items in the last three (Han & Bae, 2005: 55).

3.0 Cultural Dimensions

According to the "National Standards for Foreign Language Education" provided by the American Department of Education in 1996 there are five main goals to be achieved in foreign language education which are the five Cs (Communication, Cultures, Connections, Comparisons, and Communities) (see Phillips, 2003). Culture is represented in these standards a triangle of three corners of practices, products and perspectives as it is seen to include "the philosophical perspectives, the behavioral practices, and the products – both tangible and intangible – of a society" (cited in Dema & Moeller, 2012: 78). This has become one of the common premises of culture on which a large number of foreign language curriculum components, including textbooks, are based. This premise has been adopted in TESOL literature particularly for scrutinizing the cultural elements of any type of culture encompassed in EFL textbook content. Moran (2001: 36) introduced a model to explore the cultural contents in EFL textbook, which consists of five elements products, practices, perspectives, communities, and persons. As stated in Chao (2011: 195), the first dimension "products" includes four sub-categories "artifacts" such as money, language and food, "places" such as houses, buildings and cities, "institutions" such as law, family, economy, education, religion and politics, and "art forms" such as clothes, music, dancing, movie, paintings, and architecture; the second dimension is "practices" which includes four sub-categories "operations" as manipulation of the cultural products, "arts" as the ritualized practices of human communication, "scenarios" as extended practices for communication, and "lives" as stories by the members of a cultural community; the third dimension is "perspectives" including the beliefs, perceptions, attitudes and values, that are lurked in products and control the members' behaviors in their practices; the perspectives may be explicit but are mostly implicit; the fourth dimension is "communities" pertaining three sub-categories which are "social contexts" of a group such as their national culture(s), "circumstances" found in, for instance, the religious ceremonies of a group, "groups" illustrated in , as an instance, various social clubs where a group performs certain cultural practices; the fifth dimension is "persons" referring to the individual members or persons of a group demonstrating its culture.

But Yuen (2011) in her 4-Ps model focused on only four dimensions excluding "communities" from Moran's five-dimension model, as she considers language "an 'artefact' or a system of code (products) used, to signify thoughts (perspectives), for communication (practices), by different people (persons)". Language can be verbal or non-verbal, like signs and images (Yuen, 2011: 459). She analyzed the cultural content of two series of textbooks (Longman Elect and Treasure Plus) adopted in Hong Kong secondary schools. For her, language is a system of codes or an artifact encompassing four cultural dimensions in a 4-PS framework: products, practices, perspectives, and persons. Among several applications to Yuen (2011) framework for investigating the cultural content of textbooks in the EFL literature is Celik & Erbay's (2013) study of the cultural perspectives in some Turkish ELT textbooks, one of which is Spot on 8. Another study employing Yuen's framework but with the addition of "places" as a dimension is Nomnian's (2013) exploring the cultural aspects in six English language textbooks in Thai secondary schools. "Places" is used to concentrate more on tourism locations in Thailand.

Kim and Paek (2015) scrutinized the cultural content of five English textbooks in Korea studied in the second stage of the middle schools. On the basis of their belief that the representation of textbooks'

cultural content effects developing the students' intercultural communicative competence they touched upon the cultural dimensions, categories and themes in these five textbooks. Adopting a qualitative content analysis method of research, they aimed at finding out the imbalance in representing this broad spectrum of the cultural content that can go inconsistent with developing the students' intercultural communicative competence. For cultural dimensions, Moran (2001) model is followed. The result is that the textbooks under-represent the two dimensions "communities" and "persons". As regards the categories, according to Choa's (2011) framework of five categories as sources of culture the students, are lacking the opportunities that can be provided by these textbooks to promote their ICC. Cultural themes are referred to as Big C "products" and little c "practices", drawing upon Bennett, Bennett & Allen's (2003) conceptualization of cultural themes. The cultural themes are found as properly distributed in the textbooks' materials. The findings reveal that an imbalance in representing the cultural content of the textbooks exists and accordingly these textbooks do not support the multicultural perspectives on language learning. They also recommended that teachers are to play a considerable role in both providing the authors with a corrective feedback about the imbalanced representation of the cultural content of textbooks and in selecting appropriate textbooks.

4.0 Cultural Themes

Culture can also be envisaged in complementary dichotomies. For Brooks (1968), there are formal culture encompassing features that "are ac-tively present in or are accessible to the aware-ness of the individuals who are in it" (P: 211), and the deep culture which is a slow life-long process starting with childhood of the individual who "gradually accommodates his way of observing, speaking, eating, dressing, gesturing, thinking, believing, living, and valuing to that of those around him" (ibid: 212). Peterson (2004) drew analogies to culture like a tree or an iceberg in order to show the dichotomy of the visible (apparent) versus the invisible (hidden) manifestations of culture, then, associated these two parts of culture to the dichotomy of the two cultural themes big "C" and little" c" in the following table (ibid: 25):

Table 1. Association of Culture Dichotomies

	Big "C" Culture *Classic or grand themes*	**Little "c" Culture** *Minor or common themes*
Invisible Culture *"Bottom of the iceberg"*	Examples: Core values, attitudes or beliefs, society's norms, legal foundations, assumptions, history, cognitive processes	Examples: Popular issues, opinions, viewpoints, preferences or tastes, certain knowledge (trivia, facts)
Visible Culture *"Tip of the iceberg"*	Examples: Architecture, geography, classic literature, presidents or political figures, classical music	Examples: Gestures, body posture, use of space, clothing style, food, hobbies, music, artwork

This model is used by Hong & He (2015) for critically analyzing the corpus of three Chinese series of textbooks. Chen (2004) appointed big "C" as covering themes of history, music, politics, economy, geography, social system and education, whereas small (or little) "c" as covering themes like greetings, weather, holiday, life style, food, customs, and body language (Sadeghi & Sepahi, 2017: 2).

Dweik and Al-Sayyed (2010) in Jordan analyzed the Action Pack 12 cultural content through developing a checklist of twelve items related to cultural themes on the basis of the available literature. The checklist consists of themes of history and politics, food and drinks, religion & religious rituals, economy, education, ecology, first names, music and arts, leisure time, literature and science, dress, family & male - female relations, and social behavior. Among other results, the study showed that Action Pack 12 includes a better command of these themes in both Arabic and international cultures in contrast to a lower one in British culture.

Teo & Kaewsakul (2016) examined the cultural content of six textbooks of commerce at the university level in Thailand. In addition to cultural types, the cultural themes in these textbooks are tackled in terms of big "C" and small "c" with an adapted form of Lee (2009) frame of themes. The same understandings are conceived for both Big "C" representing culture focusing on facts and statistics in

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relation to arts, business, history, education, geography, festival, style, etc. These themes are readily apparent to and easily seen by anyone and are easy for learners to memorize (Lee, 2009: 4), and Small "c" representing the invisible and deep culture focusing on way of life, socio-culture, daily living, values, beliefs and norms, behavior, and ways of thinking, etc. Within language use, the small "c" themes don't only determine the norms of polite and appropriate language use within the frames of reference in the target society, but can also "potentially create pragmatic failure, especially in interactions with people from other cultures" (ibid: 78). Results confirmed that, based on frequency of occurrence, types are similarly manifested in the six textbooks and the big "C" is higher in frequency than the small "c". Also, Part of Liu & Laohawiriyanon's (2014) study is to detect a Chinese university students' preference of the cultural themes from different countries through ranking a group of big "C" and small "c" in a list of nineteen items; students slightly preferred bid "C" themes over small "c".

Kang-young Lee (2009) from Eulji University studied eleven conversation textbooks taught in South Korean High schools. A content analysis framework is used based on two models of Paige (2000, 2003) and Lee (2004, 2005) to see the cultural aspects in these textbooks. Paige and his colleagues put forward an idea for culture learning outcomes as having two types of cultural aspects which are culture-general and culture-specific. Both of these types of aspects should be activated in a three-part domain of knowledge (cognitively), behavior (practically) and attitude (affectively). This model shares a lot with Byram's (1997) contributions in the field of culture learning and teaching. Culture-general aspects are those which can be generalized and transferred among cultures whereas culture-specific aspects are related to a given target culture of a community. Through knowledge in the culture general domain the learners become acquainted with the borders of their own culture and the other's culture, and through behavior and attitude they learn the interest in and respect for other cultures. Knowledge in the culture general domain lets the learners know the cultural identity of their own and the others' as well; thus, they will discover themselves as cultural and intercultural beings. Culture-specific aspects of learning, for Paige et al, represents a set of big "C" and small "c" themes in a particular culture where "The Big "c" domain … is, by nature, easily seen and readily apparent to anyone and memorized by learners … [but] The small "c" domain, on the other hand, refers to the invisible and deeper sense of a target culture" (Lee, 1999: 78).

In this study Lee states that Paige et al. did not introduce a specific set of these culture-general and culture- specific learning themes; therefore, Lee (2004, 2005) incorporated a platform of culture themes where there are twenty-two themes for the big "C" and twenty-six for the small "c". The findings of this study indicated that the set of target-culture big "C" themes are more preferable which are mainly US culture themes presented as superior to others. And, the textbooks do not develop the learners' intercultural communicative competence through neglecting the small "c" themes domain.

A relatively easy approach is to look at culture from a normative perspective and distinguish between "Capital-C culture" and "Small-c culture" The former refers to elite culture in the form of outstanding works of art and music, buildings and monuments as well as literary and philosophical achievements, whereas the latter refers to products of everyday life and the conditions of its production (Doyé, 1999: 19).

But from a totally opposite perspective about cultural themes, Harumi (2002) suggests that it is unrealistic to stick to "use the traditional dichotomy between large C culture and small c culture as a sole determiner of cultural contents to be taught to our learners" (P: 37). Instead, Harumi proposed a new framework to teach Culture in ELT in Japan entailing a trichotomy of culture around language, culture in language, and culture through language.

5.0 miscellaneous Approaches

In addition to the above-mentioned approaches to investigate the cultural content of EFL textbooks, there are other approaches that are important to be touched upon in the review.

Weninger & Kiss (2013) criticized the different quantitative, qualitative and mixed-method approaches for analyzing the cultural load of EFL textbooks, proposing an alternative semiotic framework for examining images, texts and tasks on basis of Charles Sanders Peirce's semiotic theory. They argued that the potential cultural effect on learners is not only due to the sole cultural representations of a textbook's material as texts and images but to the whole process of activating the materials by students and teachers; this activity should then be considered as a unit of analysis as examining the "learning materials as *carriers*

of cultural information alone cannot do justice to the complex process of meaning making through which cultural meanings emerge" (P: 2). A semiotic approach is then proposed to be an alternative to the qualitative and quantitative approaches for studying the cultural contents of EFL textbooks.

Zarei and Khalessi (2011) developed a model of analysis for the cultural load of textbooks based on their comprehension to culture as "encompassing a number of **values** that are consolidated as certain **norms** to be run by **institutions** and also manifested as **artifacts**" (P: 295). According these four patterns which also have sub-components, the researchers applied this model to analyze the internationally-distributed "Interchange" series of EFL textbooks. The conclusion shows that artifacts are more strongly grounded than the other patterns.

Drawing upon Rubin & Rubin (2011: 20) that part of the researcher's role is to highlight problems so as to support minorities, the silenced and the powerless, Alsaif (2016) in Saudi Arabia problematized and challenged the notion of the western culture dominance in the EFL textbooks in Saudi universities on the expense of the eastern culture which is believed to be to a great extent missing in the content of these textbooks. One of the objectives is to discover the Saudi and Arab cultural representations in the content of the sample investigated which consists of four levels of Touchstone textbooks. The model of analyzing the materials is based on a textual analysis as part of the CDA (critical discourse analysis) approach; it is Murayama (2000) model originally inspired from Ramirez & Hall (1990). Western culture of the inner countries (UK, USA, and Canada) is found predominant in seven cultural themes.

Xiong & Qian (2012) attempted to find evidences about the implicit and explicit Anglo-centric ideologies a textbook and about how English is portrayed in association to these ideologies in China, following a critical discourse analysis (CDA) approach "as a socially committed and responsible methodological approach to explore how ideologies of English are discursively constructed as legitimate knowledge in the textbook" (P: 85).The analysis covered the *Advance in English* EFL textbook. The results reveal that the textbook reflects the cultural complexity of English in the postcolonial age. They recommended, in return, a cosmopolitan and multicultural perspective in designing the curriculum offering the necessary intercultural understanding that caters for both the local and global cultures.

6.0 Conclusion

This short, yet concise, review clearly shows that culture integration in EFL textbooks is being given more considerable attention within TESOL studies in different countries. In accordance with a researcher's conceptualization of "culture", the cultural content of EFL textbooks can be analyzed, and then cultural elements are categorized. In relation to cultural categories or types, studies usually employ Cortazzi and Jin's (1999) model of source culture, target culture and international culture, but also indicate that there is usually a need for a fourth category. This new category has been differently termed by scholars as referring to texts which can be generally described as "neutral" in relation to their cultural load; however, the literature-based terminologies, as it is the case with Aliakbari (2004), can mostly be more comprehendible than others, and can accordingly be more expressive, indicative and hence more likely to be generalizable, and can consequently be favored to fit terming this fourth category.

Another conclusion could be realized from this review, that TESOL studies which reflect in-depth analysis usually consolidate a framework of more than one model of categorization. This could be a frame containing a general model for cultural types together with a model for cultural dimensions or with one for cultural themes.

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SCIENCE AND MATHEMATICS IN ENGLISH: DELVING INTO STUDENTS' PERSPECTIVES AND UNEARTHING THEIR CHALLENGES

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ABSTRACT

Science and Mathematics are among the domains assisting a country's development and growth. Countries around the globe have acknowledged the importance of these disciplines. As a consequence, they resort to implementing the teaching of these two subjects in the English language, including Malaysia. It was once executed in the Malaysian education system, via the Teaching of Science and Mathematics in English policy, better known as PPSMI. Irrefutably, learning Science and Mathematics in English requires students to be armed with expected language proficiency, to possess positive attitudes in learning and to exude high confidence for it to take place. Thus, this preliminary study aims to explore students' perceptions of learning Science and Mathematics in English and the reasons underlying this move, as well as the challenges confronted. 201 students participated in this study. Five-point Likert scale questionnaire and open-ended questions were employed as the research instruments. The findings disclosed mixed responses concerning the students' perceptions. In addition, the open-ended questions unravelled in-depth perspectives pertaining to this matter. Several hindrances were also unearthed. In conclusion, valorising the students' standard of English via learning Science and Mathematics is significantly propitious. Hence, more provisions should be rendered for the benefits of the learning process.

KEYWORDS: English language; language skills; attitudes; confidence; Science and Mathematics

1.0   INTRODUCTION

Science and mathematics are fundamental in realising Malaysia's aspiration to become a developed nation. Many high-paying jobs in developed countries are in the fields of science, technology, engineering and math (STEM) (Lu et al., 2017). As mathematics is deemed instrumental in the development of scientific and technological knowledge field, there is a growing importance in providing quality mathematics education from an early age in the education process. Furthermore, science and technology is part of the nine (9) challenges that curriculum experts and educational institutions ought to face in achieving Vision 2020. As science and technology (S&T) innovations are increasingly important in the global economy market of the 21st century, Malaysia needs to produce students who are capable of generating S&T innovation to contribute to the well-being of mankind as well as to trigger the country's economic growth (Lay & Osman, 2017).

As science and mathematics field is associated to the use of English, this has been a worrying issue to many countries around the world. Countries in which English is not the official or national language face dilemma in adapting to the use of English as the language of knowledge seeking, particularly in the field of science and mathematics. In South Africa for example, teachers did not usually use English in the facilitation of learning science (Mokiwa & Msila, 2013). They were more inclined in mixing between the target language (English) and the national language in the process of teaching and learning. This is also

posited by Mthiyane (2016) asserting that English is a barrier in students-teachers' understanding of Science concept apart from lacking confidence in the ability to teach using the English language. Apparently, Olugbara (2008) contended that though English is beneficial in the teaching of science and mathematics, code-switching is seen to be more prevalent and promising.

The issue of using English in the teaching of science and mathematics is not only ubiquitous in South Africa as this occurs in other regions too. Studies done in the European countries (Fernandez-Sanjurjo, Fernandez-Costales & Blanco, 2017; Karabay, 2017; Mifsud & Farrugia; 2016) have demonstrated that English is used widely in the teaching and learning of science and mathematics in the education field. Issues such as students' performance in the subjects, teachers' competency, the practice of bilingual strategy are commonly discussed in the aforementioned studies. This indicates that using English in the teaching and learning science and mathematics is often faced with obstacles and hindrances.

Gleaning into the Asian context, this issue is becoming more debatable and prominent as stated by Vethamani (2003) that English is generally taught as a second language in countries in the South East Asian region. Countries in the Asian region which used to be colonised by the European or American may have the influence of the English language in their education system. This is even supported by Education First (2016) that stated that English proficiency tends to be high in countries with historical ties to the language. The collation of Asian countries like Philippines (Racca & Lasaten, 2016; Yanagihara, 2007); Indonesia (Sudiatmika, Nitiasih & Suarnajaya, 2017); Hong Kong (Lin & Wu, 2015; Din & Wing; 2007); Vietnam (Nguyen & Thi Kieu, 2015); and Cambodia (Lee, Watt & Frawley, 2015) has witnessed different views and perspectives concerning the use of English in the teaching and learning of science and mathematics. Hence, it is indisputable that the situation may also prevalent in Malaysia.

Malaysia has once implemented a policy on the use of English as the means of instruction concerning the teaching and learning of science and mathematics, better known as PPSMI. In a drastic attempt to address the decline in English proficiency, the government reintroduced English as medium of instruction for Science and Mathematics in 2003 (Azman, 2016). The policy came into practice as people have started to think that mastering the English language would equip them with the necessary skills needed to embrace globalisation. Aziz and Nair (2015) argued that mastering the English language was an important prerequisite for becoming a developed nation since English is a language that is officially acknowledged as the country's second language and has been made compulsory for students at all levels of education (Jerome & Samuel, 2017). Furthermore, Samah (2008) believed that mastery of the English language, together with a strong performance in Science, Mathematics and IT would guarantee Malaysia's competitiveness on the global scene in trade and commerce and ensure the full realisation of Vision 2020. Holding to those premises, the policy was executed in all primary and secondary schools in Malaysia, encompassing all science and mathematics subjects from Primary One up to Form Six, and it was also proposed to be practised in the tertiary education level.

Conversely, this policy was unable to cater to everyone's needs in the system. It lasted only for a decade after being sensationalised for its weakness from numerous domains. Ha, Kho and Chng (2013) believed that the implementation is seen as a decade of failure from various angles though Suliman, Nor and Yunus (2017) affirmed that PPSMI derived from the need to develop human capital in line with the objective of achieving developed nation status. The execution of the policy has raised concerns from various parties and ethnicities on the status of other languages. Similarly, the policy is deemed unable in improving the students' achievement in the two subjects, especially for students in the rural area. Additionally, teachers and students' language mastery is also identified to be a challenge when this policy was implemented. According to Sumintono (2015), Malaysia participated in TIMSS since 1999 and the result was undoubtedly a reflection on the impact of PPSMI. Consequently, PPSMI was abolished in 2012 which was then replaced with the Upholding Malay Language Strengthening English Language (MBMMBI) policy.

At present, the teaching and learning of Science and Mathematics in English is still conducted in certain schools, via the Dual-Language Programme (DLP). It is more on a voluntary basis, as compared to the PPSMI era when it was implemented on a compulsory basis. Teo and Rasul (2017) revealed that rural school students were more on the negative side regarding the learning of Mathematics in English. This was in line to the findings of Suliman, Nor and Yunus (2017) which stated that students were moderately confident and ready to learn the subjects in English apart from facing major obstacles dealing with their language mastery. Sharing the same view, Unting and Yamat (2017) postulated that students' language

proficiency was among the major challenges in the execution of DLP. A few researches conducted on the issue of teaching and learning science and mathematics in the post-PPSMI era lead to this study which aims to address the research questions below:

1. What are the students' perceptions of learning Science and Mathematics in English?
2. Why are Science and Mathematics learnt in English?
3. What are the challenges faced in learning Science and Mathematics in English?

2.0   LITERATURE REVIEW

The integration of content and language in one lesson irrefutably may be challenging yet appealing at the same time. Despite its difficulties, it needs to be perceived positively considering the benefits gained from integrating content and language learning known as Content and Language Integrated Learning (CLIL). Widodo (2016) affirmed that the issue of content is associated with content-based instruction (CBI) or content and language integrated learning, henceforth CLIL. Similarly, Marsh (2002) asserted that CLIL refers to any dual focused educational context in which any additional language, not normally the first language of the learners, is used as the medium in teaching and learning. Besides, Moghadam and Fatemipour (2014) stated that CLIL can be an effective approach for language teaching at all stages of instruction, from primary school to university level in both second and foreign language teaching settings. This acknowledges the link between learning a language in the context of content knowledge.

Otwinowska and Forys (2015) argued that in the context of CLIL education, constructing knowledge involves complex cognitive operations on the material to be internalised. This deals with teachers engaging students in the teaching and learning process. It might pose challenges with the integration of two domains – language and content knowledge. Therefore, assistance and scaffolding from the teachers are necessary for the students to comprehend the lesson besides sustaining students' focus. As reinforced by Coyle, Hood and Marsh (2010), the role of teachers is to boost the cognitive engagement of the learners by involving them in creative thinking, problem solving and cognitive challenges. Then, students will become more positive and optimistic to overcome any hurdles besides restructuring knowledge and gaining new overviews. This indirectly exploits students' potential. Furthermore, the role of teachers in learning a foreign language is thus one of the decisive factors to the success or failure of the learning process (Widiati, Suryati & Hayati, 2018).

In teaching any subject in the content area, a certain mastery of the English language has to precede the understanding of the subject (Domingo, 2016). This is deemed crucial in the case of Science and Mathematics teaching and learning in the English language. Students will need to arm themselves with sufficient language mastery to comprehend the lesson taught. It is a concern that lacking language competency may impede the learning process. This may result in difficulties to comprehend the content knowledge. As argued by Racca and Lasaten (2016), students need to be proficient in English for a better grasp of knowledge in Technology, Science and Mathematics. This is even acknowledged by Mokiwa and Msila (2013) who stated that language has far reaching effects on educational quality, hence critics usually link achievement to language of learning and teaching. This emphasises the fundamental need for the students to equip themselves with competency and proficiency which later aid their learning process. Additionally, it nurtures their content knowledge and enhances their language mastery.

Proficiency in the target language assists students' understanding of the lesson. It may lessen challenges in the learning process, and they may offer help and assistance to their peers facing problems in the lesson. Racca and Lasaten (2016) believed that the more proficient the students are in the English language, the more likely they will perform well in their academic subjects. Concurrent to the former claim, poor performance in subjects such as Mathematics is a result of a lack of English understanding and this is due to the difficulty in understanding and translating the mathematical language (Mifsud & Farrugia, 2016). It was further added that by learning Science in English, it improves students' general competence in English. Indisputably, the role played by English mastery is pivotal in the case of learning Science and Mathematics in the target language.

Learning Science and Mathematics in the English language enables students to explore knowledge globally. In tandem to this, it also escalates the students' potential in the workforce (Suliman, Nor & Yunus,

2017). Additionally, it entitles the students to have more contact hours to the English language as a means to enrich their language competency and proficiency (Unting & Yamat, 2017). In the Malaysian context, learning Science and Mathematics in English is in line with the Malaysian Education Blueprint (2013-2025) which is to produce students who are at least bilingual in the Malay language and English language (Ministry of Education, 2013). Indubitably, there are students who learn Science and Mathematics better in English than in Bahasa Melayu. This was reiterated by Probyn (2015) in her study indicating that majority of teachers and students used more English in the lesson. In addition, Besar and Jali (2010) disclosed that urban students as well as fully residential school students were more interested to learn Science and Mathematics in the English language. Hence, this is the avenue for a group of students to immerse in learning the subjects via their preferred language of instruction, as in this case, English. The crucial idea is that the students' comprehension in the lesson could be enhanced irrespective of which language is used.

2.1   Theory

This study is based on Jim Cummin's Theoretical Framework specifying on Cognitive Academic Language Proficiency, henceforth CALP. CALP suggests the ability of an individual to engage with the academic emphasis in the learning of various subjects. CALP involves the ability to make complex meanings explicit in an oral or written form by means of language itself, rather than by gestures or intonation (Otwinowska & Forys, 2015). As CALP is obtained in a less contextually rich situation, it is perceived to be more challenging and difficult to master unlike Basic Interpersonal Communication Skills, henceforth BICS. Cummins (1991) stated that while many children develop native speaker fluency within two years of immersion in the target language, it takes between five to seven years for a child to be working on a level with native speakers as far as academic language is concerned.
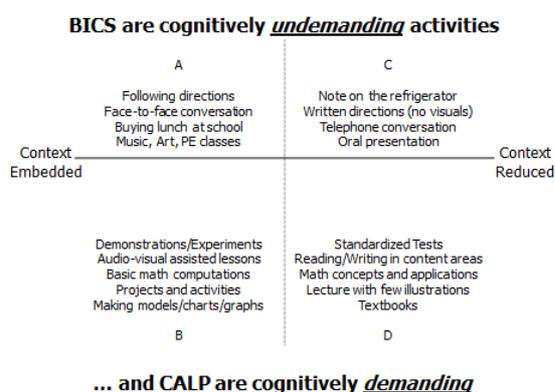

Figure 1. Cummins' Grid

It is evident that CALP is deemed necessary for the learners in engaging with the content lessons and academic lectures. If BICS is normally located in quadrant A, CALP, on the contrary, focuses on quadrant D. Cummins asserted that for majority of these learners, direct teaching of the language in the academic context is necessary in order to achieve the required levels of academic language proficiency. This is prevalent in the case where the linguistic environment is unable to equip the additional models, in the context of cognitive academic type in the target language. CALP reflects a combination of language proficiency and cognitive processes that determine a student's success in school (Cummins, 1991).

In the case of this study, CALP is more prevalent as compared to BISC as it deals with the students' language proficiency in engaging with the learning of academic subjects, especially Science and Mathematics. Mastering CALP necessitates understanding and content discussion in the classroom, requires high intellectual involvement and places high cognitive demands on the learner. Students need to develop their cognitive ability for the learning process to take place. The language used in Science and Mathematics classes may not be a familiar language that students commonly use and hear daily. Thus, it is deemed crucial for students to be familiarised with the specific terms and registers used in Science and

Mathematics lessons.

As the terminologies in Science and Mathematics subjects may be challenging and of high register, CALP is of paramount needs than BICS. This is in accordance to Otwinowska and Forys (2015) who claimed that CALP lessons demand far more specialized context-related terminology together with words and language functions needed to verbalise higher-order cognitive operations for seeking relationships, drawing conclusions and others. Domingo (2016) affirmed that the language of mathematics is context-reduced and cognitively demanding which exerts the use of what Cummins termed as CALP. Likewise, Racca and Lasaten (2016) believed that students who have not yet developed their CALP may encounter difficulties in learning Science, Mathematics and academic subjects. Hence, CALP is seen prevalent in the context of this study.

2.2 Review of Past Studies

There are many studies that have been conducted in relation to the learning of Science and Mathematics in the English language. In Spain, Fernandez-Sanjurjo, Fernandez-Costales and Blanco (2017) investigated 709 grade six students' performance in science subject. The study found that students learning science in their first language performed slightly better than those learning in a second language. The issue of language mastery was highlighted in Mthiyane's study (2016) asserting that the use of code-switching was the solution for learners whose home language is not English. Similarly, Mokiwa and Msila (2013) revealed that teachers might use the students' first language instead of English in order to enhance the meaning and understanding in the physical science class.

In the learning of Biology among students in South Africa, Olugbara (2008) revealed that majority of students preferred IsiZulu/English code-switching to other languages. In fact, the code-switching group of students outperformed the students who learned only using the English language. Students who were more exposed to English used this language more frequently than their counterparts while at the same time, students mostly resorted to the Maltese as disclosed by Mifsud and Farrugia (2016). On the contrary, Karabay (2017), who administered the study in Kazakhstan, found that the students had positive perceptions about learning using the English language and believed that English is advantageous for learning Science.

In the context of Asian regions, several studies conducted revealed mixed findings. Yanagihara (2007) who intended to verify the difference in the degree of understanding between Cebuano and English in the Philippines indicated that the sixth-grade students agreed that Mathematics is easily understood when it is taught using the English language. In fact, almost 90% of the grade six students wanted their teachers to speak in English during Mathematics lesson. Still situating in the context of the Philippines, Racca and Lasaten (2016) contended that grade eight students' academic performance in Science subject was significantly related to their English language proficiency. They even remarked that students with high English language proficiency would tend to perform well in both Mathematics and English. Furthermore, they discovered that the proficient students would perform better in the Science, Mathematics and English subjects.

Meanwhile in Hong Kong, Din and Wing (2007) conducted a study involving students from 100 schools. They claimed that students perceived learning Science in English difficult as they faced obstacles in comprehending teachers' instruction in the second language. It was also disclosed that using English as the means of instruction may offer negative effects in learning science. Still facing the same issue, Lin and Wu (2015) observed a Science lesson in a secondary school in Hong Kong and came to a conclusion that the learners were faced with struggles in finding the correct linguistic structure in constructing meaning. Though 95% of the students agreed that their teacher's use of English was clear and easily understood, the same portion of students were pleased with the teacher's bilingual strategy in using Chinese and English in the lesson.

With regard to the Indonesian context, a study by Sudiatmika, Nitiasih and Suarnajaya (2017) examined students and teachers' perceptions on the use of English as the medium of instruction in class. From the study, most students were found to be positive about learning using English. Besides, the students were capable of learning science using two languages leading to the students' positive response towards teachers' explanation. Additionally, students in Cambodian bilingual schools performed better in Mathematics as compared to their peers in the monolingual schools as reported by Lee, Watt and Frawley

(2015). Nguyen and Thi Kieu (2015), who studied 100 students in Vietnam, came to a conclusion that though the students' listening and writing skills were limited, 70% of them felt more interested in learning subjects using English.

In the context of the Malaysian education system, Sulaiman and Konting (2014) compared the readiness of year one students in the urban and rural areas to learn Science in English. With 257 primary one students as the respondents, it was evident that students in the urban area were found to be better than their counterparts in three major domains, which are communication, classification and observation. This finding resembles that of Sawari, Naisurula and Johari (2013). In another study, Norsyazwani et al. (2013) revealed that 60% from 1311 students asserted that they wanted to continue learning Mathematics in English as compared to 50% who rooted for learning Science in English. Glancing at the race distribution, 79% of the Indian students, 72% of the Chinese students, and 46% of the Malay students favoured PPSMI.

3.0 METHODOLOGY

This preliminary study is quantitative in nature, employing survey research design. Questionnaire and open-ended questions were employed in order to gather the data. The instrument, which is a five-point Likert-scale questionnaire, was adopted from Ishak and Mohamed (2010). Likert-scale was chosen as Kothari (2011) claimed it to be a good instrument of choice because it is relatively easy to construct, each statement is subjected to empirical test for discriminating ability, it is easy to use, and it takes less time to construct. The questionnaire consists of four sections: demographic profile of the respondents, students' language skills, students' attitudes and students' confidence. The questions in the demographic profile of the respondents are class, gender and one general question on students' view of the learning process. The students' language skills construct has seven items; students' attitudes construct consists of six items while students' confidence construct has eight items. These three sub-questions are representative of the students' perceptions.

As for the open-ended questions, participants were asked two questions. These questions were designed to capture the unheard voices of the respondents and to further support the findings of the questionnaire. Furthermore, these open-ended questions will provide insights to the research questions. The open-ended questions posed are as follows:

1. Why do you think the subjects should be learnt in English?
2. What are among the challenges you face in learning those subjects in English?

The instruments have been validated, and pilot test has also been conducted to ensure its reliability. Changes have been made to the instrument based on experts' recommendation. Similarly, some items have been omitted based on the reliability test result. The Cronbach's Alpha value obtained was 0.878, denoting high reliability. The final questionnaire had twenty-one items in total. The findings were later analysed using a statistical software and descriptive statistics involving frequency, percentage and mean was employed. As for identifying the level for each construct, the mean score was categorised into three classifications as depicted in the following table. On the other hand, responses from the open-ended questions were analysed using content analysis approach. The findings generated will be discussed in the next section.

Table 1. Classification of Mean Score

Mean Score	Classification
1.00 – 2.33	Low
2.34 – 3.66	Moderate
3.67 – 5.00	High

The respondents of this study were 201 students from one fully residential school in the east of Malaysia. This comprised Form Three and Form Two students, learning both subjects in English. They were chosen based on purposive sampling technique. They have been learning Science and Mathematics in English for more than a year on compulsory basis, unlike other schools which can be voluntary. Purposive sampling

was used as this study involved a specific group of people and according to Merriam (2009), purposeful sampling should be used to include people who know the most about the topic. With regard to the data collection, the researcher distributed the questionnaires and clarified the details of the study and the requirements needed from the respondents.

4.0   FINDINGS

4.1   Demographic Profile of the Respondents

There were 201 respondents involved in this study. Majority of the respondents were form three students, female and displayed positive vibe in learning the subjects using English. The demographic profile of the respondents is further presented in the table below.

Table 2. Demographic Profile of the Respondents

Form	Two	46.0%
	Three	54.0%
Gender	Male	35.1%
	Female	64.9%
Positive to Learn Science	Yes	72.8%
and Mathematics in	Unsure	25.2%
English	No	2.0%

4.2   Students' Perceptions of Learning Science and Mathematics in English

As for the first research question, their perceptions will be illustrated via three domains. They are language skills, attitudes and confidence level. Table 3 depicts items pertaining to the students' language skills.

Table 3. Students' Language Skills

No	Item	Mean Score	Level
1	I can master the English basic	3.92	High
2	I can read in English	4.24	High
3	I can write in English	3.87	High
4	I can understand the S&M information in English	3.92	High
5	I can communicate in English	3.58	Moderate
6	I can understand the S&M textbook, notes or references in English	4.17	High
7	I can understand the S&M exam instructions in English	4.11	High
	TOTAL MEAN SCORE	**3.97**	**HIGH**

As illustrated in Table 3, the highest scoring mean was from 'I can read in English well', with 4.24. This shows that the respondents were very confident with their reading skill. Items (1) - 'I can master the English basic well', (3) - 'I can write in English well' and (4) - 'I can understand the S&M information in English well' scored 3.92, 3.87 and 3.92 respectively. This is even concurrent to item (6) - 'I can understand the S&M textbook, notes or references in English well' and item (7) – 'I can understand the S&M exam instructions in English', with 4.17 and 4.11 mean score respectively. In addition, only 71.3% of the respondents agreed that they could master the English basic, 69.3% of the respondents agreed that they could write well in English, 76.7% could understand S&M well in English, 85.2% agreed that they could understand the S&M textbooks, notes and references in English well and 80.1% agreed they could understand the S&M exam instructions. The results show that the respondents were more well-prepared in their reading skills, as denoted by 91.6% agreement. Hence, all these might have contributed to the lowest

mean score, item (5) - 'I can communicate in English well', which scored 3.58. Overall, the students' language skills were considered to be high with 3.97 mean score.

This study has disclosed that the respondents in this study were highly competent and positive in learning using English but lacking in terms of their confidence level. Since almost 72% claimed to be positive in learning using the English language, this shows that some of them were still having uncertainty with their own abilities. It is compelling to note that after being exposed to the English language formally for more than six years, the respondents were still gauging their language competency and proficiency issue. Out of the four language skills, only reading skill seems to be appealing among the respondents. This is also portrayed via the two last items, reflecting the understanding of textbooks and exam instructions which rely heavily on reading skill. It further portrays that the respondents were more comfortable with their receptive skills (reading & listening) as compared to their productive skills (writing & speaking). This is then followed by listening and writing skills. Nguyen and Thi Kieu (2015) affirmed that students' listening and writing skills are limited. Moreover, the least competent skill would be speaking, with only 53% claiming to be competent although Manan and Shamsudin (2012) stressed that speaking is the most important English language skill among the four language skills in the increasingly globalised world today.

In addition, this finding reiterated Suliman (2014) and Suliman, Nor and Yunus (2017) in which majority of the respondents agreed that speaking skill is the most difficult language skill. The findings have proven that the respondents possessed a good level of language proficiency, except for speaking skill. Productive skill e.g. speaking should be nurtured and developed because students are in dire need of this skill especially in the future when they are seeking for job opportunities. They may enhance their speaking skill by getting involved in group discussions or even by offering themselves to present ideas in class. One common way is by engaging in conversation with peers or even the teachers in the target language. Language competency and proficiency is pivotal when it comes to learning Science and Mathematics in the target language. This is crucial as Racca and Lasaten (2016) strongly affirmed that the more proficient the students are, the better they perform in Science and Mathematics. This highlights the effect brought by acquiring language competency in the learning of Science and Mathematics.

Table 4 describes items pertaining to the students' attitudes.

Table 4. Students' Attitudes Towards Learning Science and Mathematics in English

No	Item	Mean Score	Level
1	I will answer S&M exam questions in English if I am given the choice	3.59	Moderate
2	I try to answer the S&M oral questions given by the teacher in English	3.96	High
3	I can follow the S&M teaching and learning process in English	4.10	High
4	The knowledge of Science/Mathematics in English is needed for my career in future	4.60	High
5	I hope the teacher can teach Science/Mathematics bilingually	4.43	High
6	I like to communicate in English with my teachers and friends	3.33	Moderate
	TOTAL MEAN SCORE	**4.00**	**HIGH**

Table 4 depicts the level of students' attitudes towards learning Science and Mathematics in English. The average mean score revealed the attitudes to be on high level, with 4.00 mean score. The highest scoring item was item (4) - 'The knowledge of Science/Mathematics in English is needed for my future', with 4.60. This was then followed by items (5) - 'I hope the teacher can teach Science/Mathematics bilingually', (3) - 'I can follow the S&M teaching and learning process in English', (2) - 'I try to answer the S&M oral questions given by the teacher in English' with 4.43, 4.10 and 3.96 mean scores respectively. Only two items recorded moderate level which are items (1) - 'I will answer S&M exam questions in English if I am given the choice' and (6) - 'I like to communicate in English with my teachers and friends' with mean scores of 3.59 and 3.33 respectively. About 93% of the respondents agreed that English is important for their future whereas 86% of the respondents hoped to be taught bilingually. On the contrary,

less than 43% of the respondents agreed to communicate in English with their teachers and peers.

In regard to students' attitudes, the respondents were also found to be positive towards learning Science and Mathematics in English. As contended by Wolff (2007), CLIL learners are more motivated than those in regular classrooms. Indubitably, their positive attitudes may initially derive from their motivation in learning. A high number of them agreed that English is essential for future purpose. This is even reiterated in their open-ended responses. Having the idea that English is beneficial for them in the long run indirectly influences their positive attitudes in learning. They clearly understood and acknowledged the importance of English for their career prospect. This is in accordance to what Hugo (2018) proposed. Language attitude research has shown that views towards any aspect of a language reflected attitudes towards the speakers and users of that language. Ishak and Mohamed (2010) even put forward that the learning of Science and Mathematics in English is important for English mastery and career prospect in the future. The open-ended responses have also justified the reasons leading them to learn the subjects in English, as described in the open-ended responses. This seems concurrent to Ministry of Education (2015) that Malaysia would need workforce who are able to use global English not only for external purposes, but also as globalisation came to Malaysia, within the country itself.

It seems that students wished for the subjects to be taught bilingually. Similarly, it was also foreshadowed by the item on answering exam questions. This reiterated the findings by Domingo (2016), Mifsud and Farrugia (2016), Mthiyane (2016), and Mokiwa and Msila (2013). This finding demonstrates the attitudes of the respondents reflecting that they were not totally positive about learning in English as they hoped for the integration of the national language in the learning process. Hugo (2018) mentioned that language attitudes were tantamount to language-based social evaluations, as well as explicit preferences and judgments of a language and its speakers and users. This wish opposes their earlier agreement on how English aids their future. If this scenario persists, the same situation as PPSMI may repeat by itself. Bilingual strategy may be employed, but it is a big concern if the national language usage would infest the teaching and learning process more. Ironically, students might opt for bilingual strategy as their language mastery is not up to the par.

The lowest scoring item deals with the preference to communicate in English. This replicated the earlier finding which placed respondents' speaking skill as the least competent skill. With this, it further emphasises how respondents' speaking skill needs to be enhanced and polished. As suggested by Nair (2000), students should be made to feel that learning to speak English could be fun. In contrast, students were also found to attempt in answering oral questions given by teachers despite their disfavour of communicating in English. This emphasises that students were still giving themselves a good try although they had hesitance in using the target language. Similarly, high level of mean was found concerning the ability to follow the teaching and learning process. This may have connection to what was found in the language skills domain. Perhaps, listening and reading skills play a dominant role here as students would have to listen to their teachers teaching and read their notes as a means of understanding the lesson. As elucidated earlier, receptive skills were more persistent in students as opposed to the productive skills in the context of this study. Table 5 describes items pertaining to the students' level of confidence.

Table 5. Students' Confidence Towards Learning Science and Mathematics in English

No	Item	Mean Score	Level
1	I can answer the S&M questions in English	3.77	High
2	I am brave to give opinions in English to my friends	3.51	Moderate
3	Learning Science/Mathematics in English is easy	3.60	Moderate
4	My English skills is enough to understand Science/Mathematics in English	3.55	Moderate
5	The S&M questions given by the teachers are easy	3.40	Moderate
6	I answer the S&M questions in English orally	3.51	Moderate
7	I present the work in class using English	3.37	Moderate
8	I can follow the lesson if the S/M teacher uses English fully	3.61	Moderate
	TOTAL MEAN SCORE	**3.54**	**MODERATE**

From the table above, the students' level of confidence was found to be on the moderate level, with the total mean score of 3.54. Only one item was found to be on the high level, item (1) - 'I can answer the S&M questions in English', with 3.77 mean score. The other items (8), (3), (4), (2) and (6) recorded almost similar mean score in the range of 3.50 to 3.60. Two items (5) - 'The S&M questions given by the teachers are easy' and (7) - 'I present the work in class using English' recorded the lowest mean scores, 3.40 and 3.37 respectively. Glancing through the percentage of agreement, only item (1) had about 63% agreement from the respondents whereas the remaining items disclosed an agreement percentage of below 56%. It can be assumed that the respondents were moderately confident in learning both subjects using the English language.

Though the respondents were found to be competent and possessed positive attitudes in their learning process, their confidence level denoted the opposite. They were found to be moderately confident in their language skills, answering questions, presenting task and even offering opinions in the class. Nevertheless, they were still found to be moderate in giving opinion to their friends in English and in presenting their work in class using English. This again strengthens the issue of lower productive skills. Furthermore, the respondents were also moderately confident in their language skills, focusing on the understanding of Science and Mathematics in English. This reinforces the significant needs of equipping themselves with sufficient language mastery. When their language capabilities do not suffice for the learning process to take place, it may indirectly affect their confidence level.

To note, only 55% agreed for the teachers to fully use English in the lesson, which reflected the issue of bilingual strategy. This somehow reiterated the finding from the previous construct on using both languages in teaching. In addition, it was similar to past studies by Olugbara (2008), Tavares (2015), and Lin and Wu (2015). Students should be supported for them to boost their confidence in learning the subjects using the English language. If they are not given support and motivation, this may dampen their learning process. The support should come from every party, either teachers, parents or even peers. Collier, Burston and Rhodes (2016) suggested that STEM teachers must consistently seek activities to scaffold the content and support the language development of students, which is also highlighted by Widiati, Suryati and Hayati (2018). Even though Racca and Lasaten (2016) hold to the principle that students who were highly motivated and possessed competency in English would perform well, one cannot discard the significance of confidence level in their learning process. To simplify, it encompasses all three domains for the learning process to succeed.

4.3 Reasons of Learning Science and Mathematics in English

As mentioned earlier, two open-ended questions were posed in the instrument. The first question 'Why do you think the subjects should be learnt in English' revealed another different dimension of the responses. The respondents clarified the following responses, which were categorised into several emerging themes:

Table 6. Reasons of Learning Science and Mathematics in English

No.	Theme	Excerpts
1	Communication Purpose	• *We are going to use it on* (sic) *future and it is easy to communicate with outsider.* • *English can help us to communicate with others when go* (sic) *to other country* (sic). • *English is important to communicate with other people.* • *English is important as everyone knows how to speak and understand it.* • *English is the official world's language and it is for communication with people in the world.* • *English is the language used worldwide and interacting with one another would be easier.* • *English helps [us] to communicate with others easily and comfortably.* • *English is a common language that everyone uses all around the world.*
2	Job Security	• *English is important because in future there are many jobs need English* (sic). • *English is used in our future and all jobs are using English.* • *English opens door to countless advantages.* • *With English, I want to become a surgeon in the future.* • *English is important for future work.* • *Since my ambition is to be a doctor, I think English is the best language to achieve my ambition.* • *It is important for my future life and easy for me to take international exams.*
3	Ease of Life	• *English helps us to do things related to different parts of the country.* • *English will help me to understand what is going on with social media.* • *English is applied in our lives and many people use English in works* (sic). • *English is easier to understand.* • *Teach others Science in English because most countries use English.* • *The basic language that everyone knows is English.* • *English is the language everyone has to tackle before learning other languages.*
4	Educational Purpose	• *English is for our future education and to understand new things better.* • *English helps us to know other languages other than Malay language.* • *To further our studies in another country, it is more likely to be in English.* • *Some science words cannot be translated into Malay and it is better to study in English.* • *It is difficult to study in Bahasa Melayu and that will make it harder to understand in university.* • *Technology is in English and I want to study in [the] UK.* • *I can understand the subjects better in English.* • *English opens a new experience for us as students and opens more chances to better studies.* • *I am more comfortable to answer the questions in English.*

The responses have clearly indicated that English is beneficial for their future. This is prevalent from the aspects of communication, job security, ease of life as well as educational purpose. By learning in

English, they would be better prepared for their career and higher education level. The respondents also affirmed that learning Science and Mathematics in English will be the platform for them to achieve their dreams and ambitions. Moreover, they perceived the role played by English language in the sense of communication purpose with other people from different parts of the World. Additionally, they denoted that English is inevitable in their daily lives. The reasons put forward are relevant and signal the cognizance of the respondents. The four themes described clarify the underlying reasons for these students to learn the subjects in English. A very significant purpose is related to the future, and it seems imperative and crucial for them to learn in English.

4.4   Challenges in Learning Science and Mathematics in English

For the second question, 'What are among the challenges you face in learning those subjects in English', the responses were collated into two major themes as follows:

Table 7. Challenges in Learning Science and Mathematics in English

No.	Theme	Excerpts
1	Language Mastery	*I find [it] difficult to translate the words we don't know in English.* *To answer in English and some words I have never found.* *Some new words that I never knew about before.* *We are introduced to new words we are not familiar with.* *It is hard to know the meaning as we are not used to do Science in English.* *I am confused with the spelling and [it is] hard to memorise it.* *I don't know how to get the correct grammar.* *I forget how to spell some words.* *I have difficulties in answering the questions in English.*
2	Ineptitude of Understanding	*I don't understand some words.* *I can't really understand some words and I can't remember the meaning.* *Understanding scientific names.* *It's difficult to understand the meaning of the word.* *Understanding the questions during exam.* *I don't understand all English words.* *There are some words that I don't really understand.* *There are some words that I don't understand.* *I don't understand the meaning of the words.* *I don't understand certain words translated in English.*

It is evident that the major challenge faced by most of the respondents deals with ineptitude of understanding and language mastery. Occurrences such as the inability to comprehend questions and new vocabularies in English, difficulty to answer questions in English, and inadequate English vocabularies are hindrances faced by the students in the learning process. These obstacles might indirectly dampen their interest in learning as they face difficulties related to the language domain and comprehending the lessons. Additionally, this may somehow deteriorate their performance in the subjects. It calls for the students to acquire English competency which would assist their understanding.

From the responses in the open-ended sections, it was revealed that language mastery presents a very prominent challenge in the learning of Science and Mathematics in English. In teaching any subject in content area, a certain mastery of the English language has to precede the understanding of the subject (Domingo, 2016). As discussed earlier, the students should be armed with sufficient language mastery as this will ease their learning process. If they are unable to engage with the language well, this might affect their understanding. A language policy that promotes growth in language proficiency at the expense of academic content learning is desirable (Tavares, 2015). Furthermore, there should be no difference in the

knowledge of contents in a students' mother tongue as CLIL is intended to promote both languages and not only the second language (Fernandez-Sanjurjo, Fernandez-Costales & Blanco, 2017). In addition, the importance of English for future purposes is indeed inevitable as illustrated in the first open-ended question. Job security, educational advancement, communication – aspects that enhance the quality of life – are some of the reasons leading to the preference to learn Science and Mathematics in English. As voiced by Lu et al. (2017); Lay and Osman (2017), the economic growth is closely related to the country's development in the field of science and technology, and this is where the country should lead its direction to. Thus, more actions and provisions are deemed crucial to ensure that the learning of Science and Mathematics in English could attain its objectives.

5.0   CONCLUSION

This study has demonstrated that language mastery is still a major issue affecting the learning of Science and Mathematics in English though the students demonstrated high level of language skills and displayed positive attitudes in learning. Interestingly, the lack of confidence was also prevalent, especially in relation to the language skills. Mastery of the language as well as the dearth of confidence level require more consideration in ensuring the success of this learning process. Unquestionably, this is a positive notion at valorising the standard of English among the students via the learning of Science and Mathematics. However, it is imperative to arm the students with sufficient English mastery to ensure a more promising outcome. If their learning process is dampened by language mastery, this will pose a serious concern to the teachers and also the school administrators. Learning process may not serve its purpose if certain elements involved are affected, especially in this case where Science and Mathematics are compulsory to be learnt in English.

As this issue occurs in other countries practising the learning of Science and Mathematics in English, it requires a more thorough and detailed plan by the policy makers, especially in regard to the nurturing of language competency. This may be practised by other countries in adapting to the existing actions. Learning Science and Mathematics in English encompasses two domains which are content and language. For the success of the learning process, language mastery should be solidified as it is the foundation in learning the content subjects. With the inception of Dual-Language Programme (DLP) as the current move in the Malaysian education system, it entails for serious preparation to ensure the success of the programme. As proposed by CALP, it takes five to seven years for the students to develop their language proficiency. Having said that, secondary level education may serve as a suitable avenue to develop their CALP. As for future research, studies may also look into the relationship between English competency, attitudes and confidence and students' performance in Science and Mathematics. Examining the three domains from the views of locality and types of schools may also be appealing to conduct. Employing observation and semi-structured interviews may discover other dimensions which are not unravelled via this study.

In conclusion, learning Science and Mathematics in English is the platform for students to develop their linguistic repertoire while at the same time engaging them with the content knowledge. Students should not be demotivated and feel inferior if they are faced with any obstacles in their learning process. In addition, students' perceptions in terms of their language skills, attitudes, confidence and even motivation should be consolidated. As this issue happens in other countries around the globe, lessons can be learnt from one another to ameliorate the circumstance. Exchange of ideas between school administrators and teachers may produce a better outcome for the benefits of the nation. Thus, learning Science and Mathematics in the English language should be given provision and support by everyone. At the end of the day, this move needs to be perceived as fostering opportunity instead of posing threat in the students' learning process.

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